



SCHOOL NAME

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: P.S. 16 THE WAKEFIELD SCHOOL
ADDRESS: 4550 CARPENTER AVENUE, BRONX, NY 10470
TELEPHONE: (718)324-1262
FAX: (718) 324-8370

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11X016 **SCHOOL NAME:** The Wakefield School

SCHOOL ADDRESS: 4550 Carpenter Avenue, Bronx, New York 10470

SCHOOL TELEPHONE: (718)324-1262 **FAX:** (718)324-8370

SCHOOL CONTACT PERSON: Yvonne Williams **EMAIL ADDRESS:** Ywillia5@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>(Co-chair) Andrea Robinson (Co-Chair) Nancy Hernandez</u>
PRINCIPAL:	<u>Yvonne Williams</u>
UFT CHAPTER LEADER:	<u>V. Anthony Thompson</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Glowdeen Holder</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** Maverick Education Partnership – CFN #407

NETWORK LEADER: Varleton McDonald

SUPERINTENDENT: Elizabeth White

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.*

Name	Position and Constituent Group Represented	Signature
Yvonne Williams	*Principal or Designee	
V. Anthony Thompson	*UFT Chapter Chairperson or Designee	
Glowdeen Holder	*PA/PTA President or Designated Co-President	
Anastasia Brown	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Linda Johnson	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	
Nancy Hernandez	Member/Parent	
Rebecca Basdeo	Member/Parent	
Mary Puleo	Member/Teacher	
Andrea Robinson	Member/Teacher	
Kelly Calarco	Member/Teacher	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 16—a pillar in the Wakefield community for more than 102 years—educates children from prekindergarten through fifth grade. The school community strives to maintain effective educational programs with the goal of providing students with access to a quality education. Our mission is to engage students in a range of learning experiences providing a powerful foundation to pursue big questions, solve complex problems and effectively communicate with diverse groups of people.

P.S. 16 implements a balanced literacy approach to teaching through the workshop model of instruction and differentiated instruction to meet the needs of all learners. We offer rich arts and cultural programs such as Line Dancing and Ballroom Dancing, and teaching artists from LEAP (Learning through Expanded Arts Program) provide other multicultural arts experiences. The Bronx Dance Ensemble engages our students in African Dance and Drums, Shakespeare drama, visual arts, and chorus through funding from Councilman G. Oliver Koppell. Last year, we received band instruments enabling P.S. 16 to provide an instrumental music program through funding from Assemblyman Jeffrey Dinowitz.

Teachers collaborate regularly during school-wide and grade level meetings for professional development, curriculum planning, inquiry work and implementation of the new Common Core State Standards. P.S. 16 students are engaged and accountable for their learning at P.S. 16, and develop personal learning goals based on data from assessments. Our Student Government provides leadership for their classmates as they facilitate public service projects such as feeding programs, Penny Harvest and Bissell Gardens.

P.S. 16 participates in the Teaching American History through Harmony Grant Program, STEM (Science, Technology, Engineering, and Mathematics) Program, and Teachers' College Inclusive Classrooms Project. Bronx Borough President Ruben Diaz, Jr. has awarded Resolution A Funding to increase the use of technology for classroom instruction. This year we will host a SMART (**S**cience, **M**athematics, **A**rt and **T**echnology) Fair to highlight our work with content area integration.

For the past three years, P.S. 16 has recognized and celebrated members of the school community who support our parents and students at their Annual Legislative and Community Breakfast, including representatives from Congress, the Senate, Montefiore Medical Center, the Wakefield Library, the Girl Scouts, District 11 Community Education Council, the Wakefield Taxpayers Association, Bissell Gardens, the 47th Precinct, Community Board 12, and a local area historian.

The Learning Leaders Program provides training for parents to work in classrooms to support student learning in addition to facilitating parent workshops throughout the year. We provide informative and educational meetings for parents during the day and in the evening in addition to fun activities such as School Dances and the Holiday Boutique. The parent coordinator facilitates the Cornell University Health and Nutrition Program and Cool Culture which provides workshops and free admission to museums across the city. The administration coordinates fun activities that engage students and their parents along with staff members and their children such as Family Game Night, Family Crafts, Movie Night, Community Day and the Fall Festival.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. X140 The Eagle School							
District:	DBN #:				School BEDS Code:				
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended*:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability - % of Enrollment:					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate - % of Enrollment:					
Grade 6	0		0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1				
Grade 12	0	0	0						
Ungraded	2	0	0	Recent Immigrants - Total Number:					
Total				(As of October 31)	2007-08	2008-09	2009-10		
					0		0		
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

# in Self-Contained Classes				Principal Suspensions	0		
# in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions			
Number all others							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only				(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4			Number of Teachers			
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			
				Number of Educational Paraprofessionals			
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher			
American Indian or Alaska Native				% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American							

Hispanic or Latino			
Asian or Native Hawaiian/Other Pacific Isl.			
White			
Multi-racial			
Male			
Female			

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I School wide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
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Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							

Multiracial							
Students with Disabilities	Y	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Upon examining student data from NYS assessments, Acuity, ARIS, ECLAS-2, the school Progress Report, Quality Review, etc., I have identified the following trends in student performance:

- **There is an increase in the number of students performing at level 2 in ELA and Mathematics. 41% for ELA and 51% for Math.**
- **There is a decrease in the number of students making at least one year progress as indicated on the school Progress Report.**

Breakdown of Data in Grades K-3

Students beginning 1st grade.

- After reviewing the ECLAS-2 assessment, it has become apparent that the alphabet recognition strand was the weakest.
- 21% of the students fell below expectations.
- Students beginning 2nd grade.
 - After reviewing the ECLAS-2 assessment, the strands spelling, vocabulary and reading rate are among the most glaring.
 - 22% were below grade level in spelling,
 - 28% are below grade level in vocabulary and
 - 28% are below in reading rate.
- Students beginning 3rd grade.
 - After reviewing the ECLAS-2 assessment, the strands decoding, spelling, and reading comprehension are the most glaring.
 - 28% are bellow in decoding,
 - 46% are below in spelling and
 - 23% are below in reading comprehension.

