Department of Education

PUBLIC SCHOOL 16 Q

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

SCHOOL NUMBER: 24 Q 016 **SCHOOL NAME:** Public School 16 Q

SCHOOL ADDRESS: 41-15 104th 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:	Petita Castellanos
STUDENT REPRESENTATIVE: *(Required for high schools)*	n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** 207

NETWORK LEADER: Peggy Miller

SUPERINTENDENT: Madelene 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 member should be listed separately in the left hand column of 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DD977DFA/82007/A655FINAL1.pdf). *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	Elaine Iodice
Victoria Lee	*UFT Chapter Chairperson or Designee	
Petita Castellanos	*PA/PTA President or Designated Co-President	Petita Castellanos
Alexandra Fernandez	Title I Parent Representative *(suggested, for Title I schools)*	Alexandra Fernandez
Mirian Landi	Member/parent	
Claudia Rueda	Member/parent	
Tom Kelly	Member/UFT Representative	Tom Kelly
Angela Scaliotis	Member/UFT Representative	Angela Scaliotis
Danielle Coyne	Member/UFT Representative	Danielle Coyne
Lisa Zuccalmaglio	Member/CSA Representative	Lisa Zuccalmaglio

(Add rows, as needed, to ensure all SLT members are listed.)

* 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 38% of P.S. 16's students are classified as English Language Learners (ELLs) and 88% come from a home where English is not the first language. As a result, our School offers a menu of options to its large community of language learners. ELLs can choose from Transitional Bilingual Education, Dual Language, English as a Second Language (ESL) self-contained classes or ESL push-in instruction. Instruction for ELLs is differentiated based upon student performance, the NYSESLAT Item Analysis, the ESL Standards and the Stages of Language Acquisition.

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 School-wide 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 distribute monthly informational letters from grade/program supervisors.

Public School 16Q is a School where students want to be. With an attendance rate of 96.1%, our School is identified as an outlier in a comparison of this School's attendance relative to the peer horizon.

"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 of our School, which includes: creating Standards-based classrooms, challenging our students through the use of higher order thinking and reflecting about what is learned, what works and what needs to be revised.
- Using differentiation to build upon established lab sites for ongoing learning Literacy and Technology Development.
- Hosting Teachers College Staff Developers whereby our staff continues to grow in their understanding and implementation of balanced literacy and the Common Core Standards; strengthening teachers' ability to differentiate based upon their understanding of English Language Learners as well as classroom, grade level, and school-wide data.
- Mentoring student teachers from Institutions of Higher Learning (Queens, LaGuardia, 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.
- Providing in-house mentoring for new teachers.
- Expanding our array of professional resources. Our School has two curriculum coaches, an ESL/Bilingual Coach, a Data Specialist/ Coach and has added a Technology Enrichment/Coach. Teachers are afforded multiple opportunities to attend workshops both inside and outside of our School.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. Q016								
District:	24	**DBN:**	24Q016	**DEMOGRAPHICS School BEDS Code:**		342400010016			
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
Enrollment	2	√	6	**Attendance**	10 - *% of days*	*students*	*attended*:		
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
Pre-K	0	0	0	**Student Stability** - *% of Enrollment*:			95.9	96.4	TBD
Kindergarten	208	187	229						
Grade 1	217	244	211						
Grade 2	198	221	245	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 3	267	247	269	**Poverty Rate** - *% of Enrollment*:			95.1	96.1	TBD
Grade 4	241	260	255						
Grade 5	229	246	268						
Grade 6	0	0	0	*(As of October 31)*			2007-08	2008-09	2009-10
Grade 7	0	0	0	**Students in Temporary Housing**			82.3	82.3	95.2
Grade 8	0	0	0				*-Total Number:*		
Grade 9	0	0	0						
Grade 10	0	0	0	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 11	0	0	0	**Recent Immigrants** - *Total Number*:			2	5	TBD
Grade 12	0	0	0						
Ungraded	9	0	6						
Total	1369	1405	1483	*(As of October 31)*			2007-08	2008-09	2009-10
Special Education Enrollment:				**Suspensions** *(OSYD Reporting)*			31	30	40
							- Total Number:		
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
# in Self-Contained Classes	34	46	42	Principal Suspensions			9	9	TBD
# in Collaborative Team Teaching (CTT) Classes	31		*information*	Superintendent Suspensions			1	0	TBD
Number all others	64		20	**Special High School Programs**			*-Total Number:*		
These students are included above.	*in the enrollment*			*(As of October 31)*			2007-08	2008-09	2009-10
		(ELL) Enrollment		CTE Program Participants			0	0	0
		24	71						
English Language Learners (BESIS Survey)		85		Early College HS Program Participants			0	0	0
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	131	231		**Number of Staff** - *Includes all full-time*			*staff:*		
# in Dual Lang. Programs	94	102	105	*(As of October 31)*			2007-08	2008-09	2009-10
# receiving ESL services only	291	337	355	Number of Teachers			88	88	TBD

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
# ELLs with IEPs	13	21	80	Number of Administrators and Other Professionals			18	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			8	7	TBD
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**					
(As of October 31)	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school			100.0	100.0	TBD
				% more than 2 years teaching in this school			78.4	78.4	TBD
Ethnicity and Gender - %	*of Enrollment*			% more than 5 years teaching anywhere			54.5	62.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	*% Masters Degree or higher*			88.0	89.0	TBD
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED			92.2	99.1	TBD
Black or African American	0.7	0.7	0.5						
Hispanic or Latino	81.8	84.0	84.0						
Asian or Native Hawaiian/Other Pacific Isl.	15.3	13.1	13.1						
White	2.1	2.1	2.3						
Male	50.0	48.9	49.0						
Female	50.0	51.1	**2009-10** 51.0	**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/Diferentiated Accountability Status (2009-1 0) Based on 2008-09 Performance:									
	Phase			**Category**					
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive		
	Improvement Year 1								
	Improvement Year 2								
	Corrective Action (CA) – Year 1								
	Corrective Action (CA) – Year 2								
	Restructuring Year 1								
	Restructuring Year 2								
	Restructuring Advanced								

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			**Secondary Level**			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity American Indian or Alaska Native							
Black or African American	–	–	–				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	–	–	–				
Multiracial							
Students with Disabilities	√	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	99.1	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	13.8	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	23.8	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	57		
(Comprises 60% of the Overall Score)			
Additional Credit:	4.5		

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
KEY: PROGRESS REPORT DATA	◊ = Outstanding
NR = Data Not Reported	NR = No Review Required

* = 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.

** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduationratememo.pdf

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/Teacher 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 your school's 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:

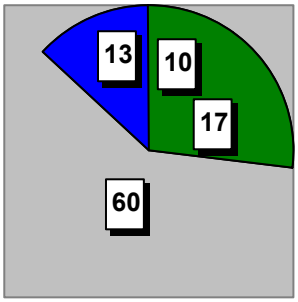
Priority # 1

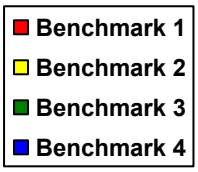
In the 2008-09 and 2009-10 school years, the following reading benchmark level performance was reported as per the data exported from the June 2009 and 2010 assessment periods in the TCRWP AssessmentPro data system:

I **K-5 General Education (GE) Students**

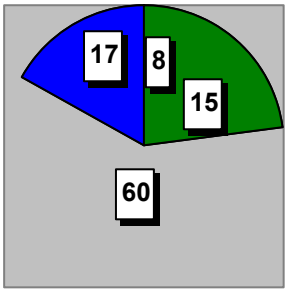
2009	2010
10% are reading at benchmark level 1	8% are reading at benchmark level 1.
17% are reading at benchmark level 2	15% are reading at benchmark level 2
60% are reading at benchmark level 3	60% are reading at benchmark level 3
13% are reading at benchmark level 4	17% are reading at benchmark level 4

2009





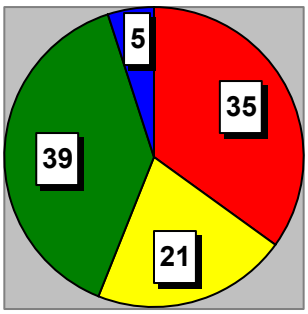
2010

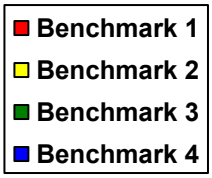


II **K-5 Students with Disabilities (SWDs)**

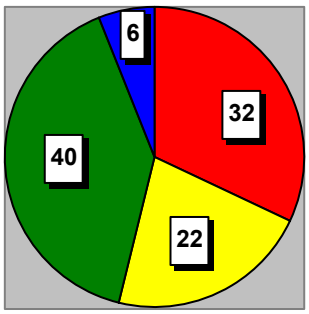
2009	2010
35% are reading at benchmark level 1	32% are reading at benchmark level 1
21% are reading at benchmark level 2	22% are reading at benchmark level 2
39% are reading at benchmark level 3	40% are reading at benchmark level 3
5% are reading at benchmark level 4	6% are reading at benchmark level 4

2009





2010



Review and discussion of our **performance trends** reveals the following priority of need:

Priority 1 – Academic Performance for K-5 SWDs in the area of English Language Arts (Reading)

Our TCRWP AssessmentPro Reading Benchmark Level data shows the following:

- The percentage of our **General Education (GE)** K-5 students reading at a **benchmark level 1 decreased by 2%** (from 10% in June 2009 to 8% in June 2010)
- The percentage of our K-5 **SWDs** reading at a **benchmark level 1 decreased by 3%** (from 35% in June 2009 to 32% in June 2010)

