



**[P.S. 16]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (31/ R/ 016)**  
**ADDRESS: 80 MONROE AVE.**  
**TELEPHONE: (718) 447-0124**  
**FAX: (718) 447-5398**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S.16      **SCHOOL NAME:** John J. Driscoll

**SCHOOL ADDRESS:** 80 Monroe Ave. Staten Island N.Y. 10301

**SCHOOL TELEPHONE:** 718-447-0124      **FAX:** 718 447-5398

**SCHOOL CONTACT PERSON:**

Caroline Conevery

**EMAIL ADDRESS:**

cconeve@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ann Marie Meresca

**PRINCIPAL:** Vincenza Gallasio

**UFT CHAPTER LEADER:** Andrea Luster

**PARENTS' ASSOCIATION PRESIDENT:** Dana Scott

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:**                      **31**                      **CHILDREN FIRST NETWORK (CFN): 604**

**NETWORK LEADER: G . JAENICKE**

**SUPERINTENDENT: ERMINIA CLAUDIO**

**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 on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Vincenza Gallassio</b>	*Principal or Designee	
Andrea Luster	*UFT Chapter Chairperson or Designee	
Dana Scott	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Annemarie Maresca</b>	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Victoria Tsougros	Member/ Teacher	
Arlene Rachman	Member/ Teacher	
Caroline Conevery	Member/ CSA	
Suzanne Comas	Member/ Parent	
Joseph Gonzalez	Member/ Parent	
Yvonne Rey	Member/ Parent	
Yajaira Garcia	Member/ Parent	

(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.

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P.S.16 is located in a commercial/residential area near the Staten Island Ferry. Centered in "downtown" Staten Island, Borough Hall, the Public Library, the Court Houses, Staten Island Children's Museum, Staten Island Zoo, the 120<sup>th</sup> Precinct are all at our fingertips. Utilizing contacts made by our staff, we have developed an ongoing relationship with the Staten Island Museum and Snug Harbor Cultural Center. Both facilities offer on-site and mobile programs and events. Our mission is to provide an enriching, challenging curriculum to all children, emphasizing literacy and mathematics, while maintaining high expectations in every curriculum area, keeping pace with advances in teaching strategies and technology. Public School 16 is committed to accomplishing this mission through efforts based on interdependence, mutual support and respect, innovative programs, and teamwork. We will accomplish great deeds as a community of learners excelling together. The Arts are integral to the entire functioning of the Driscoll Elementary School Community. The arts are embedded into the school day in grades K-2. In grades three, four and five our students have an opportunity to deepen and perfect their knowledge of one of the following art forms: band, chorus, strings, visual arts, photography, dance and technology.

This year we are part of a two year Dept of Education Integrated Learning System Pilot Technology Program in Literacy and Math. (IZONE)

The Robin Hood Library is 'the hub of literacy activities'. It has taken advantage of its transformation and new philosophical model to support the development of independent-learning and information skills in all students while it creates an atmosphere of culture, knowledge, scholarship and wisdom for its community (students, staff and families of students).

Our Dual Language Program serves Kindergarten thru 5th grades. This program was initiated to meet the needs of the Hispanic subgroup not meeting the AMO. This two- way model integrates native English speakers and native language speakers for all or most of their content areas instruction. All teachers are bilingual.

After School Programs include the following:

- SES after school tutoring program in reading and math to meet the needs of at risk K-5 students
- After school ELA and Math enrichment test prep for third, fourth and fifth grade general education and special education students, as well as ELLs.
- After school NYSESLAT test prep.
- Sports and Music Program for 'at risk students.'

PS 16 enjoys collaborations with several community-based organizations. Curtis High School COOP (Co-Operative Education Program) provides students who are participating in a works study program in high school. Throughout the school year student teachers from three local colleges send students to our school. St. John's University and the College of Staten Island and Wagner send approximately 12 student teachers and 20 student observers. Staten Island Mental Health Counseling is housed in our school.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 016 John J. Driscoll								
<b>District:</b>	31	<b>DBN:</b>	31R016	<b>School BEDS Code:</b>	353100010016				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded			
	2	√	6		10				
<b>Enrollment</b>	<b>Attendance - % of days students attended :</b>								
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	64	65	68		90.4	91.8	TBD		
Kindergarten	168	167	172	<b>Student Stability - % of Enrollment :</b>					
Grade 1	175	168	184	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	142	173	168		84.2	86.4	TBD		
Grade 3	172	149	168	<b>Poverty Rate - % of Enrollment :</b>					
Grade 4	147	157	137	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	173	142	166		68.6	68.6	82.2		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number :</b>					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		15	59	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		16	14	7		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	2	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	1043	1021	1063						
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	92	64	73	Principal Suspensions	8	22	TBD		
# in Collaborative Team Teaching (CTT) Classes	6	32	69	Superintendent Suspensions	6	14	TBD		
Number all others	63	56	51	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	0					
# in Transitional Bilingual Classes	41	96	15	Early College HS Program Participants					
# in Dual Lang. Programs	63	77	89	0					
# receiving ESL services only	167	204	213	<b>Number of Staff - Includes all full-time staff:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				Number of Teachers					
				81					
				87					
				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	0	4	72	Number of Administrators and Other Professionals	18	22	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	8	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(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	97.5	97.7	TBD
				% more than 2 years teaching in this school	71.6	64.4	TBD
				% more than 5 years teaching anywhere	54.3	52.9	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	85.0	84.0	TBD
American Indian or Alaska Native	0.8	0.9	0.6		100.0	98.4	TBD
Black or African American	31.4	30.1	29.7				
Hispanic or Latino	54.6	53.8	52.9				
Asian or Native Hawaiian/Other Pacific Isl.	5.9	6.8	5.7				
White	7.3	8.3	10.8				
<b>Male</b>	51.3	49.8	51.7				
<b>Female</b>	48.7	50.2	48.3				
<b>2009-10 TITLE I STATUS</b>							
√	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
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	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							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		X		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√sh	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√sh	√					
<b>Student groups making AYP in each subject</b>	5	6	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	70.9			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	W		
School Environment:	8.2			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	11.3			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	42.4						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

**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 improve
- 

**Needs Assessment Data**

**MATH**

All Students		Math	3rd Grade		Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	174	658.9	19	10.9	47	27	97	55.7	11	6.3	108	62.1
31R016	3	2009	147	668.8	5	3.4	23	15.6	112	76.2	7	4.8	119	81
31R016	3	2010	174	670.9	51	29.3	78	44.8	39	22.4	6	3.4	45	25.9

Trends: 3rd Grade : Between 2008 and 2010 the Mean Scale Score went up 12 points. However, due to the change in the Mean Scale Score benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

All Students		Math	4th Grade		Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2008	142	653.6	23	16.2	46	32.4	65	45.8	8	5.6	73	51.4
31R016	4	2009	156	658	24	15.4	37	23.7	81	51.9	14	9	95	60.9
31R016	4	2010	140	660.5	18	12.9	84	60	32	22.9	6	4.3	38	27.1

Trends: 4th Grade : Between 2008 and 2010 the Mean Scale Score went up 6.9 points. However, due to the change in the benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

All Students Math 5th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2008	175	660.4	18	10.3	43	24.6	85	48.6	29	16.6	114	65.1
31R016	5	2009	131	667	9	6.9	22	16.8	80	61.1	20	15.3	100	76.3
31R016	5	2010	164	660	29	17.7	93	56.7	36	22	6	3.7	42	25.6

Trends 5th Grade : Between 2008 and 2010 the Mean Scale Score went down .4 points. This was not a significant drop. Due to the change in the benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

## ELA

All Students ELA 3rd Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	167	636.7	47	28.1	68	40.7	48	28.7	4	2.4	52	31.1
31R016	3	2009	145	645.4	22	15.2	47	32.4	74	51	2	1.4	76	52.4
31R016	3	2010	173	651.6	65	37.6	62	35.8	31	17.9	15	8.7	46	26.6

Trends 3rd Grade: Between 2008 and 2010 the Mean Scale Score went up 14.9 points. However, due to the change in the benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

ELLs ELA 3rd Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	ELL 42	616.2	21	50	16	38.1	5	11.9	0	0	5	11.9
31R016	3	2009	ELL 38	640.4	8	21.1	11	28.9	19	50	0	0	19	50
31R016	3	2010	ELL 56	644.6	31	55.4	17	30.4	5	8.9	3	5.4	8	14.3

Trends Between 2008-2010 the Mean Scale Score went up 28.4 points. Our Level 1 and 4 went up and Levels 2 and 3 went down.

Special Education ELA 3 <sup>rd</sup> Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Category	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	Special Ed	39	606.9	27	69.2	9	23.1	3	7.7	0	0	3	7.7
31R016	3	2009	Special Ed	36	607.9	16	44.4	16	44.4	4	11.1	0	0	4	11.1
31R016	3	2010	Special Ed	39	631.4	29	74.4	7	17.9	2	5.1	1	2.6	3	7.7

Trends Between 2008-2010 the Mean Scale Score went up 24.5 points. Our Level 1 and 4 went up and Levels 2 and 3 went down.

All Students ELA 4 <sup>th</sup> Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2008	138	634.4	33	23.9	59	42.8	44	31.9	2	1.4	46	33.3
31R016	4	2009	150	643	30	20	51	34	66	44	3	2	69	46
31R016	4	2010	140	647.9	36	25.7	80	57.1	24	17.1	0	0	24	17.1

Trends 4<sup>th</sup> Grade: Between 2008 and 2010 the Mean Scale Score went up 13.5 points. However, due to the change in the Mean Scale Score benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

ELLs ELA 4 <sup>th</sup> Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2008	ELL 24	617.4	9	37.5	12	50	3	12.5	0	0	3	12.5
31R016	4	2009	ELL 37	615.2	18	48.6	16	43.2	3	8.1	0	0	3	8.1
31R016	4	2010	ELL 30	640.3	8	26.7	17	56.7	5	16.7	0	0	5	16.7

Trends Between 2008-2010 the Mean Scale Score went up 22.9 points. Our Level 2 and 3 went up and Level 1 went down.

Special Education ELA 4 <sup>th</sup> Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Category	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2008	Special Ed	25	613.6	12	48	11	44	1	4	1	4	2	8
31R016	4	2009	Special Ed	39	614.5	19	48.7	12	30.8	8	20.5	0	0	8	20.5
31R016	4	2010	Special Ed	31	623.7	20	64.5	8	25.8	3	9.7	0	0	3	9.7

Trends Between 2008-2010 the Mean Scale Score went up 10.1 points. Our Level 1 and 3 went up and Levels 2 and 4 went down.

All Students ELA 5 <sup>th</sup> Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2008	169	645.8	14	8.3	70	41.4	83	49.1	2	1.2	85	50.3
31R016	5	2009	139	658.5	1	0.7	46	33.1	87	62.6	5	3.6	92	66.2
31R016	5	2010	164	655.3	48	29.3	83	50.6	30	18.3	3	1.8	33	20.1

Trends 5<sup>th</sup> Grade: Between 2008 and 2010 the Mean Scale Score went up 9.5 points. However, due to the change in the Mean Scale Score benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

ELLs ELA 5 <sup>th</sup> Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2009	ELL 20	641.8	0	0	15	75	5	25	0	0	5	25
31R016	5	2010	EP 124	659.2	28	22.6	63	50.8	30	24.2	3	2.4	33	26.6

Trends Between 2009-2010 the Mean Scale Score went up 17.4 points. Our Level 1 and 3 went up and Level 1 went down.

Special Education ELA 5 <sup>th</sup> Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Category	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	Special Ed	39	606.9	27	69.2	9	23.1	3	7.7	0	0	3	7.7
31R016	3	2009	Special Ed	36	607.9	16	44.4	16	44.4	4	11.1	0	0	4	11.1
31R016	3	2010	Special Ed	39	631.4	29	74.4	7	17.9	2	5.1	1	2.6	3	7.7

Trends Between 2008-2010 the Mean Scale Score went up 24.5 points. Our Level 1 and 4 went up and Level 2 and 3 went down.

When you look at the data for the ELL population and SWDs you see the same trends. Over the past three years. Our Mean Scale Scores have gone up. In 2009, our Levels 1 and 2 went down and our Levels 3 and 4 went up. This year due to the change in the benchmarks our Mean Scale Scores still went up. As a result we are showing progress. However, our Levels 1 and 2 went up and our Levels 3 and 4 went down. If the same benchmarks had been in place this year we would have shown a continuing improvement in both the Mean Scale Scores and Levels.

#### What have been the greatest accomplishments over the last couple of years?

- ✚ The schools has established good quality reporting to parents, as well as keeping them informed about their children's progress, positively assists parents in helping them to support their children at home.
- ✚ The school has focused its work effectively on extending and refining the range of data available on student achievement and in communicating this to teachers.
- ✚ Leaders and teachers collaborate well in reviewing patterns of student learning and for using information to set goals for achievement.
- ✚ More students have been accepted into the Magnet Visual Arts Program at the local Intermediate school 2009 (55 accepted).
- ✚ A close focus on curriculum development has led to a broad and enriched curriculum that is fully aligned with requirements.
- ✚ The school has developed a good quality professional development plan that draws information from a variety of sources including comparative data and accurate observations undertaken by the administration.
- ✚ Nurturing relationships with Touro College, Wagner College, College of Staten Island, and St. John's University, and Curtis High School Work Study Program.
- ✚ Our school received \$10,000 from the Staten Island Foundation, supporting LLI which attends to high risk students in grades 1 and 2.
- ✚ Our school is involved in a two year Integrated learning Systems Pilot using technology to teach Literacy and Math in 4th and 5th grades.
- ✚ The school has transitioned from being teacher centered (traditional) to child centered learning throughout the classrooms (Balanced Literacy)
- ✚ There has been an increase in attendance for our students due to attendance incentives generated by teachers and students
- ✚ Parent Workshops have shown a significant increase in the number of parents attending

- ✚ After-school Parent Events have become more frequent and are highly attended (i.e. Movie Night, Pajama Night( read a book to a child), Arts Night, Family Math Night)
- ✚ Administration collaborating with local colleges on teacher preparation and facilitating supervisory program (i.e. NYCATE)

**What are the most significant aids and/or barriers to the school's continuous improvement?**

Aids:

- ✚ Parent Coordinator speaks Spanish and actively participates in community events, scheduling parent activities, accessible to parents, faculty and administration and is visible at arrival/dismissal time for parents
- ✚ Community Involvement includes relationships with various colleges: Touro College, Wagner College, College of Staten Island, and St. John's University and Curtis High School. Many student observers and student teachers have been hired as full time teachers in our school
- ✚ The teachers schedule annual visits to Blue Heron Park, Staten Island Museum, Brooklyn Museum, Metropolitan Museum, Staten Island Zoo, and Enrichment Through the Arts.
- ✚ The school has a relationship with a DC37 Family Worker who works at the local shelter. She visits with parents, children and school staff.
- ✚ Common Planning - 2 periods per week, with voluntary high attendance
- ✚ Professional Development during the day so that all are able to participate, ensuring clear expectations.

Barriers:

- ✚ Refining practice in student goal setting by ensuring that goals are set across the full year so that progress can be monitored more closely in relation to students' earlier achievement
- ✚ Limited number of bilingual staff members and male teachers
- ✚ Budgetary constraints

## 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.

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### **ELA Performance Goals:**

#### **1. All Students:**

By using data to set targets for student learning and measure progress towards those targets in ELA, all students will meet or exceed 7% movement from the previous year in levels 1 to 2, Levels 2 to 3 and 3% movement in levels 3 to 4 as measured by the ELA State Test by June 2011.

#### **2. Students with Disabilities:**

By using data to set targets for student learning and measure progress towards those targets in ELA, all SWD students will meet or exceed 7% movement from the previous year in levels 1 to 2 as measured by the ELA State Test by June 2011.

#### **3. English Language Learners:**

By using data to set targets for student learning and measure progress towards those targets in ELA, all ELL students will meet or exceed 7% movement from the previous year in levels 1 to 2 and levels 2 to 3 as measured by the ELA State Test by June 2011.

