Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : P.S. 16 Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q016

PRINCIPAL: ELAINE IODICE EMAIL: EIODICE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE TAUB-CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Elaine Iodice	*Principal or Designee	Signature on File
Victoria Lee	*UFT Chapter Leader or Designee	Signature on File
Silvia Martinez	*PA/PTA President or Designated Co-President	Signature on File
Danielle Coyne	Member/Staff	Signature on File
Linda Zwillick	Member/Staff	Signature on File
Ana Nieves	Member/Staff	Signature on File
Magdalena Pena	Member/Staff	Signature on File
Claudia M. Rueda	Member/Parent	Signature on File
Maria Roca	Member/Parent	Signature on File
Petita Castellanos	Member/Parent	Signature on File
Paul Lewis	Member/Parent	Signature on File
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

In June of the 2010-11 school year, 55.3% (93/169) of our K-5 SWDs were reading on Benchmark Levels 2-4, as seen in the data exported from the June 2011 assessment period in the TCRWP AssessmentPro data system. By June of the 2011-12 school year, it is our goal to have 57.3% (94/161) of our K-5 SWDs reading on Benchmark Levels 2-4. This would equate to a 2% increase.

Comprehensive needs assessment

1. According to the Accountability and Overview Report from our 2010 -11 New York state Report Card, Our Students with Disabilities did not make Adequate Yearly Progress (AYP) on the NYS ELA Exam
2. Upon analysis of the school reading level data, available on the TCRWP AssessmentPro website, we discovered the following:
   - 85.09% of our General Education (GE) Students were either approaching standard, on standard, or above standard (benchmark levels 2-4) in reference to their June 2011 reading levels
   - 55.3% of our Students with Disabilites (SWDs) were either approaching standard, on standard, or above standard (benchmark levels 2-4) in reference to their June 2011 reading levels

Therefore, we determined that it was necessary to work towards closing the reading level achievement gap (29.79%) between our GE Students and our SWDs.

Instructional strategies/activities

- IEP Consultant will monitor progress of SWD,; as well as plan and execute professional development as needed
- Special Education Staff will be trained in Thinking Maps and Depths of Knowledge (DOK)
- FUNdations and Wilson instruction will be provided for all SWDs (Tier I and Tier II)
- Our Data Specialist will support teachers on using and understanding the TCRWP AssessmentPro data system, as well as other student data systems (Acuity, Inform, ARIS, etc.), throughout the school year
- Retain two Curriculum Coaches (one K-2 and one 3-5), an ESL/Bilingual Coach and an IEP Consultant/Teacher that will support teachers throughout the year
- Staff will attend TC Workshops throughout the school year
- Cycles of Professional Development will be run by Curriculum Coaches throughout the school year; focusing on shared reading, guided reading, word work, infusing more non-fiction into literacy, higher level questioning and thinking, assessments, etc.
- Throughout the school year all teachers in grades K – 5 will work with a variety of TCRWP Staff Developers
- Beginning in October 2011, teachers will participate on ELA Inquiry Teams
- Our Library-Media Specialist will arrange Author Visits to the school
- All K-2 Special Education classes will participate in Readers Theater at least one time per week
- The Administration will establish Extended Day ELA Instruction, utilizing Imagine Learning, that will be available to all self-contained SWDs in grades 3-5 from October 2011 – June 2012
- The Administration will coordinate and monitor the use of Imagine Learning for self-contained SWDs in Kindergarten and Grade 1; as well as for ICT SWDs in grades K-5 as needed.
- The Administration will establish an extended day program, utilizing Leveled Literacy Instruction (LLI), for students in need in grades 1 and 2 (8-12 week cycles) and offer LLI in-school cycles for level 1 and 2 SWDs in Kindergarten, Grade 1 or Grade 2.
- The Administration will establish a weekly Saturday Academy for ELA Instruction
- Reading Rallies will be held to promote reading volume and achievement