After reviewing the EPAL-2 assessment it was found that

- 20% of the students scored a 0 or a 1 in the Listening and Writing strand,
- 29% of the students scored a 0 or a 1 in the Reading and Writing strand and
- 30% scored a 0 or a 1 on the Writing Mechanics strand.

Grade 5

Information & Understanding	Literary Response & Expression	Critical Analysis & Evaluation
<p># of Students 108 tested 46% fell below in this strand (all students) 14% fell below in this strand (IEP students)</p> <p>It is estimated that 43% of this strand will be on the NYS ELA exam</p>	<p># of Students 108 tested 42% fell below in this strand (all students) 14% fell below in this strand (IEP students)</p> <p>It is estimated that 36% of this strand will be on the NYS ELA exam</p>	<p># of Students 108 tested 41% fell below in this strand (all students) 14% fell below in this strand (IEP students)</p> <p>It is estimated that 21% of this strand will be on the NYS ELA exam</p>

Grade 4

Information & Understanding	Literary Response & Expression	Critical Analysis & Evaluation
<p># of Students 109 tested 39% fell below in this strand (all students) 15% fell below in this strand (IEP students)</p> <p>It is estimated that 36% of this strand will be on the NYS ELA exam</p>	<p># of Students 109 tested 37% fell below in this strand (all students) 17% fell below in this strand (IEP students)</p> <p>It is estimated that 47% of this strand will be on the NYS ELA exam</p>	<p># of Students 109 tested 39% fell below in this strand (all students) 17% fell below in this strand (IEP students)</p> <p>It is estimated that 21% of this strand will be on the NYS ELA exam</p>

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.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 there will be a 2% decrease in the number of students with disabilities performing in Performance Levels 1 and 2 on the New York State Mathematics tests.	<input type="checkbox"/> Implement systems and structures allowing increased time for teacher teams to plan and modify mathematics curriculum based on analysis of student data.
<input type="checkbox"/> By June 2011 there will be a decrease in the number of students with disabilities performing in Performance Levels 1 and 2 on the New York State English Language Arts (ELA) Assessment by 3%.	<input type="checkbox"/> Implement 130 minute balanced literacy block designed to increase opportunities for read aloud and independent reading focused on accountable talk and higher order thinking strategies.
<input type="checkbox"/> By June 2011 there will be a 2% increase in the number of students performing in Performance Levels 3 on the New York State English Language Arts and Mathematics Assessments	<input type="checkbox"/> Implement extended day professional development period to provide system and structure for grade level inquiry based on identified student needs.
By June 2011 differentiated professional development will be based on student performance data, grade level inquiry, teacher feedback and formal and informal observations.	Increase sources of professional development through use of Teachers’ College Inclusive Classrooms Project, Center for Integrated Teacher Education, AUSSIE and CFN# 407 content specialists.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant) : English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 there will be a decrease in the number of students with disabilities performing in Performance Levels 1 and 2 on the New York State English Language Arts (ELA) Assessment by 3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Teachers of students with disabilities will participate in professional development workshops provided by the Teachers’ College Inclusive Classrooms Project staff. • Teachers of students with disabilities will receive job-embedded and differentiated professional development facilitated by Teachers’ College Inclusive Classrooms Project staff developers. • Work with consultants from Center for Integrated Teacher Education (CITE) to support teacher development and growth in curriculum development. • Restructure literacy block to include use of children’s literature to enhance instruction. • All teachers will participate in professional development workshops during faculty conferences. • Teachers of inclusive and self-contained classes will articulate with grade level peers during grade conferences. • All teachers will participate in visitations with the school and the network. • Teachers and administrators will continue to regularly review student data throughout the school year. • Teachers and administrators will continue to collect and analyze student data from Acuity, city-wide, classroom and benchmark assessments. • Teachers and educational assistants will participate in professional development focused on differentiated facilitated by administration and network support staff. • All teachers will participate in grade level inquiry process. • All teachers will revise grade level curriculum calendars to include • Professional development and support in writing quality IEPs will be facilitated by CFN. • School will participate in Phase I City-wide Special Education Initiative. • Teacher and parent workshops will be provided to clarify Phase I process.

	<ul style="list-style-type: none"> • Flexible class groupings will result from Phase I Initiative based on student needs. • Move UFT mandated 37 ½ minute session for small group instruction from before school to after school hours to accommodate student bus schedules. • Restructure UFT mandated 37 ½ minute sessions to include session to facilitate teacher inquiry work. • Continue to seek additional funding to expand the use of technology to increase student engagement and rigor by applying for Resolution A Funding and Council Discretionary Funds. • United Streaming – Web Based Research Tool • Provide training for teachers and students for V-Math – Web based interactive mathematics learning tool (Can also be used at home) • Provide professional development and support in use of Acuity diagnostic assessments • Provide professional development and support in use of ARIS • Professional development focused on implementation of Common Core State Standards. • Continue to work with Mathematics consultant AUSSIE on curriculum development, differentiated instruction and content area integration. • Hire F-Status teacher to provide academic intervention services for identified students. • Guidance counselor will provide counseling as needed for identified students. • Conduct parent workshops focused on assisting students with reading and writing. • Students will develop personal learning goals based on analysis of data.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><u>From September 2010 through June 2011 the following actions, strategies and activities will be employed:</u></p> <ul style="list-style-type: none"> • Purchase of Literacy by Design Program for self-contained classes. • Purchase of On Our Way to English Program (partner to Literacy by Design Program) for ESL school-wide program to support students with IEPs who are also second language learners. • Purchase services of duly licensed and certified special education teacher to provide academic intervention for identified students two times per week (F-status) • Continue to fund Mathematics consultant from AUSSIE • Continue to fund consultants from Center for Integrated Teacher Education to support literacy curriculum development and instruction. • Purchase of V-Math school license to provide interactive and differentiated math instruction • Purchase additional Smart Boards for classrooms. • Purchase additional computers. • Purchase children’s literature to support literacy instruction in reading and writing. • Continue to expand parent lending library to include new programs and resources. • Continue school subscription for United Streaming (internet based research) • Participate in Conceptual Consolidation of school funds to support all learners
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • <input type="checkbox"/> Teacher Lesson Plans (daily) • Revised grade level curriculum calendars (on-going)