### **Math Progress Goals**

1. By using data to set targets for student learning and measure progress towards those targets in Math, all students will meet or exceed 7% movement from the previous year in levels 1 to 2, levels 2 to 3 and levels 3 to 4 as measured by NYS Math test by June 2011.

### **Science Performance Goal:**

1. By using data to set targets for student learning and measure progress towards those targets in Science, all students will meet or exceed 7% movement from the previous year in levels 1 to 2, levels 2 to 3 and levels 3 to 4 as measured by NYS Science test by June 2011.

**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):**

**ELA**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>1. All Students:</b> By using data to set targets for student learning and measure progress towards those targets in ELA, all students will meet or exceed 7% movement from the previous year in levels 1 to 2, Levels 2 to 3 and 3% movement in levels 3 to 4 as measured by the ELA State Test by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline:</b> September 2010 thru June 2011</p> <p><b>Targeted Population - Students</b> <b>Responsible Staff – Teachers, Coaches, Administrators</b></p> <ul style="list-style-type: none"> <li>▪ Teachers are creating and implementing interdisciplinary curriculum maps, with an equal blend of fiction and non-fiction, in reading and writing specific for each grade that align with NYS standards.</li> <li>▪ There will be an equal blend of fiction and non-fiction in reading and writing.</li> <li>▪ Teachers are using the workshop model in reading and writing to develop comprehension habits.</li> <li>▪ Teachers are implementing reciprocal teaching model.</li> <li>▪ Teachers created Genre Boards for their classrooms that specify the distinct features of the genre, read aloud examples and the State Standards being studied</li> <li>▪ Teachers applied the Reading, Writing, Listening and Speaking Standards to each genre of writing.</li> <li>▪ Teachers collaboratively created plans and met with AIS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher has lead to all classroom teachers to participate in case studies in the 2009-2010 academic year. All</li> </ul>

classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team's 09-10 work has lead to these foci.

- Teachers use their informal assessments in conjunction with standardized data to measure progress.
- Teachers use the Assessment Binder as an integral part of their planning for classroom instruction and differentiated instruction. The Assessment Binder has many facets that include Reading and Writing Conference Notes, TCRWP Benchmarks, student writing, informal assessment notes and checklists that assist the teacher to bring the students to their next level. This soft and hard data gave a starting part for discussion between the supervisors and the classroom teacher.
- Extended Day Programs target the needs of identified students by using differentiated instructional strategies.
- Technology is integrated within the literacy block.
- IZONE Computer Program(Time to Know for 4th grade students and Compass Learning for 5th grade students) will be integrated into the curriculum.

#### **Targeted Population - Teachers**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, IZONE Staff Developers**

#### **Professional Development**

- The PD Team (Coaches, Assistant Principals and Principal) participate in focused professional development that included the NSS providers, Network Specialist, Coach Meetings, Administrators Study Group, ICI Professional
- Development opportunities and professional readings.
- The Team created Professional Development Toolkits for teachers to further their own professional development.
- Our school has an established an Inquiry Team that was trained in the use of NYC accountability tools that included ARIS and Acuity. Each meeting had a piece of data for members to review and discuss. An example of a typical meeting would include looking at TCRWP scores, for example, for the Inquiry Team students and have a comparison to other students in the same class or grade. This valuable time spent allowed changes to be immediate or begin the process of overall changes to be made. The Data Specialist

debriefed the members on the Data Specialist monthly meetings. Professional articles and insight into the current data available were provided to the members. Team Members provided additional information on their own Inquiry Team student. Team members observed and took notes on their student which lead to these foci.

- Collaborative Inquiry Teams meet monthly to discuss student achievement to guide or inform instruction.
- During Focused Learning Walks the assessment results are reviewed. Student goals and teachers notes provide insight into the student's learning.
- All teaching staff participate in professional development delivered during the common preps facilitated by coaches, teachers. Professional development opportunities are offered before and after-school. (inter-visitation of model schools/classrooms in ELA and writing)
- Grade level Professional Development facilitated by NSS Providers, Maria Teresa Maisano, and Richard Tudda, in order to support teacher instructional practices.
- Teachers have opportunities to meet with the Parent Coordinator every Wednesday (2<sup>nd</sup> Cup).
- The Data Specialist and the Test Coordinator (both Inquiry Team Members) download data and meet with teachers in grades 3-5 to discuss student information.
- Teachers collaboratively create plans and meet with AIS and SETTS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher lead to all classroom teachers to participate in case studies in the 2010 - 2011 academic year. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team's 09-10 work has lead to these foci.
- Teachers participate in professional development on School-wide testing Fundamentals and writing Fundamentals.
- Fourth and Fifth grade teachers will participate in Izone Professional Development.

**Targeted Population - Parents**

	<p><b>Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, Parent Coordinator</b></p> <ul style="list-style-type: none"> <li>▪ All teachers and parents are invited to participate in school-sponsored events to be held during school, after school, in the evening.</li> <li>▪ Parents are invited to the school every six weeks to participate and celebrate in Writing Celebrations. The school averaged approximately 400 parents per event.</li> <li>▪ Parents participated in monthly Literacy Workshops, based on parental survey of needs that focus on a particular skill, strategy or parent reading tip. The workshops averaged 20-25 parents and were lead by 3 staff members. Parents received books to read to their children (1 per child).</li> <li>▪ ARIS training for parents is being offered by Parent Coordinator.</li> <li>▪ IZONE technology will provide parental support.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<p>2 Teachers reducing classroom size (Title 1 SWP)  2 AIS Teachers (Title 1 SWP, C4E, ARRA)  1 Literacy Coach ( Title 1 SWP, C4E)  3 Early Class Grade Reduction Teachers (EGCR State/Federal)  Guidance Counselor ( Title 1 SWP)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>3 TCRWP assessments are administered in Nov., March and June. The results indicate independent reading level. The benchmark goals include a range of levels within which the students are expected to meet or exceed two levels quarterly in order to read and comprehend on grade level.</p> <p>In addition to the TCRWP assessments running records are periodically administered to monitor progress.</p> <p>The ELA Predictive is administered once a year. The results give us a view of the projected outcome of our students in grades 3-5 for the ELA exam. The item skills analysis is paramount to professional development in order to inform teachers on necessary instruction and individual student mastery.</p> <p>There will also be 2 computer performance series exams related to IZONE computer program.</p>

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Students with Disabilities:</b> 2. By using data to set targets for student learning and measure progress towards those targets in ELA, all SWD students will meet or exceed 7% movement from the previous year in levels 1 to 2 as measured by the ELA State Test by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Targeted Population - Students</b> <b>Responsible Staff – Teachers, Coaches, Administrators</b></p> <ul style="list-style-type: none"> <li>▪ Teachers have designed and are implementing curriculum maps specific for each grade in reading and writing that align with NYS Standards.</li> <li>▪ The curriculum map addresses 6 units of study in reading and writing.</li> <li>▪ Teachers are using the workshop model in reading and writing to develop comprehension habits.</li> <li>▪ Teachers created Genre Boards for their classrooms that specify the distinct features of the genre, read aloud examples and the State Standards being studied.</li> <li>▪ Teachers applied the Reading, Writing, Listening and Speaking Standards to each genre of writing.</li> <li>▪ Teachers collaboratively created plans and met with AIS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher has lead to all classroom teachers to participate in case studies in the 2010 - 2011 academic year. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team’s 09-10 work has lead to these foci.</li> <li>▪ Teachers used their informal assessments in conjunction with standardized data to measure progress.</li> </ul>

- Teachers used the Assessment Binder as an integral part of their planning for classroom instruction and differentiated instruction. The Assessment Binder has many facets that include Reading and Writing Conference Notes, TCRWP Benchmarks, student writing, informal assessment notes and checklists that assist the teacher to bring the students to their next level. This soft and hard data gave a starting part for discussion between the supervisors and the classroom teacher.
- Enrichment Teachers in After-school Programs effectively targeted the needs of identified students in supporting students by using differentiated instructional strategies.
- CTT teachers in grades K thru 5.
- AIS teacher services Self-contained Special Education classes and CTT classes
- IZONE Computer Program (Time to Know for 4th grade students and Compass Learning for 5th grade students) will be integrated into the curriculum.

**Targeted Population - Teachers**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, IZONE Staff Developers**

- The PD Team (Coaches, Assistant Principals and Principal) participated in focused professional development that included the NSS providers, Network Specialist, Coach Meetings, Administrators Study Group, ICI Professional Development opportunities and professional readings.
- The Team created Professional Development Toolkits for teachers to further their own professional development. Study groups have been developed around “Reading for Meaning.”
- Our school has an established Inquiry Team that was trained in the use of NYC accountability tools that included ARIS and Acuity. Each meeting had a piece of data for members to review and discuss. An example of a typical meeting would include looking at WRAP/TCRWP scores, for example, for the Inquiry Team students and have a comparison to other students in the same class or grade. This valuable time spent allowed changes to be immediate or begin the process of overall changes to be made. The Data Specialist debriefed the members on the
- Data Specialist monthly meetings. Professional articles and insight into the current data available were provided to the members. Team Members provided additional information on their own Inquiry Team student. Team members observed and took notes on their student which lead to these foci.

- During Focused Learning Walks the assessment binders were reviewed. Student goals and teachers notes provided insight into the student's learning.
- All teaching staff participated in professional development delivered during common preps facilitated by coaches, common preps facilitated by Lead Teachers, daytime professional development, before/after-school opportunities, inter-visitation of model schools/classrooms in ELA and writing
- Grade level Professional Development facilitated by NSS Providers, Maria Teresa Maisano and Richard Tudda, in order to support teacher instructional practices.
- Teachers have opportunities to meet with the Parent Coordinator every Wednesday (2<sup>nd</sup> Cup). This informal meeting had an average of 10 teachers but quickly increased to over 40 by the end of the school year.
- The Data Specialist and the Test Coordinator (both Inquiry Team Members) downloaded and met with teachers in grades 3-5 to discuss student information.
- Teachers collaboratively created plans and met with AIS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher has lead to all classroom teachers to participate in case studies in the 2009-2010 academic years. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team's 09-10 work has lead to these foci.
- IEP training
- Wilson Training
- Workshops that address the specific needs of SWD students
- Fourth and Fifth grade teachers will participate in IZONE Professional Development

	<p><b>Targeted Population - Parents</b>  <b>Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, Parent Coordinator</b></p> <ul style="list-style-type: none"> <li>▪ All teachers and parents are invited to participate in school-sponsored events to be held during school, after school, in the evening.</li> <li>▪ Parents were invited to the school every six weeks to participate and celebrate in Writing Celebrations. The school averaged approximately 400 parents per event.</li> <li>▪ Parents participated in monthly Literacy Workshops that focused on a particular skill, strategy or parent reading tip. The workshops averaged 20-25 parents and were lead by 3 staff members. Parents received books to read to their children (1 per child).</li> <li>▪ 25 book campaign in conjunction with parents, parent coordinator and librarian.</li> <li>▪ Bead Program</li> <li>▪ Parent Book Club facilitated by Ana Wincelowicz- Pre-K Social Worker</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<p>2 Teachers reducing classroom size (Title 1 SWP)  2 AIS Teachers (Title 1 SWP, C4E, ARRA)  1 Literacy Coach ( Title 1 SWP, C4E)  3 Early Class Grade Reduction Teachers (EGCR State/Federal)  Guidance Counselor ( Title 1 SWP)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>3 TCRWP assessments are administered in Nov., March and June. The results indicate independent reading level. The benchmark goals include a range of levels within which the students are expected to meet or exceed two levels quarterly in order to read and comprehend on grade level.  In addition to the TCRWP assessments running records are periodically administered to monitor progress.  The ELA Predictive is administered once a year. The results give us a view of the projected outcome of our students in grades 3-5 for the ELA exam. The item skills analysis is paramount to professional development in order to inform teachers on necessary instruction and individual student mastery.  There will also be 2 computer performance series exams related to IZONE computer program.</p>

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>3. English Language Learners:</b> By using data to set targets for student learning and measure progress towards those targets in ELA, all ELL students will meet or exceed 7% movement from the previous year in levels 1 to 2 and levels 2 to 3 as measured by the ELA State Test by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline:</b> September 2010 thru June 2011</p> <p><b>Targeted Population - Students</b> <b>Responsible Staff – Teachers, Coaches, Administrators</b></p> <ul style="list-style-type: none"> <li>▪ Teachers are creating and implementing interdisciplinary curriculum maps, with an equal blend of fiction and non-fiction, in reading and writing specific for each grade that align with NYS standards.</li> <li>▪ There will be an equal blend of fiction and non-fiction in reading and writing.</li> <li>▪ Teachers are using the workshop model in reading and writing to develop comprehension habits.</li> <li>▪ Teachers are implementing reciprocal teaching model.</li> <li>▪ Teachers created Genre Boards for their classrooms that specify the distinct features of the genre, read aloud examples and the State Standards being studied</li> <li>▪ Teachers applied the Reading, Writing, Listening and Speaking Standards to each genre of writing.</li> <li>▪ Teachers collaboratively created plans and met with AIS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher has lead to all classroom teachers to participate in case studies in the 2009-2010 academic year. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team’s 09-10 work has lead to these foci.</li> <li>▪ Teachers use their informal assessments in conjunction with standardized data to</li> </ul>

measure progress.

- Teachers use the Assessment Binder as an integral part of their planning for classroom instruction and differentiated instruction. The Assessment Binder has many facets that include Reading and Writing Conference Notes, TCRWP Benchmarks, student writing, informal assessment notes and checklists that assist the teacher to bring the students to their next level. This soft and hard data gave a starting part for discussion between the supervisors and the classroom teacher.
- Extended Day Programs target the needs of identified students by using differentiated instructional strategies.
- Technology is integrated within the literacy block.
- Students receiving instruction in Spanish, Bilingual or Dual Language classes, are being assessed using a Spanish WRAP and TCRWP. This allows for teachers to monitor first and second language acquisition and reading achievement.
  
- The NYSESLAT is used as a tool to drive instruction for the ELLs in order to meet the various development of the student's Speaking, Listening, Reading and Writing abilities. ESL Teachers strategically work with classroom teachers of ELLs to provide appropriate instructional practices to meet the student's needs.
- Students are regrouped in general education classrooms according to their proficiency according to the 2010 NYSESLAT and LAB R for new admits.
- Students are receiving differentiated instruction to address their learning modalities.
- Students are receiving addition support in vocabulary and comprehension instruction in the content areas.
- More frequent progress monitoring for these students.

**Targeted Population - Teachers**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, IZONE Staff Developers**

**Professional Development**

- The PD Team (Coaches, Assistant Principals and Principal) participates in focused professional development that included the NSS providers, Network Specialist, Coach Meetings, Administrators Study Group, ICI Professional Development opportunities and professional readings.
- The Team created Professional Development Toolkits for teachers to further their own

professional development.

- Our school has an established Inquiry Team that was trained in the use of NYC accountability tools that included ARIS and Acuity. Each meeting had a piece of data for members to review and discuss. An example of a typical meeting would include looking at TCRWP scores, for example, for the Inquiry Team students and have a comparison to other students in the same class or grade. This valuable time spent allowed changes to be immediate or begin the process of overall changes to be made. The Data Specialist debriefed the members on the Data Specialist monthly meetings. Professional articles and insight into the current data available were provided to the members. Team Members provided additional information on their own Inquiry Team student. Team members observed and took notes on their student. which lead to these foci.
- Collaborative Inquiry Teams meet monthly to discuss student achievement to guide or inform instruction.
- During Focused Learning Walks the assessment results are reviewed. Student goals and teachers notes provide insight into the student's learning.
- All teaching staff participate in professional development delivered during the common preps facilitated by coaches, teachers. Professional development opportunities are offered before and after-school. (inter-visitation of model schools/classrooms in ELA and writing)
- Grade level Professional Development facilitated by NSS Providers, Maria Teresa Maisano, Richard Tudda, in order to support teacher instructional practices.
- Teachers have opportunities to meet with the Parent Coordinator every Wednesday (2<sup>nd</sup> Cup).
- The Data Specialist and the Test Coordinator (both Inquiry Team Members) download data and meet with teachers in grades 3-5 to discuss student information.
- Teachers collaboratively create plans and meet with AIS and SES Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher lead to all classroom teachers to participate in case studies in the 2009-2010 academic year. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team's 09-10 work has lead to these foci.
- Teachers participate in professional development on School-wide testing Fundamentals and writing Fundamentals.
- Dual Language teachers attend the Dual Language Symposium in the spring.