- For students reading at levels J+, a standardized Reading Log Booklet will continue to be utilized to record & analyze in school and at home reading
- 2010-11 Inquiry Teams will share instructional practices that yielded exemplary results
- Professional Development and follow-up classroom visits with CFN Support Staff regarding research based differentiated instructional practices for Special Education classes (Wilson, FUNdations, Thinking Maps, Leveled Literacy Intervention (LLI), etc.)
- Second Stage of rolling out the New ELA Common Core Standards through professional development and Inquiry Teams, with the support of Steven Gilroy (Children's First Network, Instructional Coach/Assessment), Melinda Willens (Children's First Network, Instructional Coach/Quality Review/Teacher Effectiveness/Mentoring)
- Focus on Performance Tasks to: evaluate student understanding and progress towards NYS CCLS and modify instruction based upon student need
- Communicate student progress towards goals, as well as reading levels, with parents throughout the school year

Strategies to increase parental involvement

1. *The school agrees to provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

2. *The school agrees to support home-school relationships and improve communication by:*

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development is coordinated by the Administrative Team, Coaches, Network Support Specialists, Staff Developers and classroom teachers. Teachers are provided with: planning and staff development periods and/or days to work together both within and across grades; the use of authentic assessment tools; and the opportunity to develop curricular and instructional materials. The Administration meets regularly to reflect on and refine school-based practices and update the professional development plans.
  - -Staff will attend TC Workshops throughout the school year
  - - Cycles of Professional Development will be run by Curriculum Coaches throughout the school year focusing on shared reading, guided reading, word work, infusing more non-fiction into literacy, higher level questioning and thinking, assessments, etc.
  - - Throughout the school year all teachers in grades K – 5 will work with a variety of TCRWP Staff Developers
  - -Inquiry Teams will focus on NYS CCLS and Performance Tasks
  - -Second stage of rolling out the New ELA Common Core Standards through professional development, with the support of: Steven Gilroy (Children's First Network, Instructional Coach for Core Standards) , two trained Assistant Principals and one trained coach, and Melinda Willens (Children's First Network, Coordinator of Early Intervention Services)
- All students at PS 16Q receive instruction from highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers.

Service and program coordination • SWDs will participate in an anti-bullying assembly; peer-mediation; Penny Harvest; a food drive; Reaching Out (community service based projects); music programs (clarinet, keyboarding, chorus); and academic support services as needed.
Budget and resources alignment FY'12 PS: Data Specialist (A. Toscano-Title I SWP), Curriculum Coaches (C. Walker-Title I SWP and A. Barzilay-C4E), Leadership (E. Iodice, A. Benitez, M. Mannetta, J. Weber, L. Zuccalmaglio – Tax Levy, Title 1 SWP), Parent Coordinator (M. Jimenez – Tax Levy), IEP Consultant (A. Orihuela- Tax Levy), Library-Media Specialist (R. Mayerson -SWP), Per Diem substitute service, paraprofessional per session, teacher per session, administrative per session, school aide hourly funding FY'12 OTPS: Contracted Services-TCRWP (689A), printing and binding of Reading Logs (101), reading incentives (130), binders for teacher materials (Units of Study) (130), leveled books (130), Wilson materials, FUNdations materials, LLI materials, Imagine Learning (199), Thinking Map Teacher Resources, Motivational Materials for Reading Rallies, Contracted Services-CFN Support (TL/689A)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

In June of the 2010-11 school year, 60.4% (327/541) of our K-5 ELLs were reading on Benchmark Levels 2-4, as seen in the data exported from the June 2011 assessment period in the TCRWP AssessmentPro data system. By June of the 2011-12 school year, it is our goal to have 62.4% (424/679) of our K-5 ELLs reading on Benchmark Levels 2-4. This would equate to a 2% increase.

Comprehensive needs assessment

1. According to the Accountability and Overview Report from our 2010 -11 New York state Report Card, Our English Language Learners did not make Adequate Yearly Progress (AYP) on the NYS ELA Exam
2. Upon analysis of the school reading level data, available on the TCRWP AssessmentPro website, we discovered the following:
   - 92.96% of our Non-ELL Students were either approaching standard, on standard, or above standard (benchmark levels 2-4) in reference to their June 2011 reading levels
   - 60.4% of our ELL Students were either approaching standard, on standard, or above standard (benchmark levels 2-4) in reference to their June 2011 reading levels

Therefore, we determined that it was necessary to work towards closing the reading level achievement gap (32.56%) between our Non-ELL and ELL Students.