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Expanded classroom libraries. (on-going)
- Flexible reading groups (lesson plans and classroom charts)
- Student reading logs. (on-going)
- Student work on bulletin boards. (on-going)
- Student reading and writing notebooks. (on-going)
- Student personal learning goals in all content areas (3 times per year)
- Teacher feedback in notebooks and on displayed work (on-going)
- Report cards (3 times per year)
- Progress reports (between report cards)
- AIS Interim Progress Reports (every 8 weeks for at-risk students)
- Acuity periodic assessments (3 times per year)
- Eclas-2 assessment (frequency varies by grade level)
- E-Pal assessment (yearly)
- ARIS (monitored monthly)
- PM Benchmarks (3 times per year & 5 times for at risk students)
- Student Running Records (monthly)

Subject/Area (where relevant): ELA and Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a 2% increase in the number of students performing in Performance Levels 3 on the New York State English Language Arts and Mathematics Assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Concentrate Intervention of students on all performance levels of grade 2-5 population to improve performance. • Continue to build content vocabulary through word walls, vocabulary notebooks, non-fiction reading from September to June. • Continue reduce class size when possible. • Continue to use Ralph Fletcher writing strategies grade 3-5 and Lucy Calkins grades K-2. • Continue to Fletcher’s Place reading program K-1. • Continue to purchase and utilize Kaplan series of test sophistication and diagnostic materials that address all areas of NYS tests. • School-wide Title I intervention. • Continue to pre-screen new admits so that they are placed in the learning environment that will support their academic growth. • Continue Saturday academy to support academic growth and provide students with strategies to improve student performance. These classes are inclusive of all sub-groups. • Move 37.5 minute extended day to after school to ensure greater participation. • Continue to organize 37.5 minutes Extended Day Tutorials based on performance need and to revise student group through evidence of student performance data. • Continue workshops/Title I for parents facilitated by the Parent Coordinator, Pre-K Social Workers and Administrators. • Continue PD at grade conferences, faculty conferences and all day PD.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Budget – Consolidated-Title I, C4E, Tax Levy Incremental, RCLS • Staffing – Literacy Coach, Principal, Assistant Principal, Classroom Teachers, ISC, School Inquiry Team • Title I – ELL, Literacy, AIS Coordinator, Assistant Principal • C4E – reduced class size, time on task • Tax Levy Incremental – Reduced Class Size, Student Support Services
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic</p>	<ul style="list-style-type: none"> • Schedule – September 2010 to June 2011 <p>Instruments of measure – NYS state tests (annually), ECLAS2 (bi-annually), PM Benchmarks (ongoing), Kaplan Test Sophistication, Interim Assessments, Predictive</p>

<i>review; instrument(s) of measure; projected gains</i>	tests, Acuity, Low Inference Observations, portfolios, Progress Reports, report cards, School Quality Reviews
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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 2008-09 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 NCLB/SED improvement (SURRE, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a 2% decrease in the number of students with disabilities performing in Performance Levels 1 and 2 on the New York State Mathematics tests.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Concentrate Intervention of students on all performance levels of grade 2-5 population to improve performance. • Continue to build content vocabulary through word walls, vocabulary notebooks, non-fiction reading from September to June. • Continue reduce class size. • Continue to purchase and utilize Kaplan series of test sophistication and diagnostic materials that address all areas of NYS tests. • Fund Math Aussie Consultant. • School-wide Title I intervention. • Continue to pre-screen new admits so that they are placed in the learning environment that will support their academic growth. • Continue extended day and Saturday academy to support academic growth and provide students with strategies to improve student performance. These classes are inclusive of all sub-groups. • Continue to organize 37.5 minutes Extended Day Tutorials based on performance need and to revise student group through evidence of student performance data. • Continue workshops/Title I for parents facilitated by the Parent Coordinator, Pre-K Social Workers and Administrators. • Continue PD at grade conferences, faculty conferences and all day PD
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Budget – Consolidated -Title I, C4E, Tax Levy Incremental, RCLS • Staffing – Principal, Assistant Principals, Classroom Teachers, School Inquiry Team • Title I – ELL, Math Consultant, AIS Coordinator, Assistant Principal • Tax Levy Incremental – Reduced Class Size, Student Support Services

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Schedule – September 2010 to June 2011 • Instruments of measure – NYS state tests (annually), Kaplan Test Sophistication, Interim Assessments, Predictive tests, Acuity, Unit Tests, Low Inference Observations, portfolios, Progress Reports, report cards, School Quality Reviews
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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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

Subject/Area (where relevant): Professional Development

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011 differentiated professional development will be based on student performance data, grade level inquiry, teacher feedback and formal and informal observations.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the</i>	<ul style="list-style-type: none"> - Strategies- continue PD workshops during faculty and grade conferences - Provide professional development on Common Core Standards implementation - Provide opportunities for teachers to participate in Thinking Maps – train the

<p><i>goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>trainer sessions and turn-key information to staff</p> <ul style="list-style-type: none"> - Provide professional development in curriculum mapping - Provide opportunities for teachers of students with disabilities to attend professional development at Teachers' College. - Provide differentiated professional development for teachers of students with disabilities with Teachers College Inclusive Classrooms Project consultant - Attend workshops focused on developing authentic assessments - Continue interclass visitations - School visitations of best practices within CFN #407 schools - Continue using data from surveys, Quality Review, Learning Environment Survey, tests, etc. to plan PD sessions - Continue to review student data during grade meetings and provide professional development in Response to Intervention strategies - Grade Level Inquiry Team meetings across grade levels - Value Added Leadership Training - Understanding By Design Study Group and Curriculum Design Team - Differentiated Instruction professional development sessions - Target Population – all teaching staff (special attention to new teachers) - Responsible Staff Members – Principal, Assistant Principal, Literacy Coach, Math Consultant, School Inquiry Team, ISC Staff, Maverick Education Partnership, Staff, Time Line- September 2010 – June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Lesson Plans, Report Cards, Progress Reports, all forms of assessments, School Accountability Documents, Learning Environment Survey</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	20	20	N/A	N/A	1		1	1
1	20	20	N/A	N/A	1		1	1
2	50	40	N/A	N/A	3		1	3
3	97	97	N/A	N/A	5		3	2
4	120	120			6		4	2
5	109	109			3		3	2
6								
7								
8								
9								
10								
11								
12								