- ESL Staff attend monthly professional development meetings at the ISC
- Dual Language teachers attend a study group with one of the literacy coaches.
- ESL staff attend and turnkey information from SIFE Seminars and QTEL to classroom teachers.
- Teachers utilize useful web sites devoted to ELL methodology and best practices. For example, Colorincolorado.org can be used to enhance teaching and student needs.

**Targeted Population - Parents**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, Parent Coordinator**

**ELA School-Wide Initiatives: ( Parents, Teachers, Students and Coaches)**

- All teachers and parents are invited to participate in school-sponsored events to be held during school, after school, in the evening.
- Parents are invited to the school every six weeks to participate and celebrate in Writing Celebrations. The school averaged approximately 400 parents per event.
- Parents participated in monthly Literacy Workshops, based on parental survey of needs that focus on a particular skill, strategy or parent reading tip. The workshops averaged 20-25 parents and were lead by 3 staff members. Parents received books to read to their children (1 per child).
- ARIS training for parents is being offered by Parent Coordinator
- All parents were invited to attend school meetings, workshops, student-oriented presentations, during/after/evening school sponsored events through clear communication in the parent’s native language.
- All events had interpreters available for the parents. Parents were given workshop materials in both English and Spanish.
- All information is translated to native language (Spanish)
- Parent Coordinator is bi-lingual as well as several staff members and are available to assist parents as needed.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<p>2 Teachers reducing classroom size (Title 1 SWP)  2 AIS Teachers (Title 1 SWP, C4E, ARRA)  1 Literacy Coach ( Title 1 SWP, C4E)  3 Early Class Grade Reduction Teachers (EGCR State/Federal)  Guidance Counselor ( Title 1 SWP)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>3 TCRWP assessments are administered in Nov., March and June. The results indicate independent reading level. The benchmark goals include a range of levels within which the students are expected to meet or exceed two levels quarterly in order to read and comprehend on grade level.  In addition to the TCRWP assessments running records are periodically administered to monitor progress.  The ELA Predictive is administered once a year. The results give us a view of the projected outcome of our students in grades 3-5 for the ELA exam. The item skills analysis is paramount to professional development in order to inform teachers on necessary instruction and individual student mastery.  There will also be 2 computer performance series exams related to IZONE computer program.</p>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. By using data to set targets for student learning and measure progress towards those targets in Math, all students will meet or exceed 7% movement from the previous year in levels 1 to 2, levels 2 to 3 and levels 3 to 4 as measured by NYS Math test by June 2011.</p>
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**Timeline:** September 2010 thru June 2011

**Targeted Population - Students**

**Responsible Staff – Teachers, Coaches, Administrators**

- 60 minute math block in grades K-2 and 75 minute math block in grades 3-5 using the workshop model
- Teachers are using Everyday Math 3rd Edition and are aligning instruction and assessments to NYS Math Standards
- Teachers in grades 2 - 5 are using NYS Coach Books in addition to Everyday Math
- Teachers in grades 3 - 5 are using data from previous NYS Assessments, NYS standards-based pre-assessments, periodic predictive assessments and ITAs, Everyday Math formal and informal assessments to differentiate instruction and plan lessons.
- Teachers in grades K - 2 are using data from NYS standards-based pre-assessments, and Everyday Math formal and informal assessments to differentiate instruction and plan lessons.
- Math Enrichment provided for groups of high scoring 3 students in grades 4 and 5 during Extended Day (50 minutes three times a week)
- Push in ESL teacher in grades 3, 4 and 5 during math block
- Push in Special Education teacher in grades 3, 4 and 5 during math block
- Use of technology for teaching and learning.
- Implementation of Izone computer program in grades 4 and 5.

**Targeted Population - Teachers**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT  
Teacher Center**

**Professional Development:**

- Math Network Support Specialist is providing on-going monthly professional development in aligning Everyday Math to NYS Standards and math lesson planning to 5th grade teachers.
- Math Coach is providing on-going professional development in aligning Everyday Math to NYS Standards and math lesson planning to Pre K - grade 5 teachers.
- Math Coach is working in K - 5 grade classrooms co-teaching and modeling lessons.
- Math Coach is supporting teachers in deepening their understanding of the inquiry process by utilizing data to drive instruction and meet individual needs of students.
- After School Professional Development Study Group on Differentiating the Mathematics Classroom
- Use of technology for teaching and learning
- IZONE Staff Developers providing Time to Know and compass Learning PD for grade 4 and 5 teachers.

	<p><b>Targeted Population - Parents</b>  <b>Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, Parent Coordinator</b>  <u><b>Math School-Wide Initiatives: ( Parents, Teachers, Students and Coaches)</b></u></p> <ul style="list-style-type: none"> <li>• Everyday Math Game Days - The school has designated 3 days during the school year when parents are invited to the classroom to play math games with their children.</li> <li>• Family Math Afternoon - Parents are invited after-school on designated dates to play math games with their children</li> <li>• Math Book of the Month</li> <li>• Staff problem of the Month</li> <li>• Data Collection of the Month - Data is collected each month from the entire school (staff members and students) about different topics and is displayed in the main hallway, along with students’ observations about the data.</li> <li>• Parent Newsletter Monthly Math Blog keeps parents abreast of math happenings in the school.</li> <li>• ARIS Parent support</li> <li>• Use of technology for teaching and learning</li> <li>• IZONE parent component</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	



**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Timeline:** September 2010 thru June 2011

**Targeted Population - Students****Responsible Staff – Teachers, Coaches, Administrators**

- Science is taught in the literacy block once per week and three times a week in the content area.
- Two science clusters teach hands-on lessons and scientific method, one cluster for grades K-2, one for grades 3-5.
- Teachers are creating and implementing interdisciplinary curriculum maps in reading and writing specific for each grade that align with NYS standards.
- Teachers are using the workshop model in science to develop comprehension habits and science content.
- Teachers are implementing reciprocal teaching model in science.
- Teachers are using NYC Science Scope and sequence aligned to NYS Science standards.
- Teachers use their informal assessments in conjunction with standardized data to measure progress in science.
- Technology is integrated in science instruction.
- Push in ESL teacher in grades 4 and 5 during science block
- Push in AIS teacher in grade 4 during science block
- Students use scientific method and participate in classroom and school-wide science fair
- Izone computer program for grades 4 and 5

**Targeted Population - Teachers****Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, Izone Staff Developers****Professional Development:**

- Science Network Support Specialist is providing on-going professional development for all grades.
- Science cluster teachers participate in citywide professional development and collaborate with classroom teachers.
- Teachers participated in FOSS training.
- Literacy Coach is supporting teachers in deepening their understanding of using reading skills and strategies in science content.

<p><b>Directions:</b> All schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including <del>Supplemental (Year 2), Corrective Action (year 2), Restructuring (year 1), Restructuring (Year 2), Restructuring (Advanced), and SURR, must also 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.)</del></p>	<ul style="list-style-type: none"> <li>• Use of technology for teaching and learning</li> <li>• Izone Staff developers providing professional development for Time to Know and Compass Learning for grade 4 and 5 teachers</li> </ul> <p><b>REQUIRED APPENDICES TO THE CEP FOR 2010-2011</b>  <b>Targeted Population - Parents</b>  <b>Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher, Center All Parents Coordinator</b></p> <ul style="list-style-type: none"> <li>• Use of technology for teaching and learning</li> <li>• Parents are invited to school-wide science fair</li> <li>• Parent workshops in science</li> </ul>
<p><b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS</b></p>	<p><b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS</b></p>
<p><b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS</b></p>	<p>1 Literacy Coach (C4E)  1 Science Cluster Teacher. (Tax Levy/Title 1)  2 ESL teacher (Tax Levy)</p>
<p><b>APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS</b></p>	<p><b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</b></p>
<p><b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</b></p>	<p>Teachers in grades K-2 are using:  • NYS Standards-based Pre-Assessments  • Foss informal and formal assessments</p>
<p><b>APPENDIX 7: TITLE I PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS</b></p>	<p>Teachers in grades 3 - 5 are using:</p>
<p><b>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)</b></p>	
	<ul style="list-style-type: none"> <li>• Foss and Harcourt informal and formal assessments.</li> </ul> <p>SWD are using State Standards checklist to verify achievement of IEP goals and modified criteria.</p>

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A		None	None	None
1	9		N/A	N/A	2			
2	1		N/A	N/A	2			
3	19	19	N/A	N/A	3			
4	20	20			3			
5	23	23			6			
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Reading Recovery - 20 weeks, 1 to1 tutoring, grade 1 during the school day AIS – grades 1-5, small group guided reading, during the school day SETTS –Wilson Phonetic Reading Program, small group, during the school day Leveled Literacy Intervention – small group (3), grades K-3, during the school day School wide Test Prep –Grades 3-5, 15 to 1, after school Voyager Reading Intervention Program, small group, grades 1-5, during the school day
<b>Mathematics:</b>	SETTS- small group, grades 3-5, during the school day Everyday Math Computer Games – small group, grades K-5, during the school day School wide Test Prep – Grades 3-5, 15 to 1, after school
<b>Science:</b>	<b>N/A</b>
<b>Social Studies:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	Services are provided during the school day on a one to one basis and, on occasions, in small groups. Focus in placed on topics such as bullying, bereavement, family instruction etc. Materials are presented using assemblies, guest speakers, workshops, etc.
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>

**At-risk Health-related Services:**

**N/A**

**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) Language Allocation Policy to this CEP.

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

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5                      Number of Students to be Served: 262    LEP 624 Non-LEP  
Number of Teachers 15                      Other Staff (Specify) N/A

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

At PS 16 Instruction is delivered heterogeneously (mixed proficiency levels). Freestanding ESL instruction is delivered primarily through the Co-Teaching/Push-In model with the exception of one third grade self-contained classroom. All Dual language classrooms deliver self-contained ESL instruction.

The following is a comprehensive breakdown of our instructional models along with explanation as to how they ensure the mandated number of instructional minutes (as per CR Part 154):

### Freestanding ESL

PS 16 employs a faculty of 5 certified ESL teachers that staff one self-contained ESL classroom (Kindergarten and 1st Grade) and push-in, pull-out model throughout grades K-5. Students are grouped heterogeneously into designated ESL classes on each grade where ESL service providers work collaboratively with classroom teachers to meet the needs of these ELLs.

Instructional practice: ESL teachers use a “push-in, pull-out” model to meet the required time allotment for English Language Learners. Students whose English proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advance receive 180 minutes per week of English as a Second Language. Because the students who are English Language Learners are spread out into different classes amongst the grades to ensure heterogeneous groups, it is not always feasible for the ESL teachers to push into the classes; therefore they pull students out of their classrooms for instruction. Teachers use workshop teaching and ESL methodologies to instruct students.

For the 2009-2010 school year, classrooms will be set up so that ESL teachers will be able to use both the “pull-out” and the “push-in” model to instruct ELL students. ESL services will be available from kindergarten through fifth grade. A schedule will be created by the ESL teachers to provide 360 minutes of ESL instruction to Beginner and Intermediate level students and 180 minutes to the Advanced level students in all grades.

Students who reach proficiency as measured by the NYSESLAT will remain in a monolingual class and receive content-area academic intervention services and or extended day services until they reach standard levels of performance. In addition, a certified ESL teacher will provide four 55 minutes periods of collaborative team teaching and four 55 minutes periods of science enrichment for fifth grade ELLs.

ESL strategies will be infused into the content instruction through text selection, use of audio cassettes, overheads, manipulatives and computer programs. Native language arts minutes will be delivered through text selection, audio cassettes and computer programs.

### Organization of the Mandated Instructional Minutes

ESL teachers use a “pull-out, push-in” model to meet the required time allotment for English Language Learners. Students whose English proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language.

Students whose English proficiency level is Advance receive 180 minutes per week of English as a Second Language. Because the students who are English Language Learners are spread out into different classes amongst the grades to ensure heterogeneous groups, it is not always feasible for the ESL teachers to push into the classes; therefore they pull students out of their classrooms for instruction. Teachers use workshop teaching and ESL methodologies to instruct students.

### Dual Language Program

The dual language program is in kindergarten thru fifth grade. This program integrates students who are native English speakers with Spanish speakers for most of their content area instruction. All students develop their second language skills while learning content knowledge in both languages. Some of our students are acquiring a 2<sup>nd</sup> and 3<sup>rd</sup> language, simultaneously, through this program.

All Dual Language classes use a self-contained Alternate Week model using English one week and Spanish the next for whole class instruction. Individual students’ needs will be addressed in small groups and 1 on 1 conferencing using the workshop model in all areas. Instruction in Spanish will be given by a teacher certified in Bilingual Education (all of our teachers in this program are certified in Spanish Bilingual Education).

Instructional Practices: Teachers will use workshop teaching in all content areas. This encompasses the mini lesson, the independent/small group work, and the share. During the literacy block, students receive literacy instruction in their home language (this is determined by LAB-R results and the home language survey). Then the students are exposed to the second language through content area instruction and oral language development. To ensure that the two languages are covered equally, an Alternating Week 50:50 model is being implemented. The students will receive explicit ESL & SSL instruction on a daily basis.

### Organization of the Mandated Instructional Minutes

Students will receive Language Arts instruction in their language of dominance. All other content areas will be taught using the 50:50 alternating week model. One week content area instruction will be in English and the next week in Spanish. Students whose proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advanced receive 180 minutes per week of English as a Second Language

PS 16 differentiates instruction for a variety of ELL subgroups:

Supports for SIFE, Newcomers, Long-Term ELLs, and ELLs in Excess of Four Years Mandated Services:

Students with Interrupted Formal Education and Long-Term English language Learners will receive targeted instruction through guided reading, small group strategy lessons, and one on one conferencing with the classroom teacher. These teaching methods allow teachers to meet children at their level of proficiency and guide and coach them to greater levels of proficiency. Teachers will use running records as a diagnostic tool to track progress in reading and to match readers with “just right” books (books they can read and want to read). Leveled books in fiction and nonfiction will be used in all grades and the supplemental materials such as the Intervention and ELL Kits provided with the Trophies/Trofeos program will be used by K-3 teachers. These supplemental materials include books on tape and leveled texts that are themed-based, which offer the students a framework and reference for their reading. Along with the classroom teacher, the Academic intervention team will track and monitor students’ progress and make educational recommendations for these students as needed. In addition to classroom support, students will receive extended day Supplemental Educational Services and Academic Intervention Services using Breakthrough to Literacy, New Heights and Sunday depending on their needs. A new after school ESL/SSL program will help support ELL’s and Dual Language program English Proficient students in small classes to boost students’ academic performance and language development.

#### D: Programming and Scheduling Information--Continued

##### Intervention

The Pupil Personnel Team and the Academic Intervention Team will review the progress of the Supports for SIFE, Newcomers, ELLs in Excess of Four Years Mandated Services on a monthly basis. They will offer support to the teachers and make recommendations based on student needs. ELLs will furthermore be the subject of deep inquiry and collaborative assessment by all related service providers and discussed monthly at specified Inquiry Team meetings.

##### Transitional Support

Students who reach proficiency as measured by the NYSESLAT will remain in a monolingual class and receive academic intervention services and /or extended day services until they reach standard levels of performance.

##### New Programs

PS 16 encourage ELL attendance and participation in afterschool enrichment programs in the following subject areas: ELA, math, science, as well as a NYSESLAT Prep Program. All the aforementioned programs will be staffed by certified ESL providers.