- The percentage of our **GE** K-5 students reading at a **benchmark level 2 decreased by 2%** (from 17% in June 2009 to 15% in June 2010)
- The percentage of our K-5 **SWDs** reading at a **benchmark level 2 increased by 1%** (from 21% in June 2009 to 22% in June 2010)

- The percentage of our **GE** K-5 students reading at a **benchmark level 3 remained the same** (60% in June 2009 and 60% in June 2010)
- The percentage of our K-5 **SWDs** reading at a **benchmark level 3 increased by 1%** (from 39% in June 2009 to 40% in June 2010)

- The percentage of our **GE** K-5 students reading at a **benchmark level 4 increased by 4%** (from 13% in June 2009 to 17% in June 2010)
- The percentage of our K-5 **SWDs** reading at a **benchmark level 4 increased by 1%** (from 5% in June 2009 to 6% in June 2010)

- The percentage of our **GE** K-5 students reading at **benchmark levels 3 or 4 increased by 4%** (from 73% in June 2009 to 77% in June 2010)
- The percentage of our K-5 **SWDs** reading at **benchmark levels 3 or 4 increased by 2%** (from 44% in 2009 to 46% in 2010)

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

- The percentage of our K-5 **GE** students reading at **benchmark level 1** is decreasing.
- The percentage of our K-5 **SWDs** reading at **benchmark level 1** is decreasing.
- The percentage of our K-5 **GE** students reading at **level 1** is decreasing more than our **SWDs** by 1%

- The percentage of our K-5 **GE** students reading at **benchmark level 2** is decreasing.
- The percentage of our K-5 **SWDs** students reading at **benchmark level 2** is increasing.
- The percentage of our K-5 **GE** students reading at **level 2** is decreasing more than our **SWDs** by 3%

- The percentage of our K-5 **GE** students reading at **benchmark level 3** is the same.
- The percentage of our K-5 **SWDs** students reading at **benchmark level 3** is increasing.
- The percentage of our K-5 **GE** students reading at **level 3** is increasing less than our **SWDs** by 1%

- The percentage of our K-5 **GE** students reading at **benchmark level 4** is increasing.
- The percentage of our K-5 **SWDs** reading at **benchmark level 4** is increasing
- The percentage of our K-5 **GE** students reading at **level 4** is increasing more than our **SWDs** by 3%

- The percentage of our K-5 **GE** students reading at benchmark **levels 3 or 4** is 31% higher than our K-5 **SWDs**

Although our K-5 student reading benchmark level performance has shown growth, overall our SWDs

are progressing at a slower rate than our GE students on benchmark levels 1, 2 and 4. Therefore, there is a gap (31%) in reading level performance between our GE students and our SWDs.

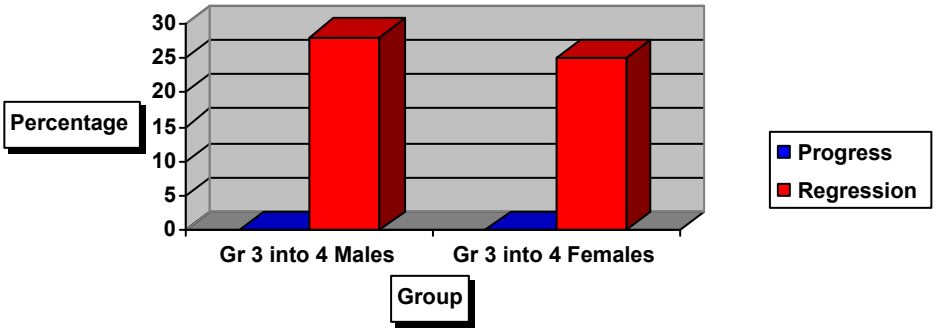
Priority # 2

In the 2008-09 and 2009-10 school years, the following math level progress was extrapolated as per the ARIS Report "Comparing Populations on the 3-8 NY State Math Exam":

I

Grade 3 into Grade 4

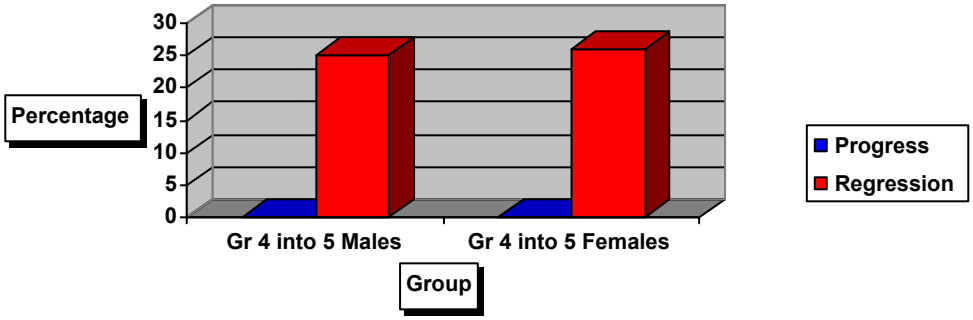
0% of males showed progress 0% of females showed progress
28% of males regressed 25% of females regressed



II

Grade 4 into Grade 5

0% of males showed progress 0% of females showed progress
25% of males regressed 26% of females regressed



Review and discussion of our **performance trends** reveals the following priority of need:

Priority 2 – Academic Progress for Female Students 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 NYS Mathematics Exam results from the 2008-09 and the 2009-10 school years show:
- 0 % of our 2008/9 grade 3 into 2009/10 **grade 4 female students** **showed progress**
- 25 % of our 2008/9 grade 3 into 2009/10 **grade 4 female students** **regressed**

- 0 % of our 2008/9 grade 3 into 2009/10 **grade 4 male students** **showed progress**
- 28 % of our 2008/9 grade 3 into 2009/10 **grade 4 male students** **regressed**

- 0 % of our 2008/9 grade 4 into 2009/10 **grade 5 female students** **showed progress**
- 26 % of our 2008/9 grade 4 into 2009/10 **grade 5 female students** **regressed**

- 0 % of our 2008/9 grade 4 into 2009/10 **grade 5 male students** **showed progress**
- 25 % of our 2008/9 grade 4 into 2009/10 **grade 5 male students** **regressed**

When comparing male and female student progress in the area of mathematics, utilizing the 2008-09 and the 2009-10 NYS Mathematics Exams as the indicators, The following trends are evident:

- ☐ The percentage of regression for our **2008/9 grade 3 into 2009/10 grade 4 male students** is 3% higher than our **2008/9 grade 3 into 2009/10 grade 4 female students**
- ☐ The percentage of regression for our **2008/9 grade 4 into 2009/10 grade 5 male students** is 1% lower than our **2008/9 grade 4 into 2009/10 grade 5 female students**

Upon analysis it is clear that both our female and our male students in grades 4 and 5 have regressed in the area of mathematics (25 – 28 %). Therefore, math progress for all of our students is an area of need.

Priority # 3

In the 2008-09 and 2009-10 school years, the following reading benchmark level performance was reported as per the School Benchmark Pie Charts report for the June 2009 and 2010 assessment periods in the TCRWP AssessmentPro data system:

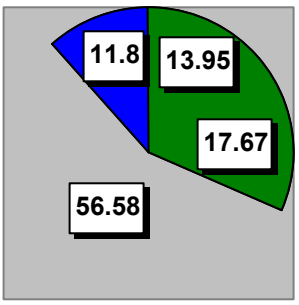
I **K-5 Students**

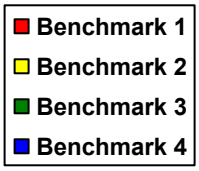
13.95% are reading at benchmark level 1
17.67% are reading at benchmark level 2
56.58% are reading at benchmark level 3
11.80% are reading at benchmark level 4

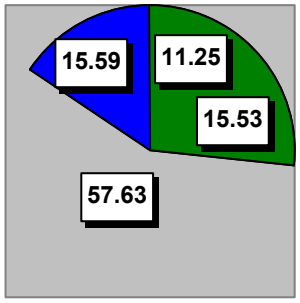
2009

11.25% are reading at benchmark level 1
15.53% are reading at benchmark level 2
57.63% are reading at benchmark level 3
15.59% are reading at benchmark level 4

2010







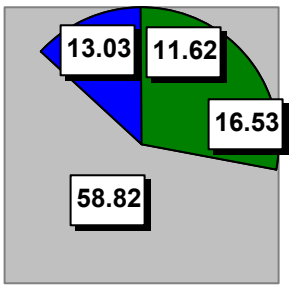
II **K-5 Female Students**

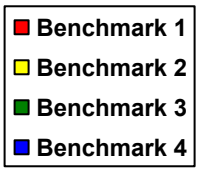
11.62% are reading at benchmark level 1
16.53% are reading at benchmark level 2
58.82% are reading at benchmark level 3
13.03% are reading at benchmark level 4

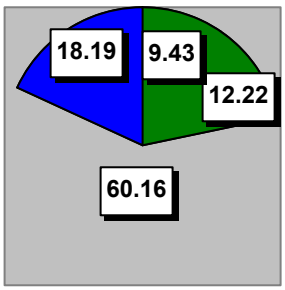
2009

9.43% are reading at benchmark level 1
12.22% are reading at benchmark level 2
60.16% are reading at benchmark level 3
18.19% are reading at benchmark level 4

2010







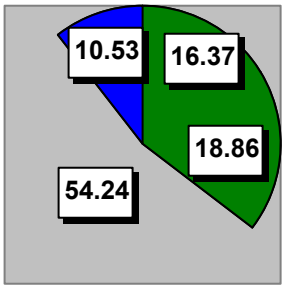
III **K-5 Male Students**

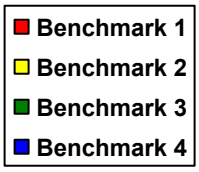
16.37% are reading at benchmark level 1
18.86% are reading at benchmark level 2
54.24% are reading at benchmark level 3
10.53% are reading at benchmark level 4