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>The Data Specialist provides AIS utilizing a push-in/pull-out model. Using quantitative data such as; NYS assessments, Acuity and qualitative data such as; The Rigby PM Benchmark System, children’s strengths and weaknesses are identified. Students receive either small group instruction based on their needs or are supported by the AIS provider pushing into their class to help navigate their grade level curriculum.</p> <p>The mandated 37 1/2 minute session provides additional AIS 3 times a week using Kaplan learning materials. All students in grades 3-5 participate.</p> <p>An F-status special education teacher provides AIS for students with disabilities performing at Performance Levels 2 and 3.</p> <p>An F-Status general education teacher</p>
Mathematics:	<p>The Data Specialist provides AIS utilizing a push-in/pull-out model. Using quantitative data such as; NYS assessments, Acuity and qualitative data such as; Every Day Mathematics Unit assessments, children strengths and weaknesses are identified. Students receive either small group instruction based on their needs or are supported by the AIS provider pushing into their class to help navigate their grade level curriculum.</p> <p>The mandated 37 1/2 minute session time provides additional AIS 3 times a week using Kaplan learning materials. All students in grades 3-5 participate.</p>
Science:	Content area AIS is supported through the use of non-fiction reading materials and differentiated instruction provided by the upper and lower grade science content specialist.
Social Studies:	Content area AIS is supported through the use differentiated teaching strategies by the classroom teacher and of non-fiction reading materials throughout the reading and writing curriculum.
At-risk Services Provided by the Guidance Counselor:	<p>At-risk services provided by the Guidance Counselor are determined by the outcome and recommendations of Pupil Personnel Committee at the bi-weekly meetings.</p> <p>Services are also determined by the recommendation of the Academic Intervention Team which</p>

	meets bi-weekly.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<p>At-risk services provided by the Social Worker are determined by the outcome and recommendations of Pupil Personnel Committee at the bi-weekly meetings.</p> <p>In addition, at-risk services and group sessions are provided by the social worker for Students in Temporary Housing.</p>
At-risk Health-related Services:	Students with asthma and other conditions and their parents are provided with workshops and informational sessions by the Department of Health Nurse that is on staff.

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

NCLB/SED requirement for all schools

P PS 16 - LANGUAGE ALLOCATION POLICY NARRATIVE 2010 -2011

Identification and selection

PS 16 has a student population of 616 students. Forty three students of this population are identified as English language Learners. These students are identified by the Home Language Survey which is completed at registration. In addition, an informal interview is conducted with the parent in order to understand the student's educational experience, strengths and weaknesses. Program choice is usually ESL. The LAB Coordinator/ESL teacher and the Parent Coordinator work together to ensure that Program selection forms are completed and returned.

Based on the guidelines for identification of ELLs, new students are administered the LAB-R by the ESL Coordinator/Teacher. The results of this test determine whether the student receives ESL services. After LAB-R is administered the LAB coordinator meets with parents and provides them with their options either through interviews, individual consultation or DVD presentation. Program choice is 99% ESL. If the student is Spanish speaking and is a new arrival to the country, the parent is informed that there is no bilingual program in the school. However, efforts are made to locate a school with the program if the parent would prefer that option. The LAB Coordinator/ESL teacher and the Parent Coordinator work together to ensure that Program selection forms are completed and returned.

In addition, the SAF conducts an informal assessment with those students who are transfer-ins in order to determine competence in literacy and mathematics. Based on the findings the students are placed in classes. Support and interventions are provided according to the student's strengths and needs.

Programming and Scheduling

At PS 16 students are placed in monolingual classes and instructed in English only with support services given in ESL and other related services as their needs indicate. Block scheduling allows for teaching multi levels and compliance with the mandated minutes for students at various levels of proficiency. Most groups are heterogeneous in order to avoid conflicts with classroom schedules. A new instructional program was purchased for use by the ESL teacher that is aligned with the standards and the current ELA curriculum used at the school. The program also provides for assessments and on-going progress monitoring. The technology component supports differentiated learning and rigorous student focused assignments.

If the student is Spanish speaking and is a new arrival to the country, the parent is informed that there is no bilingual program in the school. However, efforts are made to locate a school with the program if the parent would prefer that option. If no other school is located, the parent signs the mandated opt-out letter and it is maintained at the school. In lieu of that option the ESL teacher provides support to those students instructing them in Spanish in Mathematics and Social Studies for a portion of the day until they have acquired enough English to

learn these subjects in English. Students are also given Spanish texts in Mathematics and Social Studies (fourth grade) alongside with the English texts. There is also a library of bilingual reading books that are loaned to students and class teachers so that they are able to have appropriate texts for the literacy block. Tests (unit, district, and state level) are also made available in Spanish.

For the speakers of low inference languages instruction for content area subjects is imparted using ESL strategies. Parents are encouraged to have a dictionary in their language/English at home. Classes with ELLs are provided with dual lingual dictionaries for in class use. Notices are sent home in their languages whenever possible, and we try to place a new student with one who speaks the same language whenever possible. In addition to the scheduled ESL and Title III parent workshops, the ESL teacher maintains an open door policy so that parents can come in for advice whenever they have a concern.

To differentiate instruction for ELL subgroups, instructional material is utilized that is designed for this purpose. Cooperative learning activities are utilized at all times. ELLs are always willing to help each. Sometimes students are deliberately designed heterogeneously so that the more proficient students take on the role of an apprentice. In so doing they increase their proficiency.

The SIFE student is include in as many intervention programs as possible in order to immerse him/her into a new educational system and to bridge the educational gap with which he comes to an English Language School System. The school works closely with the home to encourage as much learning as possible. These students are provided with a homework helper class twice a week for an hour and included in morning tutoring groups. In addition electronic educational tools such as LEAP FROG and recorded books are loaned to students to use at home. Parents are given a list of websites where they can access learning activities. Title I workshops also provide parents with strategies they can use at home with their children. Also, they are oriented on the curricular requirements and expectations of their children.