The cross content curriculum offered in a three LEP programs which aide in the development of each students reading, writing, listening, and speaking abilities by enhancing background knowledge and including various hands-on activities. ESL certified teachers have ongoing articulation with the classroom teachers in order to meet or exceed NYS and NYC Learning Standards for all LEP students.

Four supplementary after school programs will be continued in the 2010-2011 school year for ELL students. The programs include a NYSESLAT Test Preparation Program, beginning in March, ELA & Math Test Preparation ELA beginning in November and an ESL/SSL afterschool science

program. The objectives of the four test preparation programs are for the ELL students to gain test taking skills as well as an understanding of the format of the tests. We will have approximately 15 students in each group and they will be grouped according to grade level. According to Robb and Ercanbrack, proficiency of language learners cannot be judged by one test if the students are not properly prepared. Being familiar with a test format and the expected outcomes can extensively alter the test results. Test preparation increases the success rate since it is confirming the importance of the exam. Invitations and parent information regarding programs will be sent home in the child's home language unless the parent/guardian indicates otherwise in order to afford equal access to all ELLs.

The design of all programs will include a highly qualified, certified ESL teacher using specific techniques to increase the comprehension and language arts skills of the ELL students. The materials used for this program will include various test preparation guides, sample test materials, standards-based skills and strategies materials, and school-wide technological resources. The ELL Science Program, ESL/SSL Program and the NYSESLAT Program will last 6 weeks. The ELA/Math State ELL Test Prep for ELLs will last from November until May. An administrator will oversee the after-school programs, coordinate teacher schedules, supervise students and classroom activity.

No ELL support services will be discontinued.

#### Instructional Materials Used:

We are a Balanced Literacy school and instruction is delivered primarily through the Workshop model using materials such as Big Books, leveled readers, charts, manipulatives, word study and literacy station activities as well as books on tape/cd. Writing instruction makes use of the Writing Fundamentals curriculum and Teacher Manuals provide activities geared particularly for ELL's. The Dual Language also uses Cancionero during the literacy block. Everyday Math is used to instruct students in mathematics and will be available in Spanish. TCRWP is available in both English and Spanish to assess in students in decoding and reading comprehension. FOS is a science curriculum that provides hands on materials in both English and Spanish. All students in testing grades receive Coach test-prep materials for ELA and Math. Hands-on manipulatives creates an opportunity for teachers to attend to ELL student's learning styles. Students work at their level and are assessed in order to meet their needs in a small group setting. Classrooms will be equipped with personal computers, Lenovo netbook laptops, listening centers, and teachers trained to deliver ESL instruction with them. When available ELL classes will further be equipped with Smartboards, ELMO/Overhead projectors, Leapfrog materials, PSP educational technology and teachers trained to deliver ESL instruction. Programs such as Izone (Time to Know for 4<sup>th</sup> grade, Compass Learning for 5<sup>th</sup> grade) will be accessed by students via Lenovo laptops.

#### Native Language Support

Free Standing ESL Native Language Arts materials are available in Robin Hood Library, classroom libraries, school personal will provide native language support in translation services.

Dual Language students will receive Language Arts and content area instruction using the 50:50 alternating week model. Students whose proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advanced receive 180 minutes per week of English as a Second Language.

Required support and resources correspond to ELL's ages and all grade levels.

The school's bilingual Parent Coordinator helps guide and assist newly ELL students and families towards community based services and opportunities before the beginning of the school year. She also organizes and facilitates bilingual Spring orientations for all incoming pre-K and kindergarten families.

**C: Dual Language**

The dual language program is currently in kindergarten through fifth grade. Across all grades, ELLs and EPs will use target languages on alternating weeks, and ELLs and EPs are integrated throughout the entire instructional day. Language is separated for instruction in accordance with the 50:50 alternating week schedule, with cluster preps as the sole exception. All Dual Language classes are self-contained, and students will receive Language Arts instruction in both languages simultaneously.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instructional services to **Non-English Proficient** students. **Professional Development Opportunities** will be offered to staff on **ESL, Reading, and Writing Informational Text Aligned to English Language Learners' Work**. **Team Teaching in the ESL Program and Curriculum Mapping**. Understanding of ESL strategies such as scaffolding, modeling, TPR, the use of manipulatives, visuals, technology, authentic texts, and planning thematic units of study.

During the 2010-2011 school year, ongoing professional development will be provided for ESL, bilingual, and monolingual teachers as well as school administrators. In addition to PS16 personnel, regional and central ELL administrators will be invited to attend and participate in all professional development meetings. The professional development will include study groups, conferences, school inter-visitations and workshops based on second language acquisition theories and methodologies of high quality teaching practices for LEP students. We are conducting on-going

professional development to meet the requirements of ELL training for **353100010016** than those who hold ESL and bilingual licenses as per **Form Title A (06)** analysis of school professional development regarding ELLs proceeds as follows:

**Title III LEP Program**

1. Experts on the staff conduct workshops for their peers in utilizing best practices for instructing English Language Learners.
2. Common planning time for teachers where they plan together and share best practices with their colleagues.

Total Allotment: \$45,100.00

3. Opportunities for teachers to visit other schools who are implementing successful practices for English Language Learners.
4. Opportunities for teachers to attend district, regional, and city workshops.
5. Administration and teachers attend ELL and Dual Language Leadership Institute workshops monthly where experts in the field of English Language Learners share methodology and instruction strategies to assist in the meeting the needs of the ELL students.
6. Opportunities for teachers to observe, to plan, and to be coached by specialists in the areas of reading, writing, and math.

Budget Category	Budgeted	Explanation of Proposed Expenditure
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	<b>Amount</b>																												
Professional staff, per session, per diem Professional Development	<ul style="list-style-type: none"> <li>▪ \$4,704.00</li> <li>▪ \$3,750.00</li> </ul>	<ul style="list-style-type: none"> <li>▪ 28 Per Diem Days (16 ESL Teachers, 12 DL Symposium) 28 x \$168.00=\$4704</li> <li>▪ Professional Development Per Session on ESL Strategies and Sensational Sentences (75 hrs x \$50.00 = \$3,750.00)</li> </ul>																											
Instructional	<ul style="list-style-type: none"> <li>▪ \$32,147.00</li> </ul>	<ul style="list-style-type: none"> <li>▪ Per Session</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Teacher</b></th> </tr> </thead> <tbody> <tr> <td style="width: 33%;">ELA/Math Test Prep Teacher</td> <td style="width: 33%;">ELA/Math Test Prep T3 10/27 Set up Plan 11/2 PD 11/9-5/3 (M-T)</td> <td style="width: 33%;">\$10,125 3 tchrs x 45 sessions x 1.5 hours=202.5 hours (203)</td> </tr> <tr> <td>NYSESLAT Test Prep Gr. 3-5 (ESL Teacher)</td> <td>(W) 12/7 – 6/1</td> <td>\$5175 3 tchrs x 1.5 hrs x 23 weeks=103.5</td> </tr> <tr> <td>Science Test Prep (ESL Teacher)</td> <td>(W) 12/7 – 6/1</td> <td>\$3450 2 tchrs x 1.5 hours x 23 wks=69 hrs</td> </tr> <tr> <th colspan="3" style="text-align: center;"><b>Secretary</b></th> </tr> <tr> <td>Secretary</td> <td>Input of Per Session</td> <td>2 hours per month x 7 months = 14 hours \$430.50</td> </tr> <tr> <th colspan="3" style="text-align: center;"><b>Supervisor</b></th> </tr> <tr> <td>Supervisor</td> <td>ELA/Math Test Prep 10/27 Set up Plan 11/2 PD 11/9-5/3 (M-T)</td> <td>\$5013.12 4 hrs x 23 weeks=92 hours 4 hours PD/Set up (96 hours total)</td> </tr> <tr> <td>NYSESLAT/Science Test Prep</td> <td>(W) 12/7 – 6/1</td> <td>\$2506.56 23 weeks x 2 hours=46</td> </tr> </tbody> </table>	<b>Teacher</b>			ELA/Math Test Prep Teacher	ELA/Math Test Prep T3 10/27 Set up Plan 11/2 PD 11/9-5/3 (M-T)	\$10,125 3 tchrs x 45 sessions x 1.5 hours=202.5 hours (203)	NYSESLAT Test Prep Gr. 3-5 (ESL Teacher)	(W) 12/7 – 6/1	\$5175 3 tchrs x 1.5 hrs x 23 weeks=103.5	Science Test Prep (ESL Teacher)	(W) 12/7 – 6/1	\$3450 2 tchrs x 1.5 hours x 23 wks=69 hrs	<b>Secretary</b>			Secretary	Input of Per Session	2 hours per month x 7 months = 14 hours \$430.50	<b>Supervisor</b>			Supervisor	ELA/Math Test Prep 10/27 Set up Plan 11/2 PD 11/9-5/3 (M-T)	\$5013.12 4 hrs x 23 weeks=92 hours 4 hours PD/Set up (96 hours total)	NYSESLAT/Science Test Prep	(W) 12/7 – 6/1	\$2506.56 23 weeks x 2 hours=46
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		Supervisor	2 hours planning	hrs 2 hours plan 48 hours
Purchased services such as curriculum and staff development contracts		n/a		
Supplies and materials (10%)	▪ \$ 4,510.00	<ul style="list-style-type: none"> <li>▪ ELA After-school Test Prep Materials Gr 3-5 (60)</li> <li>▪ Math After-school Test Prep Materials Gr 3-5 (60)</li> <li>▪ Science Test Prep Materials (40)</li> <li>▪ NYSESLAT Materials (60)</li> </ul>		
Travel				
Other				
<b>TOTAL</b>	\$45,100.00			

### 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**

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

Parent involvement has been a major focus in our school. There is an ongoing need to increase communications to our parents. The Title I Parent Advisory Committee conducted a survey (March, 2007). found that Spanish-speaking parents needed additional clarification when items were sent home in English only with a header that stated "this is an important letter please have someone translate." The clarification came from our staff; Parent Coordinator and the DOE translation service translate all Parent letters and flyers.

About 95% of the parent population is successfully reached through translation. The remainder of the parent population is speakers of languages other than English or Spanish. These parents receive translations from the DOE as quickly as possible.

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 survey found that Spanish-speaking parents needed additional clarification when items were sent home in English only with a header that stated "this is an important letter please have someone translate." The clarification came from our staff, Parent Coordinator SLT Team and PTA.

At the present time 95% of the parent population is successfully reached through translation. The remainder of the parent population is speakers of languages other than English or Spanish. These parents receive translations from the DOE as quickly as possible.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. The plan is to translate administrative letters sent home to parents through students into Spanish on a weekly basis. It is also anticipated that classroom teachers will have the opportunity to translate their parental letters into Spanish. Currently our PTA monthly newsletter and correspondences are sent home in English and Spanish for our parents. The PS 16 Parent Handbook has been translated into Spanish. This handbook will be a guide to instructional themes at our school, parent tips and other items. The school calendar and all meetings are translated into Spanish.

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. The proposal to have a staff member that is familiar with the school items translate simultaneously would be beneficial in communicating to our Spanish speaking parents. The after-school or evening meetings would be enhanced by the presence of a Spanish speaking staff member's availability at these meetings/workshops. This should yield a better communication between the school and parents.

After-school Parent-Student workshops lead by our School Librarian and/or Coaches will need to have Spanish translation available for a deeper understanding of the workshop topics (Math, Homework Help etc.) The simultaneous translation would assist students and parents.

It is proposed that our Robin Hood Foundation Library have a Spanish speaking staff member available for assistance in choosing of books, the use of the internet or other parental needs. The Spanish speaking staff member can also be available for teacher-parent conferences every week at a designated time in the Library

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>.

In order to meet Chancellor's Regulations A-663, our school will have a staff member that is familiar with the school items; translate simultaneously in order to successfully communicate with our Spanish speaking parents. The after-school or evening meetings will be enhanced by the presence of a Spanish speaking staff member's availability at these meetings/workshops. This should yield a better communication between the school and parents.



**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:	\$ 708,064.00	\$ 14,274.00	\$722,338.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,080.64	\$ 142.74	\$ 7,223.38
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,403.20	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$70,864.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     100%
6. If the percentage of high quality teachers during 2010-2011 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.

\* 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.

**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.

#### **General Expectations**

Public School 16 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Public School 16 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.) Monthly curriculum newsletter, monthly literacy and/math workshops, classroom writing celebrations involving parents – all with translation made available, written and oral.
2. Public School 16 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.) Title I Parent Advisory Committee (as sub committee of the PTA), monthly SLT meetings, on-site family center, Parent as Partners grant,
3. Public School 16 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.) Title I parent involvement workshops will include working with your child in all academic areas.
4. Public School 16 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Homework help, after school enrichment activities, Family Night Events, Parent Literacy Workshops, Partners in Education, Writing Celebrations, Parents as Arts Partners/ Celebrations of Work Night, Family Math After- School Workshops and Science Fair Tutorial Parent and Student Workshops.
5. Public School 16 will use the results of the NYC School Survey Report, an annual evaluation of Academic Expectations, Communications, Engagement and Safety and Respect to assist in improving school quality. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. Public School 16 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards – parents will be informed of State Standards across the content areas during curriculum conference day and evening meetings in September 2010.
    - ii. the State’s student academic achievement standards – students will be given the school report and clearly informed of Standards and it’s implications of the daily classroom instruction within our school.

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Ongoing dissemination by the classroom teacher, parent coordinator and administration of requirements set forth by the NYS Standards in all content areas. The family center supports this initiative with copies of the school's CEP, School Report Card and School Environment Survey.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Monthly curriculum newsletter, monthly literacy and/math workshops, classroom writing celebrations involving parents – all with translation made available, written and oral. The Robin Hood library also supports this with open access to our school community.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parents are offered the opportunity to work with and attend workshops given by Educators for Social Responsibility in order to support the school's initiative of changing school climate
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The family center supports this initiative with copies of the school's CEP, School Report Card and school Environment Survey. Parents also can go on the ARIS Website Parent Link to view their child's academic progress as well as school activities. The resource center will be available for parents to access including books on parenting, tips to work with their child at home, all or most in English and Spanish.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: The proposal to have a staff member that is familiar with the school items translate simultaneously would be beneficial in communicating to our Spanish speaking parents. The after-school or evening meetings would be enhanced by the presence of a Spanish speaking staff member's availability at these meetings/workshops. This should yield a better communication between the school and parents.

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA sub committee PAC meetings, held by PTA President. This policy was adopted by the Public School 16 on 02/13/10 and will be in effect for the period of June 2010-June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2010.

Part B: School-Parent Compact

#### P.S. 16 SCHOOLS – PARENT COMPACT

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

The School Agrees	The Parent/Guardian Agrees
The school agrees to convene an annual meeting of Title I parents to inform them of the Title I program and its expectations.	The parent/guardian agrees to become involved in developing, implementing, evaluating and revising the school parent-involvement policy.
The school agrees to offer a number of meetings at various times, to work with parents and to reach more parents.	The parent/guardian agrees to participate in effective parent education opportunities offered by the school.
The school agrees to actively involve parents in planning, reviewing and improving the Title I and parent involvement programs.	The parent/guardian agrees to support the school by working with our children on their schoolwork and reading to them and by having them read to us.
The school agrees to provide parents with timely information on programs.	The parent/guardian agrees to monitor our children's attendance at school, actively supervise homework and limit television viewing.
The school agrees to provide performance profiles and individual student assessment results for each child, along with other school and district information.	The parent/guardian agrees to share in the responsibility for improving our children's achievement in school.
The school agrees to provide for effective parent-school communications by giving sufficient notice of parent-teacher conferences, frequent reports to parents, reasonable means to speak with staff and varied opportunities to volunteer and participate in their child's classroom activities.	The parent/guardian agrees to communicate with our children's teachers about their educational needs by attending parent teacher conferences and responding to notes or letters sent home by the school.
The school agrees to assure parents that they may participate in activities, literacy workshops on reading strategies, family math, parents and partners in reading.	The parent/guardian agrees to provide information to the school on what kind of assistance they need to help their child academically.