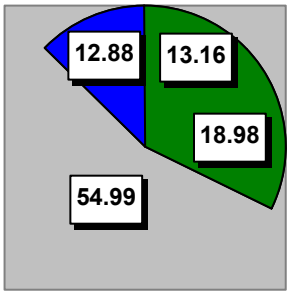
2009

13.16% are reading at benchmark level 1
18.98% are reading at benchmark level 2
54.99% are reading at benchmark level 3
12.88% are reading at benchmark level 4

2010







Review and discussion of our **performance trends** reveals the following priority of need:

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

Our TCRWP AssessmentPro Reading Benchmark Level data shows the following:

- The percentage of our **male** K-5 students reading at a **benchmark level 1** **decreased by 3.21%** (from 16.37% in June 2009 to 13.16% in June 2010)
- The percentage of our **female** K-5 students reading at a **benchmark level 1** **decreased by 2.19%** (from 11.62% in June 2009 to 9.43% in June 2010)

- The percentage of our **male** K-5 students reading at a **benchmark level 2** **increased by 0.12%** (from 18.86% in June 2009 to 18.98% in June 2010)
- The percentage of our **female** K-5 students reading at a **benchmark level 2** **decreased by 4.31%** (from 16.53% in June 2009 to 12.22% in June 2010)

- The percentage of our **male** K-5 students reading at a **benchmark level 3** **increased by 0.75%** (from 54.24% in June 2009 to 54.99% in June 2010)
- The percentage of our **female** K-5 students reading at a **benchmark level 3** **increased by 1.34%** (from 58.82% in June 2009 to 60.16% in June 2010)

- The percentage of our **male** K-5 students reading at a **benchmark level 4** **increased by 2.35%** (from 10.53% in June 2009 to 12.88% in June 2010)
- The percentage of our **female** K-5 students reading at a **benchmark level 4** **increased by 5.16%** (from 13.03% in June 2009 to 18.19% in June 2010)

- The percentage of our **female** K-5 students reading at **benchmark levels 3 or 4** **is 78.35%**
- The percentage of our **male** K-5 students reading at **benchmark levels 3 or 4** **is 67.87%**

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

- The percentage of our K-5 **male** students reading at **benchmark level 1** is decreasing.
- The percentage of our K-5 **female** students reading at **benchmark level 1** is decreasing.
- The percentage of our K-5 **male** students reading at **level 1** is decreasing more than our **female** students by 1.02%

- The percentage of our K-5 **male** students reading at **benchmark level 2** is increasing.
- The percentage of our K-5 **female** students reading at **benchmark level 2** is decreasing.
- The percentage of our K-5 **male** students reading at **level 2** is decreasing less than our **female** students by 4.43%

- The percentage of our K-5 **male** students reading at **benchmark level 3** is increasing.
- The percentage of our K-5 **female** students reading at **benchmark level 3** is increasing.
- The percentage of our K-5 **male** students reading at **level 3** is increasing less than our **female** students by 0.59%

- The percentage of our K-5 **male** students reading at **benchmark level 4** is increasing.
- The percentage of our K-5 **female** students reading at **benchmark level 4** is increasing
- The percentage of our K-5 **male** students reading at **level 4** is increasing less than our **female**

students by 2.81%

- The percentage of our K-5 **female** students reading at **benchmark levels 3 or 4** is 10.48% higher than our K-5 **males**

Although our K-5 student reading benchmark level performance has shown growth, our male students are progressing at a slower rate than our female students on benchmark levels 2, 3 and 4. Therefore, there is a gap in reading level performance (10.48) between our male and female students.

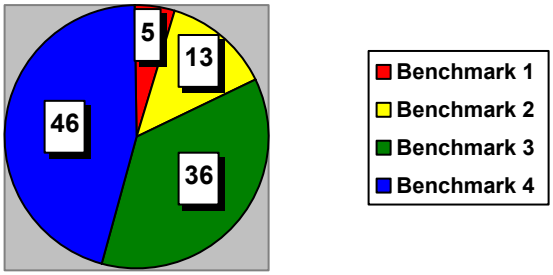
Priority # 4

In the 2009-10 school year, the following writing benchmark level performance was reported as per the P.S. 16Q June Writing Benchmark Rubric (see attachment A) in conjunction with the exported writing level report for the June 2010 assessment period from the TCRWP AssessmentPro data system:

I

K-5 Students

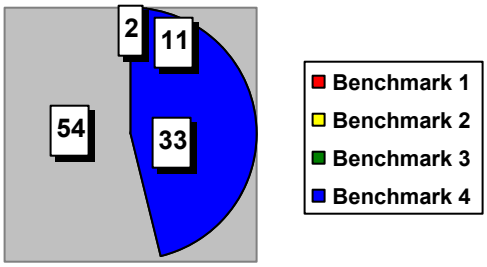
5% are writing at benchmark level 1.
13% are writing at benchmark level 2.
36% are writing at benchmark level 3.
46% are writing at benchmark level 4.



II

K-5 Non-ELL Students

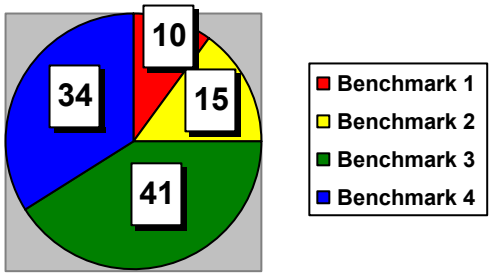
2% are writing at benchmark level 1.
11% are writing at benchmark level 2.
33% are writing at benchmark level 3.
54% are writing at benchmark level 4.



III

K-5 ELL Students

10% are writing at benchmark level 1.
15% are writing at benchmark level 2.
41% are writing at benchmark level 3.
34% are writing at benchmark level 4.



Review and discussion of our **performance trends** reveals the following priority of need:

Priority 4 – Academic Performance for English Language Learners (ELLs) in Grades K-5 in the area of English Language Arts (Writing)

Our June 2010 TCRWP AssessmentPro Writing Level Data in conjunction with the P.S. 16Q June Writing Level Benchmark Rubric shows the following:

- ☐ 2% of our **Non-ELL students** are writing at **benchmark level 1**.
- ☐ 11% of our **Non-ELL students** are writing at **benchmark level 2**.
- ☐ 33% of our **Non-ELL students** are writing at **benchmark level 3**
- ☐ 54% of our **Non-ELL students** are writing at **benchmark level 4**.

- ☐ 10% of our **ELL students** are writing at **benchmark level 1**.
- ☐ 15% of our **ELL students** are writing at **benchmark level 2**.
- ☐ 41% of our **ELL students** are writing at **benchmark level 3**
- ☐ 34% of our **ELL students** are writing at **benchmark level 4**.

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

- ☐ 8% more of our **K-5 ELL students** are writing at a **benchmark level 1** compared to our **K-5 Non-ELL students**
- ☐ 4% more of our **K-5 ELL students** are writing at a **benchmark level 2** compared to our **K-5 Non-ELL students**
- ☐ 8% more of our **K-5 ELL students** are writing at a **benchmark level 3** compared to our **K-5 Non-ELL students**
- ☐ 20% less of our **K-5 ELL students** are writing at a **benchmark level 4** compared to our **K-5 Non-ELL students**

Although a large percentage of our ELL and Non-ELL K-5 students are writing on benchmark levels 3 and 4 (75% of ELLs and 87% of our Non-ELLs), the percentage is 12% greater for our Non-ELLs. Therefore, there is a gap in writing level performance between our ELL and Non-ELL students.

Our school will continue to build upon last year's success in cultivating learning through the use of technology in the classroom. A school-wide priority will be:

Priority 5– Technology

In the 2009-10 school year P.S. 16 made technology a priority. We worked to:

- ☐ Provide additional professional development
- ☐ Regularly utilize computer adaptive and predictive assessments and programs to differentiate instruction
- ☐ Create a multi-media library research center with a Library Media Specialist
- ☐ Enable 100% of our classroom teachers to regularly utilize technology in the classroom (a

35% increase from 2008-09)

Although the regular use of technology has dramatically increased, much of this growth has resulted from the implementation of technology based programs in the classroom; there remain a large proportion of teachers that are not utilizing technology as a teaching tool.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.*

2010-2011 Instructional School Goals	
SMART Goal	**Rationale**
1. **Academic Performance for K-5 SWDs in the area of English Language Arts (Reading)** In June of the 2009-10 school year, 46% (84/183) of our K-5 SWDs were reading on Benchmark Levels 3 or 4, as seen in the data exported from the June 2010 assessment period in the TCRWP AssessmentPro data system. By June of the 2010-11 school year, it is our goal to have 49% (95/193) of our K-5 SWDs reading on Benchmark Levels 3 or 4. This would equate to a 3% increase	After conducting our needs assessment we determined there was an achievement gap between our SWD and GE students in the area of reading performance. According to the data exported from the June 2010 assessment period in the TCRWP AssessmentPro data system: - The percentage of our K-5 SWDs reading at benchmark levels 3 or 4 was 46% - The percentage of our K-5 GE students reading at benchmark levels 3 or 4 was 77%. Therefore, we determined that in order to close the achievement gap between our SWD and GE students in the area of English Language Arts (reading) performance, a larger percentage of our K-5 SWDs need to be reading on benchmark levels 3 or 4.
2. **Academic Progress for Students in the Area of Mathematics** In June of the 2009-10 school year, overall 0% (0/516) of our students showed progress in mathematics on the NYS Mathematics Exam. By June of the 2010-11 school year it is our goal to have 3% (16/524) of our students show progress in mathematics on the NYS Mathematics Exam. This would equate to a 3% increase in student progress in mathematics.	After conducting out needs assessment we determined that all of our students showed regression when measuring mathematics progress. According to our 2009-10 NYS Mathematics Exam Results: - The percentage of our grade 4 and 5 students making progress on the 2009-10 NYS Mathematics Exam was 0% - The percentage of our grade 4 and 5 students regressing on the 2009-10 NYS Mathematics Exam was 26% Therefore, we determined that all of our students need support in the area of mathematics progress as measured by the NYS Mathematics Exam.