ELLs in the third through the fifth grade are required to take the standardized tests. Title III funds are set aside for intensive tutoring after school and on Saturdays. The expectations for ELLs are the same as any other student. Classroom teachers are expected to plan for ELLs in their daily routine. Supervisors check lesson plans to see that at least one lesson has ESL strategies daily. Test modifications for ELLs are applied during unit, periodic and state tests. Long terms are still served. Those who indicate that their performance is affected by more than a language indicator are assessed to see if there is another factor inhibiting learning. Special needs students are mainstreamed in ESL classes. Instruction is differentiated to align with their IEP objectives. Transitional students are still served for two more years. Based on their performance they may be included in ESL classes or served through AIS. These students are included in extended day, homework helper, and test prep tutoring activities.

Review of Data

PS 16 uses ECLAS-2 and PM Benchmarks to assess the early literacy skills of ELLs. The data provides the school with information which allows us to properly place ELLs into learning groups that will meet their needs. For example, some students are more expressive than others. Therefore, they are placed in morning tutoring groups that will foster reading comprehension. For those who need more phonics, they are placed into a corresponding group. Similarly the ESL teacher can plan instruction to reinforce or re-teach in areas of need. In addition, she can provide support in strategies to help students gain proficiency in the areas of need.

Data patterns in NYSESLAT and LAB-R indicate that there is a need for improvement in the writing modality. Students excel in the oral but have need for improvement in conventions and writing. Instructional decisions for 2009-2010 will focus on creating a balance between all modalities and utilizing instructional material that will foster growth in the modalities of need.

Students in PS 16 take standardized tests in English. All ELLs except one who took the state tests in ELA have achieved or exceeded the required standards (i.e. scored a two or more). ELL periodic assessments are used as an added source of data for re-teaching or determining what skills have been mastered and what changes in grouping for interventions or goal setting is needed. Both the school leadership and teachers are learning that the expectations of ELLs should be similar to the expectations of all the students. The state results as well as other progress indicators help to evaluate the success of the programs for ELLs. Nothing beats the interpersonal relationship and informal observations which reveal how ELLs have taken ownership of the language and develop a sense of confidence.

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

PS 16 - LANGUAGE ALLOCATION POLICY NARRATIVE 2010 -2011

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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:

LEP 40

Non-LEP

Number of Teachers: 1

Other Staff (Specify)

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

These programs provide extra support in the following areas:

ELA: Title III programs for ELA

Language Instruction Program

PS 16 Title III instructional programs will be in the form of After School and a Saturday Academy. These programs are designed to provide instructional support that will strengthen academic skills of ELLs who will be taking NYS ELA, NYS Math, and NYSESLAT tests.

After School Program I -Literacy

ELLs who will have completed one academic year in an ELSS and must take the NYS ELA tests need intensive instruction in Literacy . Based on the Rigby On Your Way to English Reading Assessments which correlate with Fountas and Pinnell and Benchmarks, these students reading levels range from Level A to Level H. At these levels students struggle to read the texts on the standardized tests. The After School Program proposes to raise their reading levels through intensive guided reading and guided writing activities for 20 sessions of one hour three times weekly. This program will be conducted by the ESL teacher and a monolingual fifth grade teacher who has had training in ESL strategies. We will use the Rigby On Our Way to English Guided Reading Program and Explode the Code. There will be two groups.

Group 1 will consist of emergent readers Levels F-H, and Group II will consist of the beginning readers Levels A-C. This program will take place from November 23 through January 12, 2010 from 3:05 to 4:05 p.m. Mondays, Tuesdays and Wednesdays.

After School Program II ELA

The above mentioned group will need extra support and preparation in test taking strategies in order to be ready for the NYS ELA tests. The focus of the classes will be based the performance criteria which indicated the areas of need in the data analysis of NYS ELA tests results of Spring 2010. There will be three grade specific groups in this program which will be conducted two times per week, Mondays and Wednesdays from 3:05 to 4:05 p.m. for thirty sessions. The program will be conducted by the ESL teacher and two monolingual teachers who have had training in ESL strategies. Materials to be used are Visions texts for exposure in content based literature and Academic Workout. January 19 through April 27, 2011- 25 sessions.

Mathematics_

After School Math

There is a need to provide native language support for new arrivals in Math instruction. These students are instructed in English and provided a Spanish translation text. However there is a need to break down this instruction in a small group in order to ensure understanding of the concept. This program will be conducted on Tuesdays for five students from grades three through five from 3:05 to 4:05 pm. Materials to be used are NYS Coach Test Preparation and Kaplan. Also efforts will be made obtain test prep materials in Spanish. For the three students who speak Arabic ESL strategies will be used to breakdown the language in Math along with glossaries in Arabic in order to ensure readiness for the NYS test in Mathematics.

NYSESLAT

Saturday Academy

Saturday Academy for ELLs will focus on vocabulary and oral development as an added service in preparation for the NYSESLAT tests. The Academy will be from 9 a.m. to 12 noon. Students will be involved in listening, speaking and writing activities through drama and folk tales. We will use a shadow box and puppetry where students will reproduce their own skits developed from the folktales they have read. Writing activities will imitate the format of the NYSESLAT tests. Students will use graphic organizers to input information then write essays following the criteria of the NYSESLAT.

Professional Development Program

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

Title III funds will be set aside to pay for substitute teachers to cover for teachers to attend workshops to learn ESL instructional strategies in building vocabulary and writing skills. Teachers who will attend these workshops are the ESL teacher, two lower grade teachers and two upper grade teachers. In addition, funds will be set aside for planning and curriculum development for the teachers working in the After School and Saturday Academy.