Pacto de los Padres

La comunidad de la Escuela Publica 16:

- Proporcionará un plan de estudios de alta calidad e instrucción en un ambiente de aprendizaje con apoyo y eficacia que permitirá a los niños participantes satisfacer el nivel de logros académicos de acuerdo a los estándares del Estado en las siguiente maneras:
  1. La Escuela Publica 16 le proporcionará a los estudiantes un programa de alfabetización con un enfoque equilibrado donde los grados K to y 5to pondrán en práctica el plan de estudios principal de la ciudad de Nueva York que es un enfoque equilibrado en la enseñanza de lectura y escritura. Las lecciones consisten en: la lectura independiente/ en pareja, lectura compartida, lectura guiada, centros de alfabetización, círculos de lectura, el taller para el escritor, lectura interactiva en voz alta, estudio de palabra, y conferencias de lectura y escritura con el maestro o la maestra y el o la estudiante.
  2. La Escuela Publica 16 le proveerá a los estudiantes un enfoque equilibrado en la matemática en los grados k-5. Las Matemáticas Diarias es el vehículo primario para la instrucción de matemáticas en la escuela. Tal enfoque conduce a los estudiantes a conseguir un equilibrio entre el entendimiento de conceptos, habilidad y destrezas, y el conocimiento de estrategias para resolver problemas.
  3. La Escuela Publica 16 le proveerá a los estudiantes un salón equipado con materiales que apoyen y enriquezcan sus experiencias en el aprendizaje.
  4. La Escuela Publica 16 le proveerá a los estudiantes maneras de entender, como hacer predicciones, y adaptarse a un mundo científico y tecnológico cada vez más complejo. Se les dará a los estudiantes oportunidades de modelar los métodos de los científicos de la investigación a través de un taller de modelación "práctico", un enfoque de investigación que incorpora el proceso de pensamientos científicos. A fin de mejorar el conocimiento de los estudiantes en conceptos de ciencia e instrucción, hemos alineado nuestro programa con los estándares de la Ciudad y el Estado, apoyando la instrucción en los Grados k-5.
  5. La Escuela Publica 16 proveerá a los estudiantes un programa educacional de estudios sociales que se concentra en auténtica investigación. Cada estudiante está envuelto en varios proyectos de investigación a lo largo del año. Los proyectos son desarrollados en coordinación con el maestro o la maestra del salón, el maestro o la maestra de estudios sociales, y la especialista de medios de comunicación de biblioteca escolar.
- Se harán conferencias de padres y maestros durante las cuales se discutirá este Pacto en lo que se relaciona al logro individual del niño o niña. Específicamente, éstas conferencias se llevarán acabo:
  1. Conferencia de Plan de estudios en septiembre- Los padres serán informados de la misión y visión de la escuela. Ellos visitarán los salones donde se enterarán acerca de las prácticas educacionales, estándares de contenido, y estándares de rendimiento.
  2. La Distribución de la Tarjeta de Calificaciones en noviembre- Los padres recibirán informes sobre como sus niños progresan usando los estándares como referencia. Se les darán una cita para encontrarse con el maestro o la maestra de su niño o niña para hablar del rendimiento corriente de su niño o niña y/o cualquier sugerencia en como los padres pueden apoyar el desarrollo educativo de su niño a niña en su casa.
  3. La Distribución de la Tarjeta de Calificaciones en marzo - Los padres recibirán informes sobre como sus niños están progresando con referencia a los estándares. Les darán una cita para entrevistarse con el maestro o la maestra de su

niño o niña para hablar del rendimiento corriente de su niño o niña y/o cualquier sugerencia en como los padres pueden apoyar el desarrollo educativo de su niño o niña en casa.

- Proporcionará a los padres con informes frecuentes sobre el progreso de sus niños. Específicamente, la escuela proporcionará los siguientes informes:
  1. Informe de Progreso en enero- Los padres recibirán un informe interino sobre el rendimiento académico de su niño o niña con referencia a los estándares.
  2. Informe de Progreso en mayo - Los padres recibirán un informe interino sobre el rendimiento académico de su niño o niña con referencia a los estándares.
  3. Boletín Mensual de noticias Para los Padres-Los Padres recibirán un boletín mensual de noticias informándoles acerca de las unidades de estudios en las áreas de contenido por grado.

Informes de Evaluación del Estudiante- Los padres recibirán un informe de rendimiento de su niño o niña concernientes a todos los exámenes estatales y de la ciudad.

- Proporcionará a los padres acceso razonable al personal. Específicamente, el personal estará disponible para la consulta con los padres en la siguiente manera:
  1. Los padres tendrán acceso al correo de voz del maestro o de la maestra y siempre pueden llamar y dejar un mensaje.
  2. Los padres y los maestros tendrán conferencias dos veces en el año, uno en el otoño y otro en la primavera para hablar sobre el progreso de su niño o niña.
  3. Los padres tienen el acceso de una coordinadora de los padres que está en el edificio de la escuela (salón de la familia) para ayudar a los padres en todos los aspectos de la educación de su niño o niña. Los padres también pueden comunicarse con la coordinadora de los padres por teléfono celular y/o correo electrónico.
  4. Los maestros también se comunican con los padres en la correspondencia escrita para informales sobre el progreso actual de su niño o niña.
  5. La escuela tiene reuniones informativas en el día y en la tarde donde ellos informan a los padres sobre el rendimiento actual de la escuela, el plan de estudios de la escuela, y la opción de los padres (por ejemplo los Servicios Educativos Suplementales disponibles, y/o opción libre escolares). Estas reuniones informan a los padres de la participación de la escuela en los programas de Título 1 Parte A, y explicar los requisitos del Título1 Parte A, y el derecho de los padres para estar envueltos en los programas del Título1.
  6. Los padres reciben la correspondencia traducida en su lengua materna.
- Proporcionará oportunidades a los padres en hacerse voluntarios y participar en la clase de su niño o niña, y observar las actividades del salón, en las siguientes maneras:
  1. El aprendizaje de Líderes es una organización que entrena a los padres voluntarios trabajar con los niños y asistir a los maestros en el salón.
  2. Los padres participan en "Una Escuadrilla de Seguridad" donde ellos asisten a la facultad durante alineación en la mañana, en la hora de despedida, y durante celebraciones escolares y funciones.
  3. Los padres participan en "una Escuadrilla de Biblioteca" donde ellos asisten a la facultad con la distribución de libros, visitas de los estudiantes, y el mantenimiento de la biblioteca.

4. Los padres participan en comités escolares para planear celebraciones a nivel de toda la escuela y acontecimientos especiales.
5. Los padres ocupan posiciones en el Equipo de Liderazgo Escolar donde ellos planean con la facultad el Plan Educativo Comprensivo de la Escuela.
6. Los padres son participantes en la Asociación de Padres/Maestros (con siglas en ingles PTA) donde ellos tienen reuniones mensuales para actualizar y planear cuestiones escolares.

Además, la Escuela Publica 16 proveerá a todos los padres un aviso oportuno cuando su niño ha sido asignado o ha recibido enseñanza durante cuatro o más semanas consecutivas por un maestro o maestra que no es altamente cualificado(a) en el sentido del término en la sección 200.56 de la Regulación Final del Título I.

### Responsabilidades de los Padres

Nosotros como padres, apoyaremos el aprendizaje de nuestros niños en las siguientes maneras:

- Involviéndonos en el desarrollo, la implementación, la evaluación y revisión de la política de la participación escolar de los padres.
- Participando en oportunidades efectivas de educación para los padres ofrecidas por la escuela.
- Apoyando la escuela trabajando con nuestros niños en su trabajo escolar, leyéndoles y haciéndoles leer en voz alta.
- Observando la asistencia de nuestros niños a la escuela, asegurándonos que nuestros niños lleguen a tiempo y estén preparados diariamente para la escuela, y estar pendiente a que hagan las tareas y limitar el tiempo de ver televisión.
- Compartiendo en la responsabilidad de mejorar el logro de nuestros niños en la escuela.
- Comunicándonos con los maestros de nuestros niños sobre sus necesidades educativas asistiendo a las conferencias de padres y maestros y respondiendo las notas o cartas enviadas a casa por la escuela.
- Comunicando valores positivos y rasgos de carácter, como el respeto, trabajar con esfuerzo y la responsabilidad.
- Apoyando las reglas de disciplina de la escuela.
- Mantenerme informado / informada sobre la educación de mi niño o niña y comunicarme con la escuela tan pronto lea todos los avisos de la escuela o del distrito escolar recibido a través de mi niño /niña o por correo, y responder como es debido.

### School Responsibilities

#### Public School 16 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Monthly curriculum newsletter, monthly literacy and/math workshops, classroom writing celebrations involving parents – all with translation made available, written and oral.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: October 2009 and March 2010 (both dates offering day and evening sessions)
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: The school will support parent contact through written and oral translations whenever possible
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Curriculum night, parent teacher conferences, by appointment before, during or after the school day, by telephone conference or through written correspondence
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: class mother's are welcome to volunteer, parents to join class trips, parents to participate in PTA events, etc.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

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

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

*(Please note that signatures are not required)*

**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.

**Needs Assessment Data**

**MATH**

School	All Students		Math		3rd Grade		Level 1		Level 2		Level 3		Level 4		Level 3+4	
	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	174	658.9	19	10.9	47	27	97	55.7	11	6.3	108	62.1		
31R016	3	2009	147	668.8	5	3.4	23	15.6	112	76.2	7	4.8	119	81		
31R016	3	2010	174	670.9	51	29.3	78	44.8	39	22.4	6	3.4	45	25.9		

Trends: 3rd Grade : Between 2008 and 2010 the Mean Scale Score went up 12 points. However, due to the change in the Mean Scale Score benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

All Students Math 4th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2008	142	653.6	23	16.2	46	32.4	65	45.8	8	5.6	73	51.4
31R016	4	2009	156	658	24	15.4	37	23.7	81	51.9	14	9	95	60.9
31R016	4	2010	140	660.5	18	12.9	84	60	32	22.9	6	4.3	38	27.1

Trends: 4th Grade : Between 2008 and 2010 the Mean Scale Score went up 6.9 points. However, due to the change in the benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

All Students Math 5th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2008	175	660.4	18	10.3	43	24.6	85	48.6	29	16.6	114	65.1
31R016	5	2009	131	667	9	6.9	22	16.8	80	61.1	20	15.3	100	76.3
31R016	5	2010	164	660	29	17.7	93	56.7	36	22	6	3.7	42	25.6

Trends 5th Grade : Between 2008 and 2010 the Mean Scale Score went down .4 points. This was not a significant drop. Due to the change in the benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

All Students ELA 3rd Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	167	636.7	47	28.1	68	40.7	48	28.7	4	2.4	52	31.1
31R016	3	2009	145	645.4	22	15.2	47	32.4	74	51	2	1.4	76	52.4
31R016	3	2010	173	651.6	65	37.6	62	35.8	31	17.9	15	8.7	46	26.6

Trends 3rd Grade: Between 2008 and 2010 the Mean Scale Score went up 14.9 points. However, due to the change in the benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

ELLs ELA 3rd Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	ELL 42	616.2	21	50	16	38.1	5	11.9	0	0	5	11.9
31R016	3	2009	ELL 38	640.4	8	21.1	11	28.9	19	50	0	0	19	50
31R016	3	2010	ELL 56	644.6	31	55.4	17	30.4	5	8.9	3	5.4	8	14.3

Trends Between 2008-2010 the Mean Scale Score went up 28.4 points. Our Level 1 and 4 went up and Levels 2 and 3 went down.

Special Education ELA 3rd Grade	Level 1	Level 2	Level 3	Level 4	Level 3+4
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School	Grade	Year	Category	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	Special Ed	39	606.9	27	69.2	9	23.1	3	7.7	0	0	3	7.7
31R016	3	2009	Special Ed	36	607.9	16	44.4	16	44.4	4	11.1	0	0	4	11.1
31R016	3	2010	Special Ed	39	631.4	29	74.4	7	17.9	2	5.1	1	2.6	3	7.7

Trends Between 2008-2010 the Mean Scale Score went up 24.5 points. Our Level 1 and 4 went up and Levels 2 and 3 went down.

All Students ELA 4th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2008	138	634.4	33	23.9	59	42.8	44	31.9	2	1.4	46	33.3
31R016	4	2009	150	643	30	20	51	34	66	44	3	2	69	46
31R016	4	2010	140	647.9	36	25.7	80	57.1	24	17.1	0	0	24	17.1

Trends 4th Grade: Between 2008 and 2010 the Mean Scale Score went up 13.5 points. However, due to the change in the Mean Scale Score benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down.

ELLs ELA 4 <sup>th</sup> Grade	Level 1	Level 2	Level 3	Level 4	Level 3+4
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School	Grade	Year	Number Tested		Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2008	ELL	24	617.4	9	37.5	12	50	3	12.5	0	0	3	12.5
31R016	4	2009	ELL	37	615.2	18	48.6	16	43.2	3	8.1	0	0	3	8.1
31R016	4	2010	ELL	30	640.3	8	26.7	17	56.7	5	16.7	0	0	5	16.7

Trends Between 2008-2010 the Mean Scale Score went up 22.9 points. Our Level 2 and 3 went up and Level 1 went down.

Special Education ELA 4 <sup>th</sup> Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Category	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2008	Special Ed	25	613.6	12	48	11	44	1	4	1	4	2	8
31R016	4	2009	Special Ed	39	614.5	19	48.7	12	30.8	8	20.5	0	0	8	20.5
31R016	4	2010	Special Ed	31	623.7	20	64.5	8	25.8	3	9.7	0	0	3	9.7

Trends Between 2008-2010 the Mean Scale Score went up 10.1 points. Our Level 1 and 3 went up and Levels 2 and 4 went down.

All Students ELA 5 <sup>th</sup> Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2008	169	645.8	14	8.3	70	41.4	83	49.1	2	1.2	85	50.3
31R016	5	2009	139	658.5	1	0.7	46	33.1	87	62.6	5	3.6	92	66.2
31R016	5	2010	164	655.3	48	29.3	83	50.6	30	18.3	3	1.8	33	20.1

Trends 5th Grade: Between 2008 and 2010 the Mean Scale Score went up 9.5 points. However, due to the change in the Mean Scale Score benchmarks for 2010 all our Levels 1 and 2 went up significantly and Levels 3 and 4 went down

ELLs ELA 5 <sup>th</sup> Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4		
School	Grade	Year	Number Tested		Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2009	ELL	20	641.8	0	0	15	75	5	25	0	0	5	25
31R016	5	2010	EP	124	659.2	28	22.6	63	50.8	30	24.2	3	2.4	33	26.6

Trends Between 2009-2010 the Mean Scale Score went up 17.4 points. Our Level 1 and 3 went up and Level 1 went down.

Special Education ELA 5 <sup>th</sup> Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Category	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2008	Special Ed	39	606.9	27	69.2	9	23.1	3	7.7	0	0	3	7.7
31R016	3	2009	Special Ed	36	607.9	16	44.4	16	44.4	4	11.1	0	0	4	11.1
31R016	3	2010	Special Ed	39	631.4	29	74.4	7	17.9	2	5.1	1	2.6	3	7.7

Trends Between 2008-2010 the Mean Scale Score went up 24.5 points. Our Level 1 and 4 went up and Level 2 and 3 went down.

When you look at the data for the ELL population and SWDs you see the same trends. Over the past three years. Our Mean Scale Scores have gone up. In 2009, our Levels 1 and 2 went down and our Levels 3 and 4 went up. This year due to the change in the benchmarks our Mean Scale Scores still went up. As a result we are showing progress. However, our Levels 1 and 2 went up and our Levels 3 and 4 went down. If the same benchmarks had been in place this year we would have shown a continuing improvement in both the Mean Scale Scores and Levels.

2. School wide reform strategies that: School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - Reduce class size in grades 2 , 3 and 5
  - Provide AIS services to grades 4 and 5

- After school ELA and Math Test Prep.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time through an after-school Test Prep Program.
  - Help provide an enriched and accelerated curriculum through reduced class size.
  - Meet the educational needs of historically underserved populations by provided AIS for our level 1 students in both reading and math.
  - 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 School-wide Program. Our counselor provides crisis intervention sessions for students in need

3. Instruction by highly qualified staff.

100% of our teachers are highly qualified.