Instructional strategies/activities

- Our Data Specialist will support teachers on using and understanding the TCRWP AssessmentPro data system, as well as other student data systems (Acuity, Inform, ARIS, etc.), throughout the school year
- Retain two Curriculum Coaches (one K-2 and one 3-5), an ESL/Bilingual Coach that will support teachers throughout the year
- Teachers will attend TC Workshops throughout the school year
- Cycles of Professional Development will be run by Curriculum Coaches throughout the school year; focusing on shared reading, guided reading, word work, infusing more non-fiction into literacy, higher level questioning and thinking, assessments, etc.
- Throughout the school year all teachers in grades K – 5 will work with a variety of TCRWP Staff Developers
- Beginning in October 2011, teachers will participate on ELA Inquiry Teams
- Our Library-Media Specialist will arrange Author Visits to the school
- The Administration will establish Extended Day ELA Instruction, utilizing Imagine Learning for English Language Learners in Bilingual Classes in Grades 1 through 5 from October 2011 – June 2012
- Kindergarten Bilingual students will utilize Imagine Learning on a regular basis throughout the school day.
- The Administration will establish an extended day program, utilizing Leveled Literacy, for ELL students in need in grades 1 and 2 (8-12 week cycles)
- The Administration will establish a weekly Saturday Academy for ELA Instruction
- Reading Rallies will be held to promote reading achievement
- For students reading at levels J+, a standardized Reading Log Booklet will continue to be utilized to record & analyze in school and at home reading
- 2010-11 Inquiry Teams will share instructional practices that yielded exemplary results
- Professional Development with CFN Support Staff regarding research based differentiated instructional practices for Special Education classes (Wilson, FUNdations, thinking maps, Leveled Literacy Intervention (LLI), etc.)
- Second Stage of rolling out the New ELA Common Core Standards through professional development and Inquiry Teams, with the support of Steven Gilroy (Children's First Network, Instructional Coach/Assessment), Melinda Willens (Children's First Network, Instructional Coach/Quality Review/Teacher Effectiveness/Mentoring)

- Focus on Performance Tasks to: evaluate student understanding and progress towards NYS CCLS and modify instruction based upon student need
- Communicate student progress towards goals, as well as reading levels, with parents throughout the school year

Strategies to increase parental involvement

1. *The school agrees to provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

2. *The school agrees to support home-school relationships and improve communication by:*
   - providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development is coordinated by the Administrative Team, Coaches, Network Support Specialists, Staff Developers and classroom teachers. Teachers are provided with: planning and staff development periods and/or days to work together both within and across grades; the use of authentic assessment tools; and the opportunity to develop curricular and instructional materials. The Administration meets regularly to reflect on and refine school-based practices and update the professional development plans.

  -Teachers will attend TC Workshops throughout the school year
  - Cycles of Professional Development will be run by Curriculum Coaches throughout the school year; focusing on shared reading, guided reading, word work, infusing more non-fiction into literacy, higher level questioning and thinking, assessments, etc.
  - Throughout the school year all teachers in grades K – 5 will work with a variety of TCRWP Staff Developers
  -Inquiry Teams will focus on NYS CCLS and Performance Tasks
  -Second stage of rolling out the New ELA Common Core Standards through professional development, with the support of: Steven Gilroy (Children's First Network, Instructional Coach for Core Standards) , two trained Assistant Principals and one trained coach, and Melinda Willens (Children's First Network, Coordinator of Early Intervention Services)
- All students at PS 16Q receive instruction from highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers.

Service and program coordination

- ELLs will participate in an anti-bullying assembly; peer-mediation; Penny Harvest; a food drive; Reaching Out (community service based projects); music programs (clarinet, keyboarding, chorus); and academic support services as needed.