Section III. Title III Budget

School: P.S 16

Allocation Amount: \$14,998.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,981.00	<input type="checkbox"/> <u>Per Session</u> <u>After School –Literacy M,T,W 20 sessions Nov. 23, 2010-Jan.12,2011</u> One ESL teacher and one monolingual CB teacher will provide direct instruction to targeted ELL population for 3 times per week for one hour for a total of twenty sessions. 2 teachers x 1 hr x 20 sessions x\$49.89 = \$1996 <u>After School Program ELA M/Th Jan 19-April 27, 2011</u> One ESL teacher and 2 monolingual CB teachers will provide direct instruction to targeted ELL population for two one hour sessions twice weekly for 2 sessions. 3 teachers x 1hr x 25 sessions x \$ 49.89 = \$3,742 <u>After School Math Tuesdays Jan 18 – May10, 2011</u> One ESL teacher will provide direct instruction in Math for the targeted population for one hour once weekly for fifteen sessions__

		<p>1 teacher x 1 hr x 15 sessions x \$49.89 = \$749</p> <p><u>Saturday Academy</u> One ESL teacher and 1 monolingual teacher will provide direct instruction to ELLs in NYSESLAT test prep for ten 3hr sessions 2 teachers x 3hrs (10 sessions) x 49.89 = \$2,994</p> <p><u>Professional Development</u> 10 hours will be used for curriculum planning and development for the After School ELA Program and Saturday Academy. After School Program 2 hrs x 3tchrs x \$49.89 = \$300 Saturday Academy 2hrs x 2 x \$49.89 = \$200</p> <p><u>Per Diem – Professional Development</u> 4 per diem days will be charged to Title III funds to cover classes of teachers attending ESL workshops. 4 substitutes @ \$167.60 = \$670.</p>
<p>Purchased services - High quality staff and curriculum development contracts</p>	\$1000.00	<input type="checkbox"/> LEAP consultants for parent workshops focused on integration of literacy throughout all content areas
<p>Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	\$3,017	<input type="checkbox"/> NYSESLAT test preparation material – Empire State by Curriculum Associates Explode the Code workbooks for After School Literacy General Supplies
<p>Educational Software (Object Code 199)</p>		<input type="checkbox"/>
<p>Travel</p>		<input type="checkbox"/>
<p>Other Parent Involvement</p>	\$1,000.00	<input type="checkbox"/> <u>Parent Involvement</u> The ESL teacher will conduct 2 evening workshop sessions of two hours each for parents. 1 teacher x 2 sess. X 2hrs x \$49.89 = \$200 <u>Parent Library</u> Purchase bilingual libraries in Spanish and Arabic for “Book in a Folder” reading program. \$400.00

		<u>Refreshments and Supplies for workshops-Take home supplies</u>
		Purchase supplies for parent workshops \$200.00
		Purchase refreshments for parent workshops \$200
TOTAL	\$14,998.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Translation needs are determined by the data gathered from the Federal Parent/Guardian Student Ethnic & Race Identification Form, and the responses on the Home Language Survey. In addition, teachers interview parents at the beginning of the school year and upon entry of a new student in their classes throughout the year to assure that communication will be done in a language that they can understand.

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. □

Other than English the next majority language is Spanish. There is a two percent distribution of other minority languages – Urdu, Chinese, Arabic, Filipino, Twi and other African languages.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services are in various forms. School notifications are sent out in English and Spanish. For parents of other minor languages one to one service is provided to breakdown the information in order to facilitate understanding. An effort is made to network parents of similar dialects so that those who are more fluent in English can interpret for others. The school also utilizes the translated forms from the internet. For example, Home Language Surveys, Parent Notification

letters for ELLs, etc are downloaded in the home language of the student . Written translation in Spanish is provided by the ESL teacher who is fluent in Spanish.

Additionally, translated parent letters provided in some programs are sent home to parents to notify them about the curriculum and the activities in class.

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.

Oral interpretation is provided in Spanish by several people in the school. The ESL teacher, two Bilingual /Spanish paraprofessionals, one school aide, one school secretary , some parents and students comprise this group. The next needed language for translation is Arabic and translation is by another student. Otherwise that parent usually brings someone who can translate for him.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will continue to fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements with the use of the translation team, parent coordinator and bilingual professionals who are on staff. These individuals will ensure that information pertinent to engaging parents in student education is communicated in a timely fashion. The school will continue to provide on-site oral translation services, written translation and workshop/seminar training in languages in which our parents communicate.

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 [School wide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$476,796.00	\$285,437.00	\$762,233.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,767.00	\$2,854.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,839.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$85,500.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%

6. If the percentage of high quality teachers during 2009-2010 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.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

(see School-Parent Compact)

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

Title I Parent Involvement Policy 2010-2011

I. General Expectations

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

III. Discretionary School Parental Involvement Policy Components

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

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

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high

standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

School Parent Compact

Appendix E: School-Parent Compact

SCHOOL-PARENT COMPACT

The P.S. 16 Wakefield School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the elementary and Secondary Education Act (ESEA) (Participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

The P.S. 16 Wakefield School 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:
 - Administer predictive and interim assessments in ELA and mathematics designed to monitor student academic progress.
 - Collect and analyze data from all school-wide and class assessments to inform teaching and learning process.
 - Hold monthly grade level articulation meetings with teachers and support staff to monitor and assess student progress.
 - Hold Academic Intervention Team meetings to provide guidance and suggestions for teachers in methods of differentiating instruction to meet the needs of all learners.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Tuesday, November 9, 2010 at 1:00 p.m. to 3:00 p.m. and 5:30 p.m. to 8:00 p.m.
 - Tuesday, March 15, 2011 at 1:00 p.m. to 3:00 p.m. and 5:30 p.m. to 8:00 p.m.

3. Provide parents with frequent reports on their children's progress. Specifically, staff will be available to consultation with parents as follows:
 - Parents of students in need of the mandated 37 1/2 minutes of additional instruction will receive notification prior to the first day of school. The additional instruction will begin on the first day of school.
 - Parents are encouraged to make appointments with their child's teacher before the school day, during the school day during the teacher's preparation period and after the school day.
 - Teachers will send out mid-semester progress reports on student progress.
 - Parents of students who are at risk of not meeting grade level benchmarks will receive written notification of such and their child will be invited to attend the Saturday Academic and Enrichment Program. The program for students in grades K-5 will begin the February 5th. For students in grades Kindergarten and first and the program will end on March 26th. For students in grades 2-5 the program will end on April 30th.