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.

High-quality and ongoing professional development, aligned with the State and City Standards (see guide):

Utilize the resources and support of the UFT Teacher Center, Math Coach, Literacy Coaches and lead teachers for professional development that includes mentoring, modeling, co-planning, co-teaching and reflection.

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

P.S.16 participates in the teacher preparation programs through Wagner College, College of Staten Island and St. John's University. Our Administration and cooperating teachers observe, evaluate and make recommendations for future teaching positions at the school.

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

- i. PS 16 conducts parent workshops before, during and after school to provide tips for implementing literacy and math strategies with the children at home
- ii. In collaboration with our Robin Hood Librarian, workshops and Read Alouds are modeled
- iii. Family Math Game Night
- iv. Pajama Night Read Alouds
- v. Movie Nights

- vi. Get Moving Night ( gymnastics)
- vii. Homework Help after school workshops
- viii. Parents in Education (Parents observe classrooms 3 times a year in Literacy, Writing and Math
- ix. Science Fair Tutorial Parent and Child Workshops

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.

Students and parents of entering kindergarten for the upcoming school year visit from CBOs every June to familiarize them with our school and curriculum.

The Parent Coordinator, Kindergarten Administration and representatives from the kindergarten teaching staff conduct an orientation and walk through of the classes.

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.

- b. School Leadership Team
- c. Library Team
- d. Inquiry Team
- e. Professional Development Team
- f. Grade Conferences
- g. Curriculum Mapping Team

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.

- Extended Day targets students with difficulties in Literacy or Math based on ongoing assessments and Item Skills analysis Grades 3-5, (K-5) TCRWP-Running Records assessments and teacher observations. In grades 3-5 items-skills analysis from the NYS Standardized Tests are also utilized.
- Academic Intervention Services that target high risk students in Literacy and Math
- ESL Push -In
- ELI Intervention Program
- Reading Recovery

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.

Title One Improvement to reduce class size in grades 2, 3 and 5

Early Class Grade Reduction in grades K-2 to reduce class size;

AIS provided in grades 3, 4 and 5

Afterschool program using Violence Prevention monies to address student self-esteem issues.

## **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 schoolwide activity that meets the intent and purposes of the IDEA.

**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.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$ 708,064.00	x	14-33, 36
Title I, Part A (ARRA)	Federal	x			\$ 14,274.00	x	14-33, 36
Title II, Part A	Federal	x			\$ 147,644.00	x	14-33, 36
Title III, Part A	Federal				\$ 45,100.00		
Title IV	Federal				0		
IDEA	Federal	x			\$ 91,845.00	x	14-33, 36
Tax Levy	Local	x			\$ 4,446,681.00	x	14-33, 36

#### 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. **N/A**

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.



**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Timeline:** September 2010 thru June 2011

**Targeted Population - Students****Responsible Staff – Teachers, Coaches, Administrators**

- Teachers are creating and implementing interdisciplinary curriculum maps, with an equal blend of fiction and non-fiction, in reading and writing specific for each grade that align with NYS standards.
- There will be an equal blend of fiction and non-fiction in reading and writing.
- Teachers are using the workshop model in reading and writing to develop comprehension habits.
- Teachers are implementing reciprocal teaching model.
- Teachers created Genre Boards for their classrooms that specify the distinct features of the genre, read aloud examples and the State Standards being studied
- Teachers applied the Reading, Writing, Listening and Speaking Standards to each genre of writing.
- Teachers collaboratively created plans and met with AIS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher has lead to all classroom teachers to participate in case studies in the 2009-2010 academic year. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team's 09-10 work has lead to these foci.
- Teachers use their informal assessments in conjunction with standardized data to measure progress.
- Teachers use the Assessment Binder as an integral part of their planning for classroom instruction and differentiated instruction. The Assessment Binder has many facets that include Reading and Writing Conference Notes, TCRWP Benchmarks, student writing, informal assessment notes and checklists that assist the teacher to bring the students to their next level. This soft and hard data gave a starting part for discussion between the supervisors and the classroom teacher.
- Extended Day Programs target the needs of identified students by using differentiated instructional strategies.
- Technology is integrated within the literacy block.
- IZONE Computer Program(Time to Know for 4th grade students and Compass Learning for 5th grade students) will be integrated into the curriculum.

**Targeted Population - Teachers**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, IZONE Staff Developers**

**Professional Development**

- The PD Team (Coaches, Assistant Principals and Principal) participate in focused professional development that included the NSS providers, Network Specialist, Coach Meetings, Administrators Study Group, ICI Professional
  
- Development opportunities and professional readings.
- The Team created Professional Development Toolkits for teachers to further their own professional development.
- Our school has an established an Inquiry Team that was trained in the use of NYC accountability tools that included ARIS and Acuity. Each meeting had a piece of data for members to review and discuss. An example of a typical meeting would include looking at TCRWP scores, for example, for the Inquiry Team students and have a comparison to other students in the same class or grade. This valuable time spent allowed changes to be immediate or begin the process of overall changes to be made. The Data Specialist debriefed the members on the Data Specialist monthly meetings. Professional articles and insight into the current data available were provided to the members. Team Members provided additional information on their own Inquiry Team student. Team members observed and took notes on their student which lead to these foci.
- Collaborative Inquiry Teams meet monthly to discuss student achievement to guide or inform instruction.
- During Focused Learning Walks the assessment results are reviewed. Student goals and teachers notes provide insight into the student’s learning.
- All teaching staff participate in professional development delivered during the common preps facilitated by coaches, teachers. Professional development opportunities are offered before and after-school. (inter-visitation of model schools/classrooms in ELA and writing)
- Grade level Professional Development facilitated by NSS Providers, Maria Teresa Maisano, and Richard Tudda, in order to support teacher instructional practices.
- Teachers have opportunities to meet with the Parent Coordinator every Wednesday (2<sup>nd</sup> Cup).
- The Data Specialist and the Test Coordinator (both Inquiry Team Members) download

data and meet with teachers in grades 3-5 to discuss student information.

- Teachers collaboratively create plans and meet with AIS and SETTS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher lead to all classroom teachers to participate in case studies in the 2010 - 2011 academic year. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team's 09-10 work has lead to these foci.
- Teachers participate in professional development on School-wide testing Fundamentals and writing Fundamentals.
- Fourth and Fifth grade teachers will participate in Izone Professional Development.

**Targeted Population - Parents**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, Parent Coordinator**

- All teachers and parents are invited to participate in school-sponsored events to be held during school, after school, in the evening.
- Parents are invited to the school every six weeks to participate and celebrate in Writing Celebrations. The school averaged approximately 400 parents per event.
- Parents participated in monthly Literacy Workshops, based on parental survey of needs that focus on a particular skill, strategy or parent reading tip. The workshops averaged 20-25 parents and were lead by 3 staff members. Parents received books to read to their children (1 per child).
- ARIS training for parents is being offered by Parent Coordinator.
- IZONE technology will provide parental support.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<p>2 Teachers reducing classroom size (Title 1 SWP)  2 AIS Teachers (Title 1 SWP, C4E, ARRA)  1 Literacy Coach ( Title 1 SWP, C4E)  3 Early Class Grade Reduction Teachers (EGCR State/Federal)  Guidance Counselor ( Title 1 SWP)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>3 TCRWP assessments are administered in Nov., March and June. The results indicate independent reading level. The benchmark goals include a range of levels within which the students are expected to meet or exceed two levels quarterly in order to read and comprehend on grade level.  In addition to the TCRWP assessments running records are periodically administered to monitor progress.  The ELA Predictive is administered once a year. The results give us a view of the projected outcome of our students in grades 3-5 for the ELA exam. The item skills analysis is paramount to professional development in order to inform teachers on necessary instruction and individual student mastery.  There will also be 2 computer performance series exams related to IZONE computer program.</p>

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Students with Disabilities:</b> 2. By using data to set targets for student learning and measure progress towards those targets in ELA, all SWD students will meet or exceed 7% movement from the previous year in levels 1 to 2 as measured by the ELA State Test by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Targeted Population - Students</b> <b>Responsible Staff – Teachers, Coaches, Administrators</b></p> <ul style="list-style-type: none"> <li>▪ Teachers have designed and are implementing curriculum maps specific for each grade in reading and writing that align with NYS Standards.</li> <li>▪ The curriculum map addresses 6 units of study in reading and writing.</li> <li>▪ Teachers are using the workshop model in reading and writing to develop comprehension habits.</li> <li>▪ Teachers created Genre Boards for their classrooms that specify the distinct features of the genre, read aloud examples and the State Standards being studied.</li> <li>▪ Teachers applied the Reading, Writing, Listening and Speaking Standards to each genre of writing.</li> <li>▪ Teachers collaboratively created plans and met with AIS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher has lead to all classroom teachers to participate in case studies in the 2010 - 2011 academic year. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team’s 09-10 work has lead to these foci.</li> <li>▪ Teachers used their informal assessments in conjunction with standardized data to measure progress.</li> <li>▪ Teachers used the Assessment Binder as an integral part of their planning for classroom</li> </ul>

instruction and differentiated instruction. The Assessment Binder has many facets that include Reading and Writing Conference Notes, TCRWP Benchmarks, student writing, informal assessment notes and checklists that assist the teacher to bring the students to their next level. This soft and hard data gave a starting part for discussion between the supervisors and the classroom teacher.

- Enrichment Teachers in After-school Programs effectively targeted the needs of identified students in supporting students by using differentiated instructional strategies.
- CTT teachers in grades K thru 5.
- AIS teacher services Self-contained Special Education classes and CTT classes
- IZONE Computer Program (Time to Know for 4th grade students and Compass Learning for 5th grade students) will be integrated into the curriculum.

#### **Targeted Population - Teachers**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, IZONE Staff Developers**

- The PD Team (Coaches, Assistant Principals and Principal) participated in focused professional development that included the NSS providers, Network Specialist, Coach Meetings, Administrators Study Group, ICI Professional Development opportunities and professional readings.
- The Team created Professional Development Toolkits for teachers to further their own professional development. Study groups have been developed around “Reading for Meaning.”
- Our school has an established Inquiry Team that was trained in the use of NYC accountability tools that included ARIS and Acuity. Each meeting had a piece of data for members to review and discuss. An example of a typical meeting would include looking at WRAP/TCRWP scores, for example, for the Inquiry Team students and have a comparison to other students in the same class or grade. This valuable time spent allowed changes to be immediate or begin the process of overall changes to be made. The Data Specialist debriefed the members on the
- Data Specialist monthly meetings. Professional articles and insight into the current data available were provided to the members. Team Members provided additional information on their own Inquiry Team student. Team members observed and took notes on their student which lead to these foci.
- During Focused Learning Walks the assessment binders were reviewed. Student goals and teachers notes provided insight into the student’s learning.

- All teaching staff participated in professional development delivered during common preps facilitated by coaches, common preps facilitated by Lead Teachers, daytime professional development, before/after-school opportunities, inter-visitation of model schools/classrooms in ELA and writing
- Grade level Professional Development facilitated by NSS Providers, Maria Teresa Maisano and Richard Tudda, in order to support teacher instructional practices.
- Teachers have opportunities to meet with the Parent Coordinator every Wednesday (2<sup>nd</sup> Cup). This informal meeting had an average of 10 teachers but quickly increased to over 40 by the end of the school year.
- The Data Specialist and the Test Coordinator (both Inquiry Team Members) downloaded and met with teachers in grades 3-5 to discuss student information.
- Teachers collaboratively created plans and met with AIS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher has lead to all classroom teachers to participate in case studies in the 2009-2010 academic years. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team's 09-10 work has lead to these foci.
- IEP training
- Wilson Training
- Workshops that address the specific needs of SWD students
- Fourth and Fifth grade teachers will participate in IZONE Professional Development

**Targeted Population - Parents**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT**

	<p><b>Teacher Center, Parent Coordinator</b></p> <ul style="list-style-type: none"> <li>▪ All teachers and parents are invited to participate in school-sponsored events to be held during school, after school, in the evening.</li> <li>▪ Parents were invited to the school every six weeks to participate and celebrate in Writing Celebrations. The school averaged approximately 400 parents per event.</li> <li>▪ Parents participated in monthly Literacy Workshops that focused on a particular skill, strategy or parent reading tip. The workshops averaged 20-25 parents and were lead by 3 staff members. Parents received books to read to their children (1 per child).</li> <li>▪ 25 book campaign in conjunction with parents, parent coordinator and librarian.</li> <li>▪ Bead Program</li> <li>▪ Parent Book Club facilitated by Ana Wincelowicz- Pre-K Social Worker</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<p>2 Teachers reducing classroom size (Title 1 SWP)  2 AIS Teachers (Title 1 SWP, C4E, ARRA)  1 Literacy Coach ( Title 1 SWP, C4E)  3 Early Class Grade Reduction Teachers (EGCR State/Federal)  Guidance Counselor ( Title 1 SWP)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>3 TCRWP assessments are administered in Nov., March and June. The results indicate independent reading level. The benchmark goals include a range of levels within which the students are expected to meet or exceed two levels quarterly in order to read and comprehend on grade level.</p> <p>In addition to the TCRWP assessments running records are periodically administered to monitor progress.</p> <p>The ELA Predictive is administered once a year. The results give us a view of the projected outcome of our students in grades 3-5 for the ELA exam. The item skills analysis is paramount to professional development in order to inform teachers on necessary instruction and individual student mastery.</p> <p>There will also be 2 computer performance series exams related to IZONE computer program.</p>

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>3. English Language Learners:</b> By using data to set targets for student learning and measure progress towards those targets in ELA, all ELL students will meet or exceed 7% movement from the previous year in levels 1 to 2 and levels 2 to 3 as measured by the ELA State Test by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Timeline:</b> September 2010 thru June 2011</p> <p><b>Targeted Population - Students</b> <b>Responsible Staff – Teachers, Coaches, Administrators</b></p> <ul style="list-style-type: none"> <li>▪ Teachers are creating and implementing interdisciplinary curriculum maps, with an equal blend of fiction and non-fiction, in reading and writing specific for each grade that align with NYS standards.</li> <li>▪ There will be an equal blend of fiction and non-fiction in reading and writing.</li> <li>▪ Teachers are using the workshop model in reading and writing to develop comprehension habits.</li> <li>▪ Teachers are implementing reciprocal teaching model.</li> <li>▪ Teachers created Genre Boards for their classrooms that specify the distinct features of the genre, read aloud examples and the State Standards being studied</li> <li>▪ Teachers applied the Reading, Writing, Listening and Speaking Standards to each genre of writing.</li> <li>▪ Teachers collaboratively created plans and met with AIS Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher has lead to all classroom teachers to participate in case studies in the 2009-2010 academic year. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team’s 09-10 work has lead to these foci.</li> <li>▪ Teachers use their informal assessments in conjunction with standardized data to measure progress.</li> <li>▪ Teachers use the Assessment Binder as an integral part of their planning for classroom instruction and differentiated instruction. The Assessment Binder has many facets that</li> </ul>

include Reading and Writing Conference Notes, TCRWP Benchmarks, student writing, informal assessment notes and checklists that assist the teacher to bring the students to their next level. This soft and hard data gave a starting part for discussion between the supervisors and the classroom teacher.

- Extended Day Programs target the needs of identified students by using differentiated instructional strategies.
- Technology is integrated within the literacy block.
- Students receiving instruction in Spanish, Bilingual or Dual Language classes, are being assessed using a Spanish WRAP and TCRWP. This allows for teachers to monitor first and second language acquisition and reading achievement.
  
- The NYSESLAT is used as a tool to drive instruction for the ELLs in order to meet the various development of the student's Speaking, Listening, Reading and Writing abilities. ESL Teachers strategically work with classroom teachers of ELLs to provide appropriate instructional practices to meet the student's needs.
- Students are regrouped in general education classrooms according to their proficiency according to the 2010 NYSESLAT and LAB R for new admits.
- Students are receiving differentiated instruction to address their learning modalities.
- Students are receiving addition support in vocabulary and comprehension instruction in the content areas.
- More frequent progress monitoring for these students.