3. **Academic Performance for Male K-5 Students in the area of English Language Arts (Reading)** In June of the 2009-10 school year, 67.87% (490/722) of our male K-5 students were reading on Benchmark Levels 3 or 4, as seen on the School Benchmark Pie Charts report for the June 2010 assessment period in the TCRWP AssessmentPro Data System. By June of the 2010-11 school year, it is our goal to have 70% (543/776) of our male K-5 students reading on Benchmark Levels 3 or 4. This would equate to a 2.13% increase.	After conducting our needs assessment we determined there was an achievement gap between our male and female students in the area of reading performance. According to the School Benchmark Pie Charts report for the June 2010 assessment period in the TCRWP AssessmentPro Data System: - The percentage of our K-5 male students reading at benchmark levels 3 or 4 was 67.87% - The percentage of our K-5 female students reading at benchmark levels 3 or 4 was 78.35%. Therefore, we determined that in order to close the achievement gap between our male and female students in the area of English Language Arts (reading) performance, a larger percentage of our K-5 male students need to be reading on benchmark levels 3 or 4.
4. **Academic Performance for K-5 English Language Learners (ELL) Students in the area of English Language Arts (Writing)** In June of the 2009-10 school year, 75% (409/548) of our K-5 ELLs were writing on Benchmark Levels 3 or 4, as determined from the June TCRWP AssessmentPro data in conjunction with the P.S. 16 June Writing Level Benchmark Rubric. By June of the 2010-11 school year, it is our goal to have 78% (479/614) of our K-5 ELLs writing on Benchmark Levels 3 or 4. This would equate to a 3% increase.	After conducting our needs assessment we determined there was an achievement gap between our ELL and Non-ELL students in the area of writing performance. According to the June TCRWP AssessmentPro data in conjunction with the P.S. 16 June Writing Level Benchmark Rubric: - The percentage of our K-5 ELLs writing on benchmark levels 3 or 4 was 75% - The percentage of our K-5 Non-ELLs writing on benchmark levels 3 or 4 was 87% Therefore, we determined that in order to close the achievement gap between our ELL and Non-ELL students in the area of English Language Arts (writing) performance, a larger percentage of our K-5 ELLs need to be writing on benchmark levels 3 or 4.
5. **Technology** In September of the 2010-11 school year, 33% of classroom teacher's lessons utilized technology as a teaching tool. By June of the 2010-11 school year, it is our goal to have 38% of classroom teachers' lessons utilizing technology as a teaching tool. This would equate to a 5% increase.	After conducting our needs assessment we determined that, although 100% of our classroom teachers are utilizing technology on a regular basis, the percentage of classroom teacher's lessons that utilized technology as a teaching tool was 33%. Therefore, we determined that here was a need to: • expand the use of technology as a teaching tool across the content areas • increase the percentage of teacher lessons that utilize technology as a teaching tool

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 2010-11 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, PLA, 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): English Language Arts (Reading)

Annual Goal #1	**In June of the 2009-10 school year, 46% (84/183) of our K-5 SWDs were reading on Benchmark Levels 3 or 4, as seen in the data exported from the June 2010 assessment period in the TCRWP AssessmentPro data system. By June of the 2010-11 school year, it is our goal to have 49% (95/193) of our K-5 SWDs reading on Benchmark Levels 3 or 4. This would equate to a 3% increase**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	- Our Data Specialist will support teachers on using and understanding the TCRWP AssessmentPro data system throughout the school year - Retain two Curriculum Coaches (one K-2 and one 3-5), an ESL/Bilingual Coach and an IEP Consultant/Teacher that will support teachers throughout the year - By September 2010 we will have one Technology Enrichment/Coach that will support teachers throughout the year - Teachers will attend TC Workshops throughout the school year - Cycles of Professional Development will be run by Literacy Coaches throughout the school year; focusing on shared reading, guided reading, word work, infusing more non-fiction into literacy, higher level questioning and thinking, etc. - Throughout the school year all teachers in grades K – 5 will work with a variety of TCRWP Staff Developers: Christine Holley, Emily DiLiddo, Ginny Lockwood, Enid Martinez, Carl Anderson, and Janet Steinberg - Beginning in October 2010, teachers will participate on ELA Inquiry Teams - Our Library-Media Specialist will arrange Author Visits to the school - Readers Theater in all Special Education classes at least one time per week - The Administration will establish Extended Day ELA Instruction, utilizing Imagine Learning, that will be available to students in need in grades 3-5 from October 2010 – June 2011 - The administration will establish an extended day program, utilizing Leveled Literacy, for students in need in grades 1 & 2 (16 week cycles) - The Administration will establish a weekly Saturday Academy for ELA Instruction - Reading Rallies will be held to promote reading achievement - For students reading at levels J+, a standardized Reading Log Booklet will be utilized to record & analyze in school and at home reading - First stage of rolling out the New ELA Common Core Standards through professional development, with the support of: Steven Gilroy (Children's First Network, Instructional Coach for Core Standards) , two trained Assistant Principals and one trained coach, and Melinda Willens (Children's First Network, Coordinator of Early Intervention Services)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	**FY'11 PS:** Technology Enrichment/Coach (B. Ng-TLFSF), Data Specialist (A. Toscano-Title I SWP), Literacy Coaches (C. Walker-Title I SWP and A. Barzilay-44% Title I SWP and 55% Title I ARRA), IEP Consultant (A. Orihuela- Tax Levy) Per Diem substitute service, teacher per session, administrative per session **FY'11 OTPS:** Contracted Services-TCRWP (689), printing and binding of Reading Logs (101), reading incentives (130), binders for teacher materials (Units of Study) (130), new upper grade TCRWP Units of Study(130), leveled books (130)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Initial and On-going Indicators**: Through analysis of TCRWP AssessmentPro and in-house data, we will determine the benchmark level of our K-5 SWDs. The data will include TCRWP Reading Assessments, Narrative Continuum Writing Assessments, and Words Their Way Spelling Assessment results. Ongoing indicators will include Imagine Learning and Leveled Literacy progress, the review of formal and informal classroom observations, conference notes, lesson plans, and professional development attendance and agendas. **Midterm (December and March)**: 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. **End-term**: 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 SWDs reading on Benchmark Levels 3 or 4. The data will include TCRWP Reading Assessments, Narrative Continuum Writing Assessments, and Words Their Way Spelling Assessment results.

Subject/Area (where relevant): **Mathematics**

Annual Goal #2 *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**In June of the 2009-10 school year, overall 0% (0/516) of our students showed progress in mathematics on the NYS Mathematics Exam. By June of the 2010-11 school year it is our goal to have 3% (16/524) of our students show progress in mathematics on NYS Mathematics Exam. This would equate to a 3% increase in student progress in mathematics.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	- Destination Math Teacher Survey will be distributed to classroom teachers to determine usefulness and effectiveness - The Data Specialist will help analyze and interpret Math data throughout the year - Implementation of "Great Leaps" Math and "First in Math" (Grades 3-5) as Tier I and II interventions - First In Math Professional Development will be provided by off site Staff Developers - Beginning in October 2010, teachers will participate on Math Inquiry Teams - A Math Academic Intervention Specialist (AIS) teacher will work with students throughout the year - The Administration will establish Extended day Math Instruction that will be available to students in need from October 2010 – June 2011 - Math Rallies will be held to promote mathematics achievement - The Administration will establish a weekly Saturday Academy for Instruction in Mathematics - First stage of rolling out the New Math Common Core Standards through professional development and Inquiry Teams, with the support of Steven Gilroy (Children's First Network, Instructional Coach for Core Standards), Melinda Willens (Children's First Network, Coordinator of Early Intervention Services), and two classroom teachers in CCS ongoing training
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	**FY'11 PS:** Data Specialist (A. Toscano-Title I SWP), AIS Math (B. Fellman- 2% TLFSF and 98% C4E), F-Status Music Enrichment Position (I. Laakonen-Tax Levy), teacher per session, administrative per session **FY'11 OTPS:** First In Math (199), math manipulatives (130), Professional Development -Contracted Services (689), mathematics incentives (130), math consumables (130)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Initial and On-going Indicators: Through analysis of ARIS, and in-house data, we will determine the proficiency level of all of our students in the area of mathematics. The data will include EDM end of year assessments, periodic assessment results, New York State Math Test results, and Math Intervention results. Ongoing indicators will include the review of formal and informal classroom observations, conference notes, lesson plans, and professional development attendance and agendas. Midterm: Results of EDM mid-year assessments, periodic assessment results, and Math Intervention results will be reviewed to determine progress in mathematics proficiency levels. End-term: Through analysis of ARIS, EDM, and in-house data, we will determine whether our students met our goal of increased progress in mathematics. The data will include EDM end of year assessments, periodic assessment results, New York State Math Test results, and Math Intervention results.