4. Provide parent access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff members, including teachers, the guidance counselor, parent coordinator and the administration will be available by appointment to meet with parents before, during and after the school day.
 - All staff members during preparation periods will be available and for both parent and teacher conferences.
 - Staff members will attend PTA meetings and provide parent workshops.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents will be provided an opportunity to become Learning Leaders after completing the necessary training program. This will certify them to work in classes.
 - At their request, parents will be afforded an opportunity to observe their child's class.
 - Parents are invited to all class and school performances.
 - Parents are invited to attend class writing celebrations in addition to all other classroom academic celebrations.
 - Parents are invited to attend all grade and school-wide academic celebrations.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Ensure that our children will be in attendance daily and maintain at least a 94% attendance rate.
- Ensure that our children will be tardy.
- Monitor homework and class work assignments and communicate with my child's teacher regarding all assignments.
- Participate in special school and/or parent activities.

Student Responsibilities

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

- Read at least 30 minutes every day and keep a log of what we read.
- Come to school on time, prepared to work.
- Take care of personal belongings and keep them organized so they are ready to use in school and at home.
- Support our student government representatives as they bring information back (Grades 3-5) to their classes.
- Use rubrics provided by our teacher to self monitor work that we are responsible for.
- Use the library and other community resources to further studies in specific areas such as technology, science, social studies and art.
- Conference with our teacher to set goals for ourselves in the areas of reading, writing, math, science and social studies.
- Give my parent/guardian all notices and information received from the school.
- Participate in class/ community meetings to acknowledge and celebrate other student's achievement.
- Do my homework every day and ask for help when I need to.
- Talk to the adult who is responsible for me about what I learned in school each day.

Additional School Responsibilities

P.S. 16 The Wakefield School will:

1. Provide information to parents of students in an understandable format and in a language that the parents can understand (to the extent that is possible).
2. Provide each parent with an individual report about the performance of their child on the State assessments (math and reading).
3. Involve parents in the development of Comprehension Educational Plan, in an organized, ongoing, and timely way.
4. Hold an annual meeting to inform parents about the school's participation in Title I, and explain the Title I funding.

5. Provide to parents' options that Title I set aside can be used for. Programs presented to parents include a description and explanation. These programs are chosen based on feedback from parents. These programs are focused on academic achievement for children.
6. Conduct meetings at a convenient time to parents, and will offer a flexible number of additional parent involvement meetings both in the morning and evening, so that as many parents as possible are able to attend. This will provide opportunities for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

This Title I Parent Involvement Commitment Addendum was created for parents and is effective for the 2010-2011 school year.

P.S. 16 – THE WAKEFIELD SCHOOL TITLE I PARENT INVOLVEMENT COMMITMENT FORM 2010-2011

"Children learn best when family and community are working



together. These connections are necessary for student success" J.L. Epstein

School – Home Partnership

A close partnership between home, school, and community is proven to be an important factor in children's success at school. Parents can support their children and the school in many ways, from reading to your child at home to making sure you provide a quiet space for homework. Schools also depend on parents to support the school's activities by giving their time, energy, or expertise.

List of Opportunities

The school has developed a comprehensive list of ways for Parent Involvement. We believe this list fulfills the school's goal of providing families with more variety and flexibility for participation in school-wide activities. We also hope that the list will more readily tap into the interests and talents of our parent body. Please be sure to sign any and all attendance logs when you participate, so that your participation will be noted.

Parent Involvement Incentives:

Even though the best reward we can receive as parents is to see our children succeed in life. However, PS 16 would like to honor the parents who show consistent school-wide participation, with the following.

- A Raffle to a Broadway Play
- Camp Getaway - An all-inclusive day trip
- An award to commend you

If you have any suggestions, ideas, or concerns for the Title 1 Team, please email us @ ps16t1team@gmail.com

Thanks,
Title I Team

The PARENT INVOLVEMENT COMMITMENT FORM is on the next page, which each parents should sign and return to your child's teacher.

As a parent of a student enrolled at PS16 Wakefield School I commit to:

1. Read with and/or listening to my child read at home nightly
2. Contribute to my child's academic success by working collaboratively with the teacher, monitoring his/her work and school behaviors, and following through with home support;
3. Review, sign and return each *Report to Parent*;
4. Participate in **both** Parent/Student/Teacher Conferences;

Directions: Describe how the school will implement the following components of a School wide 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.

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

Explanation/Background:

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the School wide Program			Amount Contributed to School wide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		
All Programs	Federal, State and Local	X				X Goals 1, 2, 3 & 4

¹**Reminder:** To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide 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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide 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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A
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;
 N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
N/A

c. Minimize removing children from the regular classroom during regular school hours;
N/A

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
N/A

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.) **18**
2. Please describe the services you are planning to provide to the STH population.
 - At-risk Counseling Services - for individual students identified to be at-risk.
 - Saturday Academy and Enrichment Program - for academic support and enrichment activities
 - Student Support Club (Club 16 Trailblazer's) - for group discussions and enhancing self-esteem
 - Parent Workshops - facilitated by School Social Worker, Parent Coordinator and Learning Leaders

Part B:

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 016 Wakefield					
District:	11	DBN:	11X016	School		321100010016

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		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		92.7	93.0	92.8
Kindergarten	82	84	79				
Grade 1	103	100	94	Student Stability - % of Enrollment:			
Grade 2	120	106	87	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	106	107	97		86.6	89.1	89.0
Grade 4	97	107	109				
Grade 5	105	91	108	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		79.9	83.4	89.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	31	54
Grade 12	0	0	0				
Ungraded	1	2	1	Recent Immigrants - Total Number:			
Total	650	633	611	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	7	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	44	33	22	Principal Suspensions	5	6	14
# in Collaborative Team Teaching (CTT) Classes	21	30	42	Superintendent Suspensions	1	3	4
Number all others	42	32	34				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	49	47	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	9	7
# receiving ESL services only	35	28	TBD				
# ELLs with IEPs	1	11	TBD	Number of Educational Paraprofessionals	3	3	5

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

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	100.0	100.0	100.0
				% more than 2 years teaching in this school	55.1	70.2	85.4
				% more than 5 years teaching anywhere	34.7	36.2	56.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	91.0	91.7
American Indian or Alaska Native	2.6	3.2	4.1	% core classes taught by "highly qualified" teachers	80.6	100.0	98.5
Black or African American	59.8	55.0	55.3				
Hispanic or Latino	25.1	28.6	28.6				
Asian or Native Hawaiian/Other Pacific	8.6	8.8	9.7				
White	1.7	2.4	2.3				
Male	55.8	54.5	54.5				
Female	44.2	45.5	45.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	21.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	8.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

PS 16 - LANGUAGE ALLOCATION POLICY NARRATIVE 2010 -2011

Identification and selection

PS 16 has a student population of 616 students. Forty three students of this population are identified as English language Learners. These students are identified by the Home Language Survey which is completed at registration. In addition, an informal interview is conducted with the parent in order to understand the student's educational experience, strengths and weaknesses. Program choice is usually ESL. The LAB Coordinator/ESL teacher and the Parent Coordinator work together to ensure that Program selection forms are completed and returned.