Budget and resources alignment
FY'12 PS: Bilingual Coach/Coordinator (E. Gomez – C4E)Data Coach (A. Toscano-Title I SWP), Curriculum Coaches (C. Walker-Title I SWP and A. Barzilay-C4E), Leadership (E. Iodice, A. Benitez, M. Mannetta, J. Weber, L. Zuccalmaglio – Tax Levy, Title 1 SWP), Parent Coordinator (M. Jimenez – Tax Levy, Per Diem substitute service, paraprofessional per session, teacher per session, administrative per session, school aide hourly funding FY'12 OTPS: Contracted Services-TCRWP (689 A), printing and binding of Reading Logs (101), reading incentives (130), binders for teacher materials (Units of Study) (130), leveled books (130), Wilson materials, FUNdations materials, LLI materials, Imagine Learning Licences (199), Headsprout, RAZ Kids, Contracted Services-CFN Support (TL/689A)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

In June of the 2010-11 school year, 54.2% (271/500)) of our students made progress on the NYS Mathematics Exam, as seen in the 24Q016 EMS PR Data Report for 2011. By June of the 2011-12 school year, it is our goal to have 56.2% (337/599) of our students make progress on the NYS Mathematics Exam. This would equate to a 2% increase.

Comprehensive needs assessment

According to our 2010-2011 Progress Report, we earned a score of C (22.9/60) in the area of Student Progress. As per the report:

- Our students earned 6.23/15 points on the "Median Adjusted Growth Percentile"
- Out of the 22.9 points earned, only 47.6% (10.9/22.9) was attributed to growth in the area of mathematics
- Our students scored 43.3% of the Peer Range in mathematics growth

Therefore, we determined that growth in mathematics was an area that we needed to work towards improving.

Instructional strategies/activities

- The Data Specialist will help analyze and interpret Math data throughout the year
- Implementation of "Great Leaps" Math, Destination Math and "First in Math" (Grades 1-5) as Tier I and II interventions
- Beginning in October 2010, teachers will participate on Math Inquiry Teams
- The Administration will establish Extended day Math Instruction that will be available to students in need, on a content oriented, cyclical basis from October 2011– June 2012
- Math Rallies will be held to promote mathematics achievement
- Teachers will attend and turnkey professional development sessions with Lucy West (Metamorphosis, Math Staff Developer) through our Children's First Network
- Lucy West (Metamorphosis, Math Staff Developer) will present to the entire staff on Brooklyn Queens Day
- The Administration will establish a weekly Saturday Academy for Instruction in Mathematics
- Second Stage of rolling out the New Math Common Core Standards through professional development and Inquiry Teams, with the support of Steven Gilroy (Children's First Network, Instructional Coach/Assessment), Melinda Willens (Children's First Network, Instructional Coach/Quality Review/Teacher Effectiveness/Mentoring), Liz Fisher (Children's First Network, Math Instructional Support), and two classroom teachers in CCS ongoing training
- Focus on Performance Tasks to: evaluate student understanding and progress towards NYS CCLS and modify instruction based upon student need

Strategies to increase parental involvement

1. *The school agrees to provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

2. *The school agrees to support home-school relationships and improve communication by:*

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Professional development is coordinated by the Administrative Team, Coaches, Network Support Specialists, Staff Developers and classroom teachers. Teachers are provided with: planning and staff development periods and/or days to work together both within and across grades; the use of authentic assessment tools; and the opportunity to develop curricular and instructional materials. The Administration meets regularly to reflect on and refine school-based practices and update the professional development plans.

    - Throughout the school year representative teachers in grades K – 5 will attend math professional development sessions and turnkey to their grades
    - Inquiry Teams will focus on NYS CCLS and Performance Tasks
    - Second stage of rolling out the New Math Common Core Standards through professional development, with the support of: Steven Gilroy (Children's First Network, Instructional Coach for Core Standards) , two trained Assistant Principals and one trained coach, and Melinda Willens (Children's First Network, Coordinator of Early Intervention Services)

  - All students at PS 16Q receive instruction from highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers.