Subject/Area (where relevant): English Language Arts (Reading)

Annual Goal #3 *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**In June of the 2009-10 school year, 67.87% (490/722) of our male K-5 students were reading on Benchmark Levels 3 or 4, as seen on the School Benchmark Pie Charts report for the June 2010 assessment period in the TCRWP AssessmentPro Data System. By June of the 2010-11 school year, it is our goal to have 70% (543/776) of our male K-5 students reading on Benchmark Levels 3 or 4. This would equate to a 2.13% increase.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	- Our Data Specialist will support teachers on using and understanding the TCRWP AssessmentPro data system throughout the school year - By September 2010, we will have two Literacy Coaches (one K-2 and one 3-5) - Teachers will attend TC Workshops throughout the school year - Cycles of Professional Development will be run by Literacy Coaches throughout the school year; focusing on shared reading, guided reading, word work, infusing more non-fiction into literacy, higher level questioning and thinking, etc. - Our Library-Media Specialist will arrange Author Visits to the school - Beginning in October 2010, teachers will participate on ELA Inquiry Teams - Throughout the school year all teachers in grades K – 5 will work with a variety of TCRWP Staff Developers: Christine Holley, Emily DiLiddo, Ginny Lockwood, Enid Martinez, Carl Anderson, and Janet Steinberg - The Administration will establish Extended Day ELA Instruction, utilizing Imagine Learning, that will be available to students in need in grades 3-5 from October 2010 – June 2011 - The administration will establish an extended day program, utilizing Leveled Literacy, for students in need in grades 1 & 2 (16 week cycles) - The Administration will establish a weekly Saturday Academy for ELA Instruction - Reading Rallies will be held to promote reading achievement - A standardized Reading Log Booklet will be utilized to promote at home reading for J+ readers - First stage of rolling out the New ELA Common Core Standards through professional development, with the support of Steven Gilroy (Children's First Network, Instructional Coach for Core Standards) and Melinda Willens (Children's First Network, Coordinator of Early Intervention Services)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	**FY'11 PS:** Data Specialist (A. Toscano-Title I SWP), Literacy Coaches (C. Walker-Title I SWP and A. Barzilay-44% Title I SWP and 55% Title I ARRA) Per Diem substitute service, teacher per session, administrative per session **FY'11 OTPS:** Contracted Services-TCRWP (689), printing and binding of Reading Logs (101), reading incentives (130), binders for teacher materials (Units of Study) (130), new upper grade TCRWP Units of Study(130), leveled books and books for boys (130)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Initial and On-going Indicators: Through analysis of TCRWP AssessmentPro and in-house data, we will determine the benchmark level of our male 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. Midterm (December and March): 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. End-term: Through analysis of TCRWP AssessmentPro and in-house data, we will determine whether we met our goal of increasing the

	percentage of our male K-5 students reading on Benchmark Levels 3 or 4. The data will include TCRWP Reading Assessments, Narrative Continuum Writing Assessments, and Words Their Way Spelling Assessment results.

Subject/Area (where relevant): English Language Arts (Writing)

Annual Goal #4 *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**In June of the 2009-10 school year, 75% (409/548) of our K-5 ELLs were writing on Benchmark Levels 3 or 4, as determined from the June TCRWP AssessmentPro data in conjunction with the P.S. 16 June Writing Level Benchmark Rubric. By June of the 2010-11 school year, it is our goal to have 78% (479/614) of our K-5 ELLs writing on Benchmark Levels 3 or 4. This would equate to a 3% increase.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	- Our Data Specialist will support teachers on using and understanding the TCRWP AssessmentPro data system throughout the school year - By September 2010, we will have two Literacy Coaches (one K-2 and one 3-5) - Teachers will attend TC Workshops throughout the school year - Cycles of Professional Development will be run by Literacy Coaches throughout the school year; focusing on writing goals, conferring, toolkits, writing about reading etc. - Throughout the school year all teachers in grades K – 5 will work with a variety of TCRWP Staff Developers: Christine Holley, Emily DiLiddo, Ginny Lockwood, Enid Martinez, Carl Anderson, and Janet Steinberg - Beginning in October 2010, teachers will participate on ELA Inquiry Teams - - The Administration will establish Extended Day ELA Instruction, utilizing Imagine Learning, that will be available to students in need in grades 3-5 from October 2010 – June 2011 - The administration will establish an extended day program, utilizing Leveled Literacy, for students in need in grades 1 & 2 (16 week cycles) - The Administration will establish a weekly Saturday Academy for ELA Instruction - On Election Day, we will provide whole staff professional development by a writing specialist (Ralph Fletcher) - First stage of rolling out the New ELA Common Core Standards through professional development, with the support of Steven Gilroy (Children's First Network, Instructional Coach for Core Standards) and Melinda Willens (Children's First Network, Coordinator of Early Intervention Services)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	**FY'11 PS:** Data Specialist (A. Toscano-Title I SWP), Literacy Coaches (C. Walker-Title I SWP and A. Barzilay-44% Title I SWP and 55% Title I ARRA), Per Diem substitute service, teacher per session, administrative per session **FY'11 OTPS:** Contracted Services-TCRWP (689), binders for teacher materials (Units of Study) (130)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Initial and On-going Indicators: Through analysis of TCRWP AssessmentPro and in-house data, we will determine the benchmark level of our ELLK-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. Midterm (December and March): 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. End-term: Through analysis of TCRWP AssessmentPro and in-house data, we will determine whether we met our goal of increasing the

	percentage of our ELL K-5 students writing on Benchmark Levels 3 or 4. The data will include TCRWP Reading Assessments, Narrative Continuum Writing Assessments, and Words Their Way Spelling Assessment results.

Subject/Area (where relevant): **Technology**

Annual Goal #5 *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**In September of the 2010-11 school year, 33% of classroom teacher's lessons utilized technology as a teaching tool. By June of the 2010-11 school year, it is our goal to have 38% of classroom teacher's lessons utilizing technology as a teaching tool. This would equate to a 5% increase.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	- 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, document cameras, Destination Math, AssessmentPro, Brain Pop, Acuity, RAZ Kids, Head Sprout, Imagine Learning) - By September 2010, we will have a Technology Enrichment/Coach - By October 2010, we will establish four (two upper grade and two lower grade) Model Technology Classrooms that will be open to intervisitations - By October 2010, all 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 2011 -Teachers will complete a survey detailing 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
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	**FY'11 PS:** Technology Enrichment/Coach (B. Ng-TLFSF), Computer Cluster (Y. Horiuchi- Title II A Supplement), Library Media Specialist (R. Edwards-Mayerson- 30% TLFSF, 21% TL Children's First, 29% Children's First), 90% of AP Position (J. Weber- TL FSF) **FY'11 OTPS:** Funds for Smartboards (Tax Levy-332/Reso A), Contracted Services (689), Destination Math (199/689)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Initial and On-going Indicators: Through the analysis of our school created Technology Survey, we will determine the percentage of lessons in which teachers are utilizing technology as a teaching tool 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 percentage of lessons utilizing technology as a teaching tool is increasing. End-term: Through the analysis of our school created Technology Survey, we will determine whether our classroom teachers met our goal of increasing by 5% the percentage of lessons utilizing technology as a teaching tool.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: *All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6.* ***Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.*** *(Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)*

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	6	0	N/A	N/A	20	2	0	40
1	150	0	N/A	N/A	15	0	0	40
2	130	12	N/A	N/A	10	0	1	40
3	120	120	N/A	N/A	9	0	0	40
4	170	170	**50**	**0**	11	0	0	40
5	120	120	**50**	**0**	20	0	0	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), interim and predictive assessments. 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 menu of available intervention programs include: Wilson, Fundations (Tier II), Leveled Literacy Intervention (LLI); Great Leaps one-to-one tutoring with paraprofessionals, RAZ Kids, Head Sprout or Imagine Learning. 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. Cycles of Tier II Interventions are provided by an AIS in Mathematics. The Academic Intervention Specialist sets goals and re-evaluates goals every 6-8 weeks. Special Education 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.
Science:	Science cluster teachers provide differentiation one – two times per week in Grades 3 and 4. In the spring, students at risk for Science will be invited to a morning program for a total of 8-10 hours 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 three guidance counselors on staff. Two FT and one ATR. 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 .6 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 (2010-2011) LAP narrative to this CEP.
Attachment D

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 1,580 students and 604 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.

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 2008-09 was an A rating and 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. Our progress report for 2009-10 was a B, however, our ELLs still made exemplary gains in ELA 41.1 % and in Mathematics our ELLs increased to 33.8%. Although our Progress report reflects a B our English Language Learners made exemplary gains in closing the achievement gap in comparing last year's progress report. Our efforts show that we are continuing to make gains and our focus will continue to provide our ELLs with a rigorous education.

During the 2010-2011 school year 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 fourth grade class.
- Twelve dual language classes from grades K-5.
- Twelve ESL Self contained Classes in grades 1 to 5 (3 in Kindergarten, 3 in first grade, 1 in second grade, 2 in third grade, and three in fourth grade)
- One ESL certified Art teacher also reinforces learning to our English Language Learner 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 Team consisting of various key members; Administration, ESL Teachers, and ESL/Bilingual Coordinator/Coach to gather, analyze, and interpret ELL-related data and implement data-driven changes in instruction and programming. The 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, Tuesday, and Wednesday for grades K-2. Grades 3-5 implement the 60-40 model by teaching classes in Spanish on Monday, Wednesday, and Friday. (This model helps with transitioning students from Bilingual classes to our Dual Language program. On a Spanish day of instruction, 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 an English day of instruction, 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, 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.

Our Dual Language Program is being implemented for the eighth year for students in 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. During a two and

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 42% last year to 43% this year, however, so does our knowledge and our determination to see our ELLs excel, achieve, grow and strengthen their academic.

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 when able. 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) and we move to Step 3, *Program Placement* by placing students in the appropriate programs as per parental option, current programs, and 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).

Parents are invited to several Parent Orientation meetings that are scheduled and facilitated by the ESL/Bilingual Coordinator/Coach several times during the year. Parents are sent letters in their native language (templates used for letters are available on the NYCDOE website under the ELL link)

In short, 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.