Based on the guidelines for identification of ELLs, new students are administered the LAB-R by the ESL Coordinator/Teacher. The results of this test determine whether the student receives ESL services. After LAB-R is administered the LAB coordinator meets with parents and provides them with their options either through interviews, individual consultation or DVD presentation. Program choice is 99% ESL. If the student is Spanish speaking and is a new arrival to the country, the parent is informed that there is no bilingual program in the school. However, efforts are made to locate a school with the program if the parent would prefer that option. The LAB Coordinator/ESL teacher and the Parent Coordinator work together to ensure that Program selection forms are completed and returned.

In addition, the SAF conducts an informal assessment with those students who are transfer-ins in order to determine competence in literacy and mathematics. Based on the findings the students are placed in classes. Support and interventions are provided according to the student's strengths and needs.

Programming and Scheduling

At PS 16 students are placed in monolingual classes and instructed in English only with support services given in ESL and other related services as their needs indicate. Block scheduling allows for teaching multi levels and compliance with the mandated minutes for students at various levels of proficiency. Most groups are heterogeneous in order to avoid conflicts with classroom schedules. A new instructional program was purchased for use by the ESL teacher that is aligned with the standards and the current ELA curriculum used at the school. The program also provides for assessments and on-going progress monitoring. The technology component supports differentiated learning and rigorous student focused assignments.

If the student is Spanish speaking and is a new arrival to the country, the parent is informed that there is no bilingual program in the school. However, efforts are made to locate a school with the program if the parent would prefer that option. If no other school is located, the parent signs the mandated opt-out letter and it is maintained at the school. In lieu of that option the ESL teacher provides support to those students instructing them in Spanish in Mathematics and Social Studies for a portion of the day until they have acquired enough English to learn these subjects in English. Students are also given Spanish texts in Mathematics and Social Studies (fourth grade) alongside with the English texts. There is also a library of bilingual reading books that are loaned to students and class teachers so that they are able to have appropriate texts for the literacy block. Tests (unit, district, and state level) are also made available in Spanish.

For the speakers of low inference languages instruction for content area subjects is imparted using ESL strategies. Parents are encouraged to have a dictionary in their language/English at home. Classes with ELLs are provided with dual lingual dictionaries for in class use. Notices are sent home in their languages whenever possible, and we try to place a new student with one who speaks the same language whenever possible. In addition to the scheduled ESL and Title III parent workshops, the ESL teacher maintains an open door policy so that parents can come in for advice whenever they have a concern.

To differentiate instruction for ELL subgroups, instructional material is utilized that is designed for this purpose. Cooperative learning activities are utilized at all times. ELLs are always willing to help each. Sometimes students are deliberately designed heterogeneously so that the more proficient students take on the role of an apprentice. In so doing they increase their proficiency.

The SIFE student is include in as many intervention programs as possible in order to immerse him/her into a new educational system and to bridge the educational gap with which he comes to an English Language School System. The school works closely with the home to encourage as much learning as possible. These students are provided with a homework helper class twice a week for an hour and included in morning tutoring groups. In addition electronic educational tools such as LEAP FROG and recorded books are loaned to students to use at home. Parents are given a list of websites where they can access learning activities. Title I workshops also provide parents with strategies they can use at home with their children. Also, they are oriented on the curricular requirements and expectations of their children.

ELLs in the third through the fifth grade are required to take the standardized tests. Title III funds are set aside for intensive tutoring after school and on Saturdays. The expectations for ELLs are the same as any other student. Classroom teachers are expected to plan for ELLs in their daily routine. Supervisors check lesson plans to see that at least one lesson has ESL strategies daily. Test modifications for ELLs are applied during unit, periodic and state tests. Long terms are still served. Those who indicate that their performance is affected by more than a language indicator are assessed to see if there is another factor inhibiting learning. Special needs students are mainstreamed in ESL classes. Instruction is differentiated to align with their IEP objectives. Transitional

students are still served for two more years. Based on their performance they may be included in ESL classes or served through AIS. These students are included in extended day, homework helper, and test prep tutoring activities.

Review of Data

PS 16 uses ECLAS-2 and PM Benchmarks to assess the early literacy skills of ELLs. The data provides the school with information which allows us to properly place ELLs into learning groups that will meet their needs. For example, some students are more expressive than others. Therefore, they are placed in morning tutoring groups that will foster reading comprehension. For those who need more phonics, they are placed into a corresponding group. Similarly the ESL teacher can plan instruction to reinforce or reteach in areas of need. In addition, she can provide support in strategies to help students gain proficiency in the areas of need.

Data patterns in NYSESLAT and LAB-R indicate that there is a need for improvement in the writing modality. Students excel in the oral but have need for improvement in conventions and writing. Instructional decisions for 2009-2010 will focus on creating a balance between all modalities and utilizing instructional material that will foster growth in the modalities of need.

Students in PS 16 take standardized tests in English. All ELLs except one who took the state tests in ELA have achieved or exceeded the required standards (ie. scored a two or more). ELL periodic assessments are used as an added source of data for reteaching or determining what skills have been mastered and what changes in grouping for interventions or goal setting is needed. Both the school leadership and teachers are learning that the expectations of ELLs should be similar to the expectations of all the students. The state results as well as other progress indicators help to evaluate the success of the programs for ELLs. Nothing beats the interpersonal relationship and informal observations which reveal how ELLs have taken ownership of the language and develop a sense of confidence.