**Targeted Population - Teachers**

**Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, IZONE Staff Developers**

**Professional Development**

- The PD Team (Coaches, Assistant Principals and Principal) participates in focused professional development that included the NSS providers, Network Specialist, Coach Meetings, Administrators Study Group, ICI Professional Development opportunities and professional readings.
- The Team created Professional Development Toolkits for teachers to further their own professional development.
- Our school has an established Inquiry Team that was trained in the use of NYC accountability tools that included ARIS and Acuity. Each meeting had a piece of data for members to review and discuss. An example of a typical meeting would include looking

at TCRWP scores, for example, for the Inquiry Team students and have a comparison to other students in the same class or grade. This valuable time spent allowed changes to be immediate or begin the process of overall changes to be made. The Data Specialist debriefed the members on the Data Specialist monthly meetings. Professional articles and insight into the current data available were provided to the members. Team Members provided additional information on their own Inquiry Team student. Team members observed and took notes on their student, which lead to these foci.

- Collaborative Inquiry Teams meet monthly to discuss student achievement to guide or inform instruction.
- During Focused Learning Walks the assessment results are reviewed. Student goals and teachers notes provide insight into the student's learning.
- All teaching staff participate in professional development delivered during the common preps facilitated by coaches, teachers. Professional development opportunities are offered before and after-school. (inter-visitation of model schools/classrooms in ELA and writing)
- Grade level Professional Development facilitated by NSS Providers, Maria Teresa Maisano, Richard Tudda, in order to support teacher instructional practices.
- Teachers have opportunities to meet with the Parent Coordinator every Wednesday (2<sup>nd</sup> Cup).
- The Data Specialist and the Test Coordinator (both Inquiry Team Members) download data and meet with teachers in grades 3-5 to discuss student information.
- Teachers collaboratively create plans and meet with AIS and SES Teachers to discuss next steps. This intimate conference of Data Specialist and classroom teacher lead to all classroom teachers to participate in case studies in the 2009-2010 academic year. All classroom teachers will focus on 3 students in their class. These students have been identified as a high, medium or low according to the ELA benchmark from June, 2010. The Data Specialist and Supervisors will be using these students as a focus of discussion. The Inquiry Team's 09-10 work has lead to these foci.
- Teachers participate in professional development on School-wide testing Fundamentals and writing Fundamentals.
- Dual Language teachers attend the Dual Language Symposium in the spring.
- ESL Staff attend monthly professional development meetings at the ISC
- Dual Language teachers attend a study group with one of the literacy coaches.
- ESL staff attend and turnkey information from SIFE Seminars and QTEL to classroom teachers.
- Teachers utilize useful web sites devoted to ELL methodology and best practices. For

	<p>example, Colorincolorado.org can be used to enhance teaching and student needs.</p> <p><b>Targeted Population - Parents</b>  <b>Responsible Staff – Teachers, Coaches, Administrators, LSO, NSS, RSSC/SST, UFT Teacher Center, Parent Coordinator</b>  <u><b>ELA School-Wide Initiatives: ( Parents, Teachers, Students and Coaches)</b></u></p> <ul style="list-style-type: none"> <li>▪ All teachers and parents are invited to participate in school-sponsored events to be held during school, after school, in the evening.</li> <li>▪ Parents are invited to the school every six weeks to participate and celebrate in Writing Celebrations. The school averaged approximately 400 parents per event.</li> <li>▪ Parents participated in monthly Literacy Workshops, based on parental survey of needs that focus on a particular skill, strategy or parent reading tip. The workshops averaged 20-25 parents and were lead by 3 staff members. Parents received books to read to their children (1 per child).</li> <li>▪ ARIS training for parents is being offered by Parent Coordinator</li> <li>▪ All parents were invited to attend school meetings, workshops, student-oriented presentations, during/after/evening school sponsored events through clear communication in the parent’s native language.</li> <li>▪ All events had interpreters available for the parents. Parents were given workshop materials in both English and Spanish.</li> <li>▪ All information is translated to native language (Spanish)</li> <li>▪ Parent Coordinator is bi-lingual as well as several staff members and are available to assist parents as needed.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<p>2 Teachers reducing classroom size (Title 1 SWP)  2 AIS Teachers (Title 1 SWP, C4E, ARRA)  1 Literacy Coach ( Title 1 SWP, C4E)  3 Early Class Grade Reduction Teachers (EGCR State/Federal)  Guidance Counselor ( Title 1 SWP)</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>3 TCRWP assessments are administered in Nov., March and June. The results indicate independent reading level. The benchmark goals include a range of levels within which the students are expected to meet or exceed two levels quarterly in order to read and comprehend on grade level.</p> <p>In addition to the TCRWP assessments running records are periodically administered to monitor progress.</p> <p>The ELA Predictive is administered once a year. The results give us a view of the projected outcome of our students in grades 3-5 for the ELA exam. The item skills analysis is paramount to professional development in order to inform teachers on necessary instruction and individual student mastery.</p> <p>There will also be 2 computer performance series exams related to IZONE computer program.</p>
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**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

- 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.

**Title 1 \$ 708, 064.00**

**Title 1 10% (\$ 70, 806.40)**

<b>Amount</b>	<b>Program</b>	<b>Goal</b>
\$ 65,551.00	Assistant Principal	Supervisor will perform professional development to teachers on Literacy strategies and follow-up with supervisory walk-throughs.
\$ 5,255.40	Literacy Coach	Focused professional development in ELA. Assist AP and Administration in implementation.

**Title 1 5% (\$ 35,403.20)**

<b>Amount</b>	<b>Program</b>	<b>Goal</b>
\$ 35,403.20	Literacy Coach Math Coach	Focused professional development in ELA, Math. Assist AP and Administration in implementation.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 

This year we have one new Special Education Teacher. Our Math Coach/ UFT Center Professional developer will be mentoring the teacher. Some of the mentoring will be conducted during the day. It will include professional development sessions and inter-visitations. An out of classroom staff member will cover the teacher's class during this time. There will also be use of Per Session time for mentoring.
  
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.
 

The school will send out letters in both English and Spanish to all parents /guardians. The school in conjunction with the PTA will conduct day and evening parent meetings to discuss the school's identification for school improvement as well next steps for improvement in English and Spanish.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_ N/A \_\_\_\_\_

**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.

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

## **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.)  
At the present time we have 20 students in Temporary Housing
2. Please describe the services you are planning to provide to the STH population.
  1. On Mondays and Tuesdays we have an after school program " Learning Wizards" in collaboration with the shelter.
  2. When a new student comes to our schools he or she receives a welcoming package- book bag, uniform and school supplies.
  3. Student will meet with the Guidance Counselor twice a week to discuss and issues the student might have either in school or at Home.

### **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)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 016 John J. Driscoll					
<b>District:</b>	31	<b>DBN:</b>	31R016	<b>School</b>		353100010016

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	65	68	35		90.4	91.8	91.5
Kindergarten	167	172	125				
Grade 1	168	184	146	<b>Student Stability - % of Enrollment:</b>			
Grade 2	173	168	158	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	149	168	169		84.2	86.4	89.0
Grade 4	157	137	154				
Grade 5	142	166	132	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		68.6	82.2	92.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		15	59	44
Grade 12	0	0	0				
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	1021	1063	920	(As of October 31)	2007-08	2008-09	2009-10
					16	14	7

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	64	73	59	Principal Suspensions	8	22	33
# in Collaborative Team Teaching (CTT) Classes	32	69	68	Superintendent Suspensions	6	14	9
Number all others	56	51	70				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	96	15	TBD	Number of Teachers	81	87	85
# in Dual Lang. Programs	77	89	TBD	Number of Administrators and Other Professionals	18	22	14
# receiving ESL services only	204	213	TBD				
# ELLs with IEPs	4	72	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	8	8	22

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.5	97.7	100.0
				% more than 2 years teaching in this school	71.6	64.4	87.1
				% more than 5 years teaching anywhere	54.3	52.9	76.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	84.0	95.3
American Indian or Alaska Native	0.9	0.6	0.2	% core classes taught by "highly qualified" teachers	100.0	98.4	98.0
Black or African American	30.1	29.7	28.9				
Hispanic or Latino	53.8	52.9	51.6				
Asian or Native Hawaiian/Other Pacific	6.8	5.7	5.2				
White	8.3	10.8	13.4				
<b>Male</b>	49.8	51.7	51.7				
<b>Female</b>	50.2	48.3	48.3				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			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				v	

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	vsh	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v				
Limited English Proficient	X	v				
Economically Disadvantaged	vsh	v				
<b>Student groups making</b>	<b>5</b>	<b>6</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	32.8	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	4.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	26					
<i>(Comprises 60% of the</i>						
Additional Credit:	2.3					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>CFN604</b>	District <b>31</b>	School Number <b>016</b>	School Name <b>John J. Driscoll</b>
Principal <b>Vincenza Gallasio</b>		Assistant Principal <b>C. Conevery, M. Ramos</b>	
Coach <b>M. Campagna</b>		Coach <b>B. Ferrante</b>	
Teacher/Subject Area <b>S. Martinez (3<sup>rd</sup> Dual Lang.)</b>		Guidance Counselor <b>L. Cipolla</b>	
Teacher/Subject Area <b>C. Hanrahan (3<sup>rd</sup> S.C. ESL)</b>		Parent <b>D. Scott (PTA)</b>	
Teacher/Subject Area <b>S. Dahlie (ESL push-in)</b>		Parent Coordinator <b>R. Maniglia-Diaz</b>	
Related Service Provider <b>H. Schissel (SETSS)</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### 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	<b>5</b>	Number of Certified Bilingual Teachers	<b>10</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>886</b>	Total Number of ELLs	<b>262</b>	ELLs as Share of Total Student Population (%)	<b>29.57%</b>
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## 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.

At PS 16 ELLs are identified through a multi-step process beginning with an informal interview with parents and administration of the Home Language Identification Survey (HLIS) by a certified ESL teacher at the time of student registration. These HLISs are administered in the student/family's home language, determined by informal oral interviews and/or family documents. Surveys are then formally assessed by the ESL team (S. Dahlie, N. Perez, M. Parker-Weber), who are all certified teachers of ESL, and students' HLISs are assigned an OTELE code identifying their home language. If the student's language is anything other than English, said student is then administered the LAB-R formal assessment. All students who are administered the LAB-R formal initial assessment will receive notice to be taken home to parents informing them as to whether they have tested out of LEP status, making them non-entitled to ESL services, or tested in, entitling them to mandated ESL services in accordance with their English language proficiency until they achieve a designation of "Proficient" on the annual New York State English as a Second Language Achievement Test (NYSESLAT), at which point said students will receive a notice stating the discontinuation of their entitlement.

Parents/guardians of students entitled as per the LAB-R are invited to an orientation within 10 days of registration where all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) available at our school and throughout the city at large are explained in the families' native language. Invitations are sent home with students in writing along with brochures and Parent Survey and Selection forms in their native languages--defining the program models available to them and offering them a chance to respond with their choice. Parents are reminded orally by ESL and classroom teachers about orientations at morning lineup and dismissal, flyers are posted in multiple languages at school entrances, and in some cases phone calls home are made. Parents/guardians attending orientations are encouraged to fill out Parent Survey and Selection forms at this time, while those not attending are encouraged and reminded to fill out those forms that went home with their children. While Transitional Bilingual Education is the default program for ELLs as per CR Part 154, the vast majority of our families choose Freestanding ESL as their first choice, with some families choosing our Dual Language program. Families interested in the Dual Language program go through an interview and informational session with Dual Language faculty members conducted in their native language. All parents/guardians are encouraged to keep students in their selected program for the full duration of ESL entitlement, as this is understood to better facilitate students' language development. Our Parent Coordinator's office works closely with the ESL department to make sure that the paperwork flows in a smooth and timely manner between the ESL department and the parents, and translators are often utilized to discuss matters and answer questions in the parents' native language.

As mentioned earlier, program selection over the last several years has been trending toward Freestanding ESL and away from Transitional Bilingual Education. PS 16 has 191 ELLs enrolled in Freestanding ESL programs and 71 ELLs enrolled in the Dual Language program. These program models are aligned with parent/guardian requests with the exception of four students awaiting bilingual special education placement. Rather than enroll their students in neighboring schools offering bilingual special-education, their parents have opted to keep these students enrolled at PS 16, as they are serviced by certified ESL teachers in a collaborative team-teaching (CTT) model with highly qualified special-education teachers. Bilingual alternate placement para-professionals are also employed to service these students' needs.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1	2	2	1	1	1								8
<b>Freestanding ESL</b>														
<b>Self-Contained</b>				1										1
<b>Push-In</b>	1	4	3	2	3	2								15
<b>Total</b>	2	6	5	4	4	3	0	0	0	0	0	0	0	24

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	261	<b>Newcomers (ELLs receiving service 0-3 years)</b>	216	<b>Special Education</b>	58
<b>SIFE</b>	3	<b>ELLs receiving service 4-6 years</b>	45	<b>Long-Term (completed 6 years)</b>	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	59	1	0	12	0	0	0	0	0	71
<b>ESL</b>	158	2	36	33	0	22	0	0	0	191
<b>Total</b>	217	3	36	45	0	22	0	0	0	262

Number of ELLs in a TBE program who are in alternate placement: 7

### 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Spanish	25	30	35	38	33	15								176
Chinese			3											3
Russian														0
Bengali	1	1	1	1	1									5
Urdu														0
Arabic	1		1											2
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1		1									2
Other			1	1										2
<b>TOTAL</b>	<b>27</b>	<b>31</b>	<b>43</b>	<b>40</b>	<b>35</b>	<b>15</b>	<b>0</b>	<b>191</b>						

## 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.

At PS 16 Instruction is delivered heterogeneously (mixed proficiency levels). Freestanding ESL instruction is delivered primarily through the Co-Teaching/Push-In model with the exception of one third grade self-contained classroom. All Dual language classrooms deliver self-contained ESL instruction.

The following is a comprehensive breakdown of our instructional models along with explanation as to how they ensure the mandated number of instructional minutes (as per CR Part 154):

#### Freestanding ESL

PS 16 employs a faculty of 5 certified ESL teachers that staff one self-contained ESL classroom (Kindergarten and 1st Grade) and push-in,

pull-out model throughout grades K-5. Students are grouped heterogeneously into designated ESL classes on each grade where ESL service providers work collaboratively with classroom teachers to meet the needs of these ELLs.

Instructional practice: ESL teachers use a “push-in, pull-out” model to meet the required time allotment for English Language Learners. Students whose English proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advance receive 180 minutes per week of English as a Second Language. Because the students who are English Language Learners are spread out into different classes amongst the grades to ensure heterogeneous groups, it is not always feasible for the ESL teachers to push into the classes; therefore they pull students out of their classrooms for instruction. Teachers use workshop teaching and ESL methodologies to instruct students.

For the 2009-2010 school year, classrooms will be set up so that ESL teachers will be able to use both the “pull-out” and the “push-in” model to instruct ELL students. ESL services will be available from kindergarten through fifth grade. A schedule will be created by the ESL teachers to provide 360 minutes of ESL instruction to Beginner and Intermediate level students and 180 minutes to the Advanced level students in all grades.

Students who reach proficiency as measured by the NYSESLAT will remain in a monolingual class and receive content-area academic intervention services and or extended day services until they reach standard levels of performance. In addition, a certified ESL teacher will provide four 55 minutes periods of collaborative team teaching and four 55 minutes periods of science enrichment for fifth grade ELLs.

ESL strategies will be infused into the content instruction through text selection, use of audio cassettes, overheads, manipulatives and computer programs. Native language arts minutes will be delivered through text selection, audio cassettes and computer programs.