ELL demographics:

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 classes, 4/5-1B. 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 12- Freestanding ESL Self-Contained classes at P.S.16Q from Kindergarten to 4th 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 one ESL push-in teacher. 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 50 percent in English and 50 percent in 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 (K-2) will begin week one with the English dominant teacher on Mondays, Wednesdays, and Fridays and the Spanish dominant teacher on Tuesdays and Thursdays. The (K-3 Class) will begin week one with the Spanish dominant teacher on Mondays, Wednesdays, and Fridays and the English dominant 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 15 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 (45mintues). 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.

For the school year 2010-2011 approximately 11 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 2010-2011 approximately 329 students were identified as Newcomers on the BESIS Survey. In order to meet their needs, the following actions will be taken:

- Encourage, with the assistance of the Parent Coordinator, Martha Lopez, that parents attend ELL Parent Conferences within the school and other CFN meetings.
- 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 2010-2011 approximately 74 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 2010-2011, 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 and Saturday Academy in Reading, Math, ELA, and Content Areas.

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

- Five ESL licensed teachers follow a push-in model and service ELLs within small group instruction one or two times per day
- Twelve 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

Parent/Community Involvement

In the fall and throughout the year parents of newly identified ELL students attend a parent 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 parental skills, enables parents to provide meaningful assistance to their children, provides family literacy programming, guides parents in deciphering implication of school data and assessment results and explains the Standards and purpose of academic assessment required by the city and state. 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 one hour workshops (with different 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 20 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 2011

Staff Development (2010-2011 activities)
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 2010-2011 academic school year for teachers of ELL students.

- Meeting ELA standards in the Native Language Arts and ESL classrooms.

- Effective strategies for teaching Language Arts to limited English proficient/English language learners.

- Informal Assessment for evaluating limited English proficient/English language learners' progress as well as the SSL (Spanish as a Second Language) for Dual Language Classes.

- Destination Math Training to individualize students instruction through a web based program

- Implementation of the Imagine Learning Program in Self Contained Special Ed./ESL and Bilingual classes.

Training will occur during professional development days 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 ELA (for those students not exempt), Math, and Science State assessments during After-school program 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 to the NYC guidelines as well as achieve on the city and state assessments.

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 America's Choice School Reform 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. How to incorporate vocabulary into the Readers/Writers workshop.
9. How to develop effective oral language skills in the ESL classroom.
10. How to connect 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 and Saturday Academy
    - On our way to English for the ELL Summer Academy
    - Getting Ready for the NYSESLAT for Extended Day and Saturday Academy classes
    - 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

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

Assessment Analysis:

1) Upon examination of the results obtained from the NYS 2009-2010 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) As per data collected through the NYS 5th Grade Social Studies Exam, Spanish LAB, ELE exam, as well as informal teacher observations and assessments there is a need to expose ELL students to the cultural and historical elements of their new country. The use of Title III programs such as in the Saturday Academy is supportive to expanding the knowledge of English Language Learners in Social Studies.

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 or at level in TCRWP Assessments and on the EPAL.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 604 LEP 976 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 2010-2011 school year the following classes were formed:

- Six transitional bilingual classes in grades K-5, including and one bilingual special education fourth grade class.
- Twelve dual language classes in grades K-5
- Twelve ESL Self contained Classes in grades K - 5 (3 in Kindergarten, 3 in first grade, 1 in second grade, 2 in third grade, and 3 in fourth grade)
- One ESL certified Art teacher reinforces ESL methodologies 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). For grades K-2, the TBE model is a 60-40 model in which instruction is delivered in Spanish on Monday, Tuesday, and Wednesday. 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 Thursday and Friday the instruction is in English however the closing of the lesson is delivered in Spanish. For grades 3-5, teachers follow the 60-40 model and follow an alternating schedule. 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. As students progress in acquiring their second language by mid-year, the models turns into a 40-60 model with English Classes being taught for three days and two days of instruction is 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.

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 Kindergarten 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 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.

The **Newcomer Class** will consist of a reduced size class of approximately 10 students. A certified ESL teacher will provide ESL instruction through the use of the On Our Way to English program. The focus will be based on vocabulary and oral language development. The Newcomer class will begin meet on Friday afternoon from 2:30 PM to 4:30 PM and on Saturday from 9:00 AM to 12:00 PM for a total amount of twenty sessions.

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.

(Sessions and number of participants)
The parents are invited for class visits on a monthly basis, at least 1 monthly workshop by grade is provided to them on Destination Math, ELA or Math testing. In addition, parents are also given workshops in utilization of reading strategies, word study and mathematical concepts, to support their children at home. Throughout the year we approximately have 10 – 15 sessions, and in attendance we have an average of 50 participants. We gear our workshops for parents by having the classroom teachers develop activities that are hands-on and useful for parents to utilize at home.

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 2011 an orientation was held for parents of new incoming Kindergarten 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. A Dual Language orientation will be held in March and May, 2011 for the new class of kindergarten students for the 2010-11 school year.

III. **Staff Development** (2010-2011 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 2010-2011 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 2 -5, 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 sessions beginning in December through the end of June 2011from 9:00 AM to 12:00 PM. Class size will be maintained at approximately 20 students per teacher. Grades(2-5)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 2010 until the end of April 2010. 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 2010-2011 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 Mathematic 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.

Timeline:Training will occur during professional development days during calendar dates, during monthly grade 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, Parent Coordinator, Coaches, and our Data Specialist. Throughout the school year we will have at least a monthly session that incorporate 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.

Form TIII – A (1)(b)

School: PS 16Q BEDS Code: 342400010016

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	 44,002.98 4,385.64 3,143.07 2993.40 6,735.15 783.15	Salaries for (14) teachers for the Saturday Instructional Academy and for one (1) supervisor for the ELL Extended Day Program (14 Teachers) x (3 hours) x (21 sessions) x ($49.89 rate w/fringe) (1 Administrator) x (4 hours) x (21 sessions) x ($52.21 rate w/fringe) Parental Component: Parent Workshops Parents will be given the opportunity to attend 21 sessions of ESL and Computer Instruction provided by a licensed ESL teacher. (1 teacher) x (3 hrs) x (21 sessions) x ($49.89 rate w/fringe) Dual Language Orientation/Screening (2 teachers) x (3 hrs) x (10 sessions) x ($49.89 rate w/fringe) Curricula development through the use of data (6 teachers) x (1.5 hrs) x (15 sessions) x ($49.89 rate w/fringe) (1 Administrator) x (1.5 hrs) x (10 sessions) x ($52.21 rate w/fringe) Newcomer class Friday & Saturday

	4,989.00 5,221.00 **Total :** 72,253.39	(1 teacher) x (5 hours) x (20 sessions) x (49.89 rate w/fringe) (1 Administrator) x (5 hours) x (20 sessions) x ($52.21)
Purchased services - High quality staff and curriculum development contracts.		**(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)**
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4,460.18 1,242.30 3,405.06 1,242.30 3,405.06 1,242.30 689.41 **Total:** 15,686.61	**(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)** Intensive English program by Santillana 3rd Grade - Intensive English Order 2 Classroom Kits #59820315X each kit is $2,230.09 Order 6 Student Reader 10 Packs #901374148 each pack is 207.05 4th Grade - Intensive English Order 2 Classroom Kits #598203389 each kit is $1,702.53 Order 6 Student Reader 10 Packs #901374156 each pack is $207.05 5th Grade - Intensive English Order 2 Classroom Kits #901393096 each kit is $2,274.78 Order 6 Student Reader 10 Packs #901374156 each pack is $207.05 Parental Component—General Supplies for hands-on activities during workshops, materials for Cultural Festival. For example, consumable charts, markers, pens, pencils, and snacks.
Educational Software (Object Code 199)		

Travel		
Other		
TOTAL	87,940.00	

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:

Home Language	***Number of Families Speaking***
AMOY (A.K.A. FUKIENESE)	1
BENGALI (BANGLA IN BANGLADESH)	18
BRAHUI	1
BURMESE	1
CANTONESE	3
CHINESE- DIALECT UNKNOWN/OTHER	3
CHINESE, ANY	62
ENGLISH	194
GUJARATI	1
INDONESIAN	3
JAPANESE	2
KOREAN	5
MANDARIN	21
MOLDAVIAN	1
NEPALI	1
PASHTO (A.K.A. PUSHTO)	1
PHILIPINO (A.K.A. TAGLOG)	2
POLISH	3
PUNJABI (A.K.A. PANJABI)	3
ROMANIAN	1
SPANISH	1235
THAI	1
TIBETAN	2
TIGRE	1
UKRAINIAN	1
URDU	12
TOTAL ***26 Languages***	***1579***

The Data shows that our students speak a total of 26 languages in their homes. Seventy-eight percent of our students speak Spanish at home; twelve percent, English; four percent, Chinese; and six percent, the other 22 languages.

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

a. Language Translation Policy is posted at our Main Entrance.
b. Phone Translation Numbers are utilized on an as needed basis and posted in all school offices.
c. Spanish speaking and Cantonese speaking staff provide translations on site.
d. Our Parent Coordinator and support staff provide translation services on an ongoing basis.

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 written communication is kept on file in our copy room and the Principal's office. Teachers receive a record of written language preferences to reference in distribution of materials.

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, an Assistant Principal, and Parent Coordinator are bilingual—providing the bulk of these interpretation services.
- Translators are hired and positioned on every floor for Parent-Teacher Conferences in November and March.

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 though 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 (two 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	$1,081,685	$383,519	$1,465,204
2. Enter the anticipated 1% set-aside for Parent Involvement:	$10,817	$3,890	$14,707
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$54,084	*	
4. Enter the anticipated 10% set-aside for Professional Development:	$108,169	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____98.86%_____

6. 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.