#### Organization of the Mandated Instructional Minutes

ESL teachers use a “pull-out, push-in” model to meet the required time allotment for English Language Learners. Students whose English proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advance receive 180 minutes per week of English as a Second Language. Because the students who are English Language Learners are spread out into different classes amongst the grades to ensure heterogeneous groups, it is not always feasible for the ESL teachers to push into the classes; therefore they pull students out of their classrooms for instruction. Teachers use workshop teaching and ESL methodologies to instruct students.

#### Dual Language Program

The dual language program is in kindergarten thru fifth grade. This program integrates students who are native English speakers with Spanish speakers for most of their content area instruction. All students develop their second language skills while learning content knowledge in both languages. Some of our students are acquiring a 2<sup>nd</sup> and 3<sup>rd</sup> language, simultaneously, through this program.

All Dual Language classes use a self-contained Alternate Week model using English one week and Spanish the next for whole class instruction. Individual students' needs will be addressed in small groups and 1 on 1 conferencing using the workshop model in all areas. Instruction in Spanish will be given by a teacher certified in Bilingual Education (all of our teachers in this program are certified in Spanish Bilingual Education).

Instructional Practices: Teachers will use workshop teaching in all content areas. This encompasses the mini lesson, the independent/small group work, and the share. During the literacy block, students receive literacy instruction in their home language (this is determined by LAB-R results and the home language survey). Then the students are exposed to the second language through content area instruction and oral language development. To ensure that the two languages are covered equally, an Alternating Week 50:50 model is being implemented. The students will receive explicit ESL & SSL instruction on a daily basis.

#### Organization of the Mandated Instructional Minutes

Students will receive Language Arts instruction in their language of dominance. All other content areas will be taught using the 50:50 alternating week model. One week content area instruction will be in English and the next week in Spanish. Students whose proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advanced receive 180 minutes per week of English as a Second Language

PS 16 differentiates instruction for a variety of ELL subgroups:

#### Supports for SIFE, Newcomers, Long-Term ELLs, and ELLs in Excess of Four Years Mandated Services:

Students with Interrupted Formal Education and Long-Term English language Learners will receive targeted instruction through guided reading, small group strategy lessons, and one on one conferencing with the classroom teacher. These teaching methods allow teachers to meet children at their level of proficiency and guide and coach them to greater levels of proficiency. Teachers will use running records as a diagnostic tool to track progress in reading and to match readers with “just right” books (books they can read and want to read). Leveled books in fiction and nonfiction will be used in all grades and the supplemental materials such as the Intervention and ELL Kits provided with the Trophies/Trofeos program will be used by K-3 teachers. These supplemental materials include books on tape and leveled texts that are themed-based, which offer the students a framework and reference for their reading. Along with the classroom teacher, the Academic intervention team will track and monitor students’ progress and make educational recommendations for these students as needed. In addition to classroom support, students will receive extended day Supplemental Educational Services and Academic Intervention Services using Breakthrough to Literacy, New Heights and Sondag depending on their needs. A new after school ESL/SSL program will help support ELL’s and Dual Language program English Proficient students in small classes to boost students’ academic performance and language development.

#### D: Programming and Scheduling Information--Continued

##### Intervention

The Pupil Personnel Team and the Academic Intervention Team will review the progress of the Supports for SIFE, Newcomers, ELLs in Excess of Four Years Mandated Services on a monthly basis. They will offer support to the teachers and make recommendations based on student needs. ELLs will furthermore be the subject of deep inquiry and collaborative assessment by all related service providers and discussed monthly at specified Inquiry Team meetings.

##### Transitional Support

Students who reach proficiency as measured by the NYSESLAT will remain in a monolingual class and receive academic intervention services and /or extended day services until they reach standard levels of performance.

##### New Programs

PS 16 encourage ELL attendance and participation in afterschool enrichment programs in the following subject areas: ELA, math, science, as well as a NYSESLAT Prep Program. All the aforementioned programs will be staffed by certified ESL providers.

The cross content curriculum offered in a three LEP programs which aide in the development of each students reading, writing, listening, and speaking abilities by enhancing background knowledge and including various hands-on activities. ESL certified teachers have ongoing articulation with the classroom teachers in order to meet or exceed NYS and NYC Learning Standards for all LEP students.

Four supplementary after school programs will be continued in the 2010-2011 school year for ELL students. The programs include a NYSESLAT Test Preparation Program, beginning in March, ELA & Math Test Preparation ELA beginning in November and an ESL/SSL afterschool science program. The objectives of the four test preparation programs are for the ELL students to gain test taking skills as well as an understanding of the format of the tests. We will have approximately 15 students in each group and they will be grouped according to grade level. According to Robb and Ercanbrack, proficiency of language learners cannot be judged by one test if the students are not properly prepared. Being familiar with a test format and the expected outcomes can extensively alter the test results. Test preparation increases the success rate since it is confirming the importance of the exam. Invitations and parent information regarding programs will be sent home in the child’s home language unless the parent/guardian indicates otherwise in order to afford equal access to all ELLs.

The design of all programs will include a highly qualified, certified ESL teacher using specific techniques to increase the comprehension and language arts skills of the ELL students. The materials used for this program will include various test preparation guides, sample test materials, standards-based skills and strategies materials, and school-wide technological resources. The ELL Science Program, ESL/SSL Program and the NYSESLAT Program will last 6 weeks. The ELA/Math State ELL Test Prep for ELLs will last from November until May. An administrator will oversee the after-school programs, coordinate teacher schedules, supervise students and classroom activity.

No ELL support services will be discontinued.

##### Instructional Materials Used:

We are a Balanced Literacy school and instruction is delivered primarily through the Workshop model using materials such as Big Books, leveled readers, charts, manipulatives, word study and literacy station activities as well as books on tape/cd. Writing instruction makes use

of the Writing Fundamentals curriculum and Teacher Manuals provide activities geared particularly for ELL's. The Dual Language also uses Cancionero during the literacy block. Everyday Math is used to instruct students in mathematics and will be available in Spanish. TCRWP is available in both English and Spanish to assess in students in decoding and reading comprehension. FOS is a science curriculum that provides hands on materials in both English and Spanish. All students in testing grades receive Coach test-prep materials for ELA and Math. Hands-on manipulatives creates an opportunity for teachers to attend to ELL student's learning styles. Students work at their level and are assessed in order to meet their needs in a small group setting. Classrooms will be equipped with personal computers, Lenovo netbook laptops, listening centers, and teachers trained to deliver ESL instruction with them. When available ELL classes will further be equipped with Smartboards, ELMO/Overhead projectors, Leapfrog materials, PSP educational technology and teachers trained to deliver ESL instruction. Programs such as Izone (Time to Know for 4<sup>th</sup> grade, Compass Learning for 5<sup>th</sup> grade) will be accessed by students via Lenovo laptops.

**Native Language Support**

Free Standing ESL Native Language Arts materials are available in Robin Hood Library, classroom libraries, school personal will provide native language support in translation services.

Dual Language students will receive Language Arts and content area instruction using the 50:50 alternating week model. Students whose proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advanced receive 180 minutes per week of English as a Second Language.

Required support and resources correspond to ELL's ages and all grade levels.

The school's bilingual Parent Coordinator helps guide and assist newly ELL students and families towards community based services and opportunities before the beginning of the school year. She also organizes and facilitates bilingual Spring orientations for all incoming pre-K and kindergarten families.

**C: Dual Language**

The dual language program is currently in kindergarten through fifth grade. Across all grades, ELLs and EPs will use target languages on alternating weeks, and ELLs and EPs are integrated throughout the entire instructional day. Language is separated for instruction in accordance with the 50:50 alternating week schedule, with cluster preps as the sole exception. All Dual Language classes are self-contained, and students will receive Language Arts instruction in both languages simultaneously.

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

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

**Native Language 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.

<b>NLA Usage/Support</b>	<b>TBE</b>
--------------------------	------------

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?

### 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)?

The dual language program is currently in kindergarten through fifth grade. Across all grades, ELLs and EPs will use target languages on alternating weeks, and ELLs and EPs are integrated throughout the entire instructional day. Language is separated for instruction in accordance with the 50:50 alternating week schedule, with cluster preps as the sole exception. All Dual Language classes are self-contained, and students will receive Language Arts instruction in both languages simultaneously.

#### **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.

Professional development opportunities will be offered to our staff in implementing ESL teaching methodologies because English Language Learners are in every classroom and every teacher needs to have an understanding of ESL strategies such as scaffolding, modeling, TPR, the use of manipulatives, visuals, technology, authentic texts, and planning thematic units of study.

During the 2010-2011 school year, ongoing professional development will be provided for ESL, bilingual, and monolingual teachers as well as school administrators. In addition to PS16 personnel, regional and central ELL administrators will be invited to attend and participate in all professional development meetings. The professional development will include study groups, conferences, school inter-visitations and workshops based on second language acquisition theories and methodologies of high quality teaching practices for LEP students. We are conducting on-going professional development to meet the required 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P. Itemized analysis of school professional development regarding ELLs proceeds as follows:

1. Experts on the staff conduct workshops for their peers in utilizing best practices for instructing English Language Learners.
2. Common planning time for teachers where they plan together and share best practices with their colleagues.
3. Opportunities for teachers to visit other schools who are implementing successful practices for English Language Learners.
4. Opportunities for teachers to attend district, regional, and city workshops.
5. Administration and teachers attend ELL and Dual Language Leadership Institute workshops monthly where experts in the field of English Language Learners share methodology and instruction strategies to assist in the meeting the needs of the ELL students.
6. Opportunities for teachers to observe, to plan, and to be coached by specialists in the areas of reading, writing, and math.

PD Topics (to be given and/or adjusted as necessary to address the strengths and needs of our classroom teachers' and school staffs development) provided by Network CFN604 include: Academic Literacy for ELLs Aligned to Common Core Standards, Scaffolding Instruction for ELLs, Reading and Writing Informational Text Aligned to CCS, Looking at Student Work, Team Teaching in the ESL Program, and Curriculum Mapping.

#### **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?

Parent workshops are held each month to increase the opportunity for parents to be involved in their child's homework. Parent workshops for LEP parents focus on the five dimensions of reading, which enables parents to know what their child is learning that month in the classroom. The workshops throughout the 2010-2011 school year will include homework tips for parents, strategies for reading and math, as well as hands-on activities. These workshops are offered in English and Spanish in order to meet the needs of our large Spanish speaking population.

Currently 98% of the parent population is successfully reached through translation. The remainder of the parent population is speakers of languages other than English or Spanish. The need remains for translation of languages to meet the remainder of the population. Although meeting the needs of the Spanish speaking population continues to be a goal, we also aim to meet the needs of the speakers of other languages as well.

When our parent meetings are held before, during, and after the school day the translation is done by a variety of staff members simultaneously in Spanish. If our Parent meetings/workshops take place after-school we try to make sure that a translator is present; most of the time it is either the bilingual parent coordinator or a member of the school staff.

Our Robin Hood Foundation Library has open access time after-school each week. Students and parents may come to the library to borrow books (available in other languages other than English), use the internet or get homework help. In order to successfully communicate with our Spanish speaking parents we need to make sure that a translator is available to assist the parents. The after-school or evening meetings will be enhanced by the presence of a Spanish speaking staff member's availability at these meetings/workshops. This should yield a better communication between the school and parents.

The ESL and Dual Language Programs have been able to successfully get the parents involved with the education of their children. The programs intend to involve the parents in the learning process of their children. It requires that the parents help the children at home; reviewing the English words they have learned.

The ESL and Dual Language Program at P.S.16 eagerly invite parents of the ELL population to the school for orientation meetings and literacy workshops. Literacy workshops include concentration on the five dimensions of reading. One of the goals of this program has been to assist the parents in acquiring enough language comprehension so that they can assist their children with their homework. All or most parent workshops are held in English and Spanish. We often invite volunteers to help translate in other languages as well. Most correspondence is sent home not only in English but also in the native language.

Parent needs are evaluated via the annual parent component of our school's Learning Survey as well as less formal means. Continuing throughout the 2010-2011 school year, ESL teachers, Dual Language teachers, the school Librarian and the Literacy Coaches will facilitate parent workshops to increase the knowledge of language acquisition, assistance to their children at home with reading and writing, as well as assistance with the communication with the classroom teacher.

## 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)		18	12	12	9	4								55
Intermediate(I)		26	21	24	18	5								94
Advanced (A)		0	29	15	19	9								72
Total	0	44	62	51	46	18	0	0	0	0	0	0	0	221

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	1	1	1	1							
	I		28	17	4	1	1							

	<b>A</b>		12	39	21	17	3						
	<b>P</b>		2	4	25	26	12						
READING/ WRITING	<b>B</b>		17	12	12	8	3						
	<b>I</b>		26	16	24	18	5						
	<b>A</b>		0	16	14	19	9						
	<b>P</b>		0	17	1	0	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	29	13	2	1	45
4	8	8			16
5	20	21	0		41
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	21		22		4		0		47
4	4		9		2				15
5	14		20		7				41
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	0	3	2	7	1	0	1	15
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

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

Our school uses the TCRWP reading assessemnt to assess the early literacy of our ELLs. Inquiry teams found that a large portion of our ELLs drop end-word morphological affixes. This has encouraged a new focus on "accuracy" in our literacy instruction, and more attention to semantic structuring of chosen texts. TCRWP and informal assessments also seem to indicate that our ELLs do not use picture clues as much or as well as they should--that they need more practice connecting their prior knowledge to the pictures/topics.

Data patterns across proficiency levels (as per LAB-R and NYSESLAT) indicate that the majority of our students enter our school on all grade levels with strong listening and speaking skills. Student reading and writing proficiency levels tend to lag behind their listening and speaking counterparts--by multiple years in the cases of some students. Only some 20% of our total ELL population are ELLs who have received more than 4 years of mandated services--this number is down from previous years. Based on the 2009-2010 Progress Report, ELLs made 53.1% proficiency gains in ELA and 43.5% proficiency gains in Math with represents percents at 75<sup>th</sup> growth percentile.

The reading and writing-lag pattern will affect instructional decisions in that teachers will augment additional methodologies and techniques to the Readers' and Writers' Workshop model to better integrade students' higher level proficiency skills (listening/speaking) into all content area lessons, and to limit the isolation of learning modalities, particularly reading and writing, in instructional delivery. Additionally, techniques and methodologies that further develop student reading and writing skills will be employed both throughout the regular school day and in afterschool programming catered explicetely to ELLs.

After analyzing the results of 2009 New York State Content Area exams, we realized that our English Language Learners required more support specifically in the areas of reading and writing, and math. Last year we addressed our student needs by implementing a science-specific ESL push-in for current and exited ELLs in both the fourth and fifth grades, as well as an bilingual afterschool science enrichment program for ELLs conducted the students' dominant language. 4<sup>th</sup> grade ELL science scores increased markedly last year--only two LEP students received a 1 on the 2009-2010 New York State Science exam--as a result of these initiatives, and we will continue to build off of their successes.

In order to provide our English Language Learners with a standards-based, quality education, the P.S. 16 community will align all programs with the core curriculum standards in mathematics and literacy, implement effective monitoring and assessment for both programs (Dual, ESL), provide professional development opportunities for all our teachers in effective practices that meet the needs of our students who are at various proficiencies in English language learning, and keep communication lines open with all our families and inform them of the school's expectations and instructional practices.

The School Leadership and teachers maintain a data-driven approach to improving student performance, using item skills analysis from the Predictive and ITA assessments, TCRWPs, WRAPs, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed City and State performance standards, students in grades 3-5 will be administered The Predictive and ITA assessments in reading and mathematics. Item skills analysis generated from these assessments will clarify teachers' focus on specific student areas in need of extra instructional support and to inform instructional decisions. Other assessments will also be used to inform instruction including, in the lower grades (K-3), TCRWP reading assessments in English and Spanish, data from Acuity, Rigby ELL Assessment Kit findings, informal teacher observations and conferencing. This combination of hard and soft data helps teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs. Furthermore, the findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of

students lacking basic skills in both reading, mathematics, and science; improving instruction for special education students by increasing opportunities for inclusion into the general education program; as well as providing intensive professional development for teachers in

## Part VI: LAP Assurances

### Periodic Assessments

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		