The results of the BEDS survey have been reviewed. One ESL Teacher appears to be out of compliance; however, she is eligible for certification and licensure is in process. Bilingual teachers were moved into classroom positions (opposed to out-of-classroom) positions to provide 100% compliance. The school continues to support supplemental certification in English as a Second Language, to meet the growing needs of our ELL student population. At this time, 80% of our Gifted and Talented teachers are licensed. For this reason, highly qualified funds will also support teachers on staff pursuing Talented and Gifted licensure.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP),** which includes the **School-Parent Compact.**

***Explanation – School Parental Involvement Policy**:* 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***ATTACHMENT B* - School Parental Involvement Policy**

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***ATTACHMENT C* – School - Parent Compact**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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 11-18

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, Head Sprout, 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 (Ralph Fletcher-Writing, Carl Anderson-Writing, Enid Martinez- ELLs and Word Study, Ginny Lockwood-Shared Reading/Guided Reading/Read Aloud, Janet Steinberg-Data) 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 and violin.

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 Children's First 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 one Technology Enrichment/Coach, 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 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, ARIS Parent Link, 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.
- Retained a 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 Queens, LaGuardia Community, and Queensboro Community Colleges, as well as Teachers College. Our faculty hosts student teachers and observers from 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 2010-11 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. Assistant Principals send home monthly letters, informing families of curriculum and school events. 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 Push-in. 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 ELLs and performance in Writing, Special Education and performance in Reading, Boys and performance in Reading, and Progress in Mathematics. 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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

Program Name	**Fund Source** *(i.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program**	**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for*	**Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated.**

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes of** the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		(✓)			*FY'11 school allocation amounts)*	**Indicate page number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check (✓)**	**Page #(s)**
Title I, Part A (Basic)	Federal	**X**			**$ 908,615 (less 1%, 5%, 10% set aside $173,000)**		
Title I, Part A (ARRA)	Federal	**X**			**$ 38,932(Less 1% $393)**		
Title II, Part A	Federal	**X**			**$ 383,519**		
Title III, Part A	Federal	**X**			**$87,940**		
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local				**$ 6,568,370**		

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR[3] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

School Under Registration Review (SURR)

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: 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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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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 currently have no Students in Temporary Housing.

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

   Not Applicable

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

P.S. 16 Q's Writing Benchmarks by June

(as measured by growth along the TCRWP Writing Continuum)

Grade	Kindergarten			
	1	2	3	4
September	N/A	N/A	N/A	N/A
November	0	0	0	1+
March	0	0	1	2+
June	0	1	2	3+
Grade	Grade 1			
	1	2	3	4
September	0	1	2	3+
November	0	1	2	3+
March	1	2	3	4+
June	0-2	3	4	5+
Grade	Grade 2			
	1	2	3	4
September	0-2	3	4	5+
November	0-2	3	4	5+
March	0-2	3	4	5+
June	0-3	4	5	6+
Grade	Grade 3			
	1	2	3	4
September	0-3	4	5	6+
November	0-3	4	5	6+
March	0-3	4	5	6+
June	0-4	5	6	7+
Grade	Grade 4			
	1	2	3	4
September	0-4	5	6	7+
November	0-4	5	6	7+
March	0-4	5	6	7+
June	0-5	6	7	8+
Grade	Grade 5			
	1	2	3	4
September	0-5	6	7	8+
November	0-5	6	7	8+
March	0-5	6	7	8+
June	0-6	7	8	9 +

Attachment B

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:

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

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 <u>all</u> 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 of 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
Title1ParentInvolvementrevised2010
Folder CEP

Attachment C

SCHOOL – PARENT COMPACT

School Name: P.S. 16

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

The School Agrees	*The Parent/Guardian Agrees*
1) **To** provide parents with timely information about all 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: - 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	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: - 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.

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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:	**Los Padres/Guardianes están 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 Ingés 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	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.

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. Q016								
District:	24	**DBN:**	24Q016	**School**		342400010016			

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	187	229	248
Grade 1	244	211	240
Grade 2	221	245	228
Grade 3	247	269	333
Grade 4	260	255	275
Grade 5	246	268	246
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	6	9
Total	1405	1483	1579

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	46	42	46
# in Collaborative Team Teaching (CTT) Classes	24	20	33
Number all others	85	71	66
These students are included in the enrollment information above.			

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	231	135	TBD
# in Dual Lang. Programs	102	105	TBD
# receiving ESL services only	337	355	TBD
# ELLs with IEPs	21	80	TBD
These students are included in the General and Special Education enrollment information above.			

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	95.9	96.4	96.1

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	95.1	96.1	95.9

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	82.3	95.2	95.2

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	2	5	7

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	31	30	40

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	9	9	26
Superintendent Suspensions	1	0	2

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	88	88	92
Number of Administrators and Other Professionals	18	18	13
Number of Educational Paraprofessionals	8	7	14

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school			100.0	100.0	98.8
				% more than 2 years teaching in this school			78.4	78.4	90.2
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			54.5	62.5	73.9
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			88.0	89.0	90.2
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers			92.2	99.1	93.8
Black or African American	0.7	0.5	0.4						
Hispanic or Latino	84.0	84.0	86.1						
Asian or Native Hawaiian/Other Pacific	13.1	13.1	11.3						
White	2.1	2.3	2.2						
Male	48.9	49.0	49.1						
Female	51.1	51.0	50.9						

2009-10 TITLE I STATUS

v	Title I								
	Title I								
	Non-Title								
Years the School				2007-08	2008-09	2009-10	2010-11		
				v	v	v	v		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase				**Category**		
	In Good			v	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year						
	Corrective Action (CA) – Year						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			**Secondary Level**			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	-	-	-			
Multiracial						
Students with Disabilities	v	v				
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	B	**Overall Evaluation:**	NR
Overall Score:	57.7	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.6	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	13.3	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	28.3		
(Comprises 60% of the			
Additional Credit:	3.5		

KEY: AYP STATUS	**KEY: QUALITY REVIEW SCORE**
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 207	District 24	School Number 016	School Name PS 16Q

Principal Elaine Iodice	Assistant Principal Ana Benitez
Coach Elisa Gomez, ESL/Bilingual Sp.	Coach Alicia Toscano, Data Sp.
Teacher/Subject Area Xiomara Leguisamo, ESL	Guidance Counselor Penny Pappas
Teacher/Subject Area Gloria Mohammed, Bilingual/DL	Parent
Teacher/Subject Area Amanda Hendrickson, ESL	Parent Coordinator Martha Jimenez
Related Service Provider Ana Orihuela	Other
Network Leader Anita Saunders	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	19	Number of Certified Bilingual Teachers	12	Number of Certified NLA/Foreign Language 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	1580	Total Number of ELLs	605	ELLs as Share of Total Student Population (%)	38.29%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here

(1)
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 via the Parent Orientation and their filling out of the Parent Survey and Program Selection form, 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 is responsible in the initial informal interview and 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, cluster teachers and other providers such as resource room teachers. The ESL/Bilingual Coordinator schedules a grade meeting with each grade to inform teachers on how to interpret the various NYSESLAT reports and how to utilize them to drive and differentiate instruction. Teachers are required to keep an ELL Binder or an ELL section in their Data Binders to facilitate ELL information. ESL schedules are developed according to CR-Part 154 regulations and mandated times: Beginners and Intermediate ELL students receive a total of 360 mintues per week (2X/day for 4 days) and Advanced ELL students receive 180 minutes per week (1X/day for 4 days). 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.

(2)
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 and then modified to include the school letterhead). Letters are sent out indicating 1st, 2nd, 3rd, and 4th notice. Parent Orientation meetings are held in the auditorium and/or the Cafeteria beginning in September. The Parent Orientation DVD from the NYCDOE is shown in all the languages represented by the parents. ESL funded teachers as well as the Parent Coordinator assist in helping the parents fill out the Parent Survey and Program Selection Form and answer any questions parents may have. If a parent is unable to attend the Parent Orientations given in the school, the ESL/Bilingual Coordinator will call the parent and attempt to set up a meeting with the parent for an individual interview. The parent is again informed verbally that the default program is Bilingual if he/she does not sign the Parent Survey and Program Selection Form. The Parent Orientations are ongoing as students are registered into the school and if the initial informal interview along with the Home Language Survey indicates that the child is eligible for testing. If child is immediately tested upon registering and the results indicate that the child is an ELL, parents are asked to remain for an individual Parent Orientation meeting.

(3)
The ESL/Bilingual Coordinator, Elisa Gomez, ensures that entitlement letters are distributed to the parents of those children who were administered the LAB-R and whose results indicate an ELL status. This entitlement letter also informs parents of the date of the Parent Orientation that has been scheduled for them to attend. The Parent Survey and Program Selection forms are collected and cross referenced against the official class list and an ELL list of students school wide. The coordinator checks off the receipt of the Parent Survey and Program Selection form. If a parent has not returned the form, the ESL/Bilingual Coordinator will invite the parent to another Parent Orientation meeting at another date or schedule an individual meeting.
Continuation letters are distributed to the parents of those students who that did not pass the spring administration of the NYSESLAT of the current year. Before the Continuation letters are sent home to parents, a copy is made to be kept on file in the school as proof that parents were informed of their child's continued entitlement status as an ELL.

(4)
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 and have completed a Parent Survey and Program Selection form indicating their choice of program, will have their child placed in the program of their choice if the program is available. If a program is not available, the parent is given the option to have their child placed in another school that offers the program of their choice. Also, if a parent fails to complete a Parent Survey and Program Selection form, their child is placed in the default program that is Bilingual as per the CR-Part 154.

(5)
After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in program choices indicates an increase in parents requesting the Dual Language program (currently 19 parents of incoming Kindergarten ELL students as well as 30 parents of EP students). A total of 25 parents of incoming Kindergarten students have requested the Transitional Bilingual program. A total of 101 parents have opted for the Freestanding ESL program. This program continues to be the program of choice for most parents with Dual Language as the second highest program requested.

(6)
The programs offered at P.S. 16Q are in alignment with the choices that parents request. Parents are informed during the Parent Orientation of what programs are offered and how classes are formed. They are also informed of the steps that are taken if the school does not offer the program, for example, a bilingual program in Urdu/English is not offered at P.S. 16Q since parental requests for such a program does not meet the criteria of 15 students opting into the program. Parents are offered to have the school investigate what other school(s) offer(s) the program of their choice and have the school set up transfer and transportation or they can opt to have their child attend a Freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

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	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	2	1								**7**
Dual Language (50%:50%)	2	2	2	2	2	2								**12**
Freestanding ESL														
Self-Contained	4	3	1	3	3	0								**14**
Push-In	2	2	4	3	0	4								**15**

Total	9	8	8	9	7	7	0	0	0	0	0	0	0	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	605	Newcomers (ELLs receiving service 0-3 years)	330	Special Education	49
SIFE	10	ELLs receiving service 4-6 years	201	Long-Term (completed 6 years)	74

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									
	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	Total
TBE	54			45	3	11	18	3		117
Dual Language	45			40			6			91
ESL	231		26	116	3	11	50	1		397
Total	330	0	26	201	6	22	74	4	0	605

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	17	22	14	26	20	18								117
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	17	22	14	26	20	18	0	0	0	0	0	0	0	117

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	19	30	20	32	6	41	17	33	23	26	6	44							91	206
Chinese										1									0	1

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other		1				1		1				2							0	5
TOTAL	19	31	20	32	6	42	17	34	23	27	6	46	0	0	0	0	0	0	91	212

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 212

Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 1 Asian: 1 Hispanic/Latino: 206

Native American: 0 White (Non-Hispanic/Latino): 2 Other: 2

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	101	68	44	67	43	47								370
Chinese	3	8	4	3	3	3								24
Russian														0
Bengali			1											1
Urdu		2												2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	104	78	49	70	46	50	0	0	0	0	0	0	0	397

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

Paste response to questions 1-4 here

(1)
(A) Instruction for ELLs is delivered via the Transitional Bilingual program, the Dual Language program, the Freestanding ESL program through the self-contained and CTT model, and the Push-in Model.
(B) Each program models is heterogeneously grouped.

(2) & (3)
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, 4/5-1B. 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 12- 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. There are (3) CTT classes: The first grade and third grade CTT classes are self-contained and serviced within the program by an ESL certified teacher and the Kindergarten CTT class is serviced by an ESL certified push-in teacher.

• 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. A 50-50 program model is used .

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 17 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 (45mintues). All academic instruction during the school day is in English. Five 5th Grade classes are housed at P.S. 307Q and are serviced by an ESL certified teacher, via the push-in model, that remains in that location.

Core content areas are taught using ESL methodologies that allow for the acquisition of academic material. Support is also given through the: After-school Program for third through fifth grades. An Early Bird program is being planned for ELA and Math test readiness in which all ELLs in the testing grades will be invited.

(4)

For the school year 2010-2011 approximately 10 students were identified as SIFE on the BESIS Request for Extension of Services . 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 2010-2011 approximately 330 students will be 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 (Planning stage) and Extended Day programs (Tuesdays - Thursdays)
- Guidance intervention where necessary

In the school year of 2010-2011 approximately 201 students were identified as ELLs Receiving service of 4-6 years 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 (Tuesdays - Thursdays)
- Early Bird Programs for ELLs (planning stage)
- 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 of 2010-2011 approximately 74 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 (Tuesdays - Thursdays)
- Early Bird Programs for ELLs (planning stage)
- 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 2010-2011, approximately 49 ELLs were identified as having Special Needs. In order to meet their needs, the following actions will be taken:

- Four (4) self-contained Special Education class with ELLs.
- Three (3) CTT class containing ELLs with IEPs.
- Resource Room intervention 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 (Tuesdays - Thursdays)
- Saturday Academy (Planning stage)
- 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.

For the upcoming school year we are revising the Stages of Second Language Acquisition assessment sheet that is used to track ELL progress by the ESL Self-contained classroom teachers as well as the ESL push-in teachers. We are also creating a recording data system that clearly shows how conferencing notes can be utilized to form small group instruction as well as next steps for individual students.
An Early and/or After-School program focusing on Social Studies will be discontinued this year due to the NYSED decision not to administer a Social Studies Exam for the 2010-2011 school year.

In previous years, English Proficient students in the Dual Language programs were offered additional support in the second language acquisition of Spanish while ELLs received additional support in English. This program is being considered once again for this year.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

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.

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; Flectcher's Place and Fundations. Tier I in small groups; Great Leaps one –to- one tutoring with paraprofessionals; RAZ Kids; Headsprout and Imagine Learning Computer based learning. A school subscription to Brainpop is utilized by all students. Destination Math, a math software program, is utilized by all ELL students.

An ELL Saturday Academy is being planned to give support in the content areas for ELLs in grades 2-5. 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, NYS 4th Grade Science Exam, 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 are also invited to the Extended Day program and receive testing accommodations for all State Exams ensuring they are given the extended time to complete test as well as the use of a glossary.

This year we have renewed the licenses for the Imagine Learning computer program for ELLs. 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)

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

- Five 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

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, are programs are geared for individualized instruction.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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. There are two (2) classes on each grade in the Dual Language Program: English component and Spanish component. The students will go to the appropriate room according to each group's schedule (A or B) for that day.

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 using an AB schedule. For example, on Monday group A spends the school day in the Spanish component and group B in the English component and then on the following day they switch - group A in the English component and group B in the Spanish component. The students are fully immersed in the language that their group has on a given day.

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 since a 50-50 Dual Language program model is implemented.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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 all teachers of ELL students, including teachers with non-ELLs in their classrooms, in the use of proven instructional strategies, methods and techniques that will support ELL learners. We believe that these strategies and techniques benefit all students and a large percentage of the English proficient students are former ELLs.

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. Teachers are also given information support through the guidance counselor, Penny Pappas, in preparing students for the articulation process of transitioning into intermediate school. Students are also scheduled to go on a tour as a school of different intermediate schools.

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

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 9-11 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.

E. Parental Involvement

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

Paste response to questions 1-4 here

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. In September and early October, parents are invited to the Meet the Teacher meeting in the morning. Parents have the opportunity to meet their children's teachers and to learn of the daily rituals and routines as well as the academic expectations that they are expected to meet and about the state assessments/exams that they will take in the year.

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 workshops for parents in a variety of topics:
*ARIS Parent Link that helps parents understand how to access ARIS online and how to navigate the site and interpret their children's results
* Open-house for incoming students into 3rd grade from feeder school P.S. 28Q, Open-house for incoming Kindergarten students, Open-house informational meeting in conjunction with the Guidance counselor responsible for for 5th grade students going into Intermediate School
* In conjunction with Cornell University, an 8-session series on different aspects of Nutrition
* Guest speakers and presenters from nearby community organizations such as NYC Police Department and NYC Fire Department, women's groups, the library and other city and non-profit organizations whose presentations focus on topics such as safety, health, stress

management, what to do in case of an emergency, domestic violence awareness, parenting/disciplining are among a few.

P.S. 16Q maintains a close relationship with the Parent Association in its mission to foster an collaborative and respectful bond between parents and the school. P.S. 16

Parents are informed of workshops, activities and special events via monthly calendars and class newsletters. Calendars and newsletters sent by the NYCDOE/NYSED are sent in English, Spanish and Chinese. Parents are also invited to attend Parent Visits to the classroom on a monthlybasis to celebrate and participate the end of a unit or the accomplishment of a learning goal by the student.

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. In the planning stage is the Parent Saturday Workshops for the second consecutive year where 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 would be held from 9:00 AM to 12:00 PM on Saturdays from December through June 2011.

Part V: Assessment Analysis

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	68	46	9	10	9	5								147
Intermediate(I)	11	68	22	41	17	21								180
Advanced (A)	61	15	41	62	62	37								278
Total	140	129	72	113	88	63	0	0	0	0	0	0	0	605

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		3	0	1	6	12							

	I		21	8	3	5	6							
	A		61	34	30	18	28							
	P		42	27	82	71	79							
READING/WRITING	B		44	4	7	10	19							
	I		67	23	41	21	37							
	A		9	29	60	69	69							
	P		7	13	1	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	36	42	7	101
4	14	54	16	0	84
5	21	30	9	0	60
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	12	8	26	5	49	3	26	1	130
4	6		45		30		9		90
5	12		37		19		4		72
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	1	4	8	7	30	10	21	7	88
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	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	14	0	6	4	26	8	3	4	65
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	12	23	44	144	0	8	38	32
Chinese Reading Test								

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

Paste response to questions 1-6 here

(1)
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.

(2)
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.

(3)
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.

(4)

a) Upon examination of the results obtained from the NYS 2009-2010 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.

Upon examining the data obtained in the NYS 5th Grade Social Studies Exam, the implications for P.S.16's LAP and instruction 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. T

b) 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.

c) The ELL Periodic Assessment is used by school leadership and teachers to gather data on what strand(s)/modalites students are having

Part VI: LAP Assurances

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tool for students to continue their academic progress in understanding concepts. When students proficient in their native language test in the content area such as math, science, and social studies they are able to attain scores that are on par with their English proficient peers.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

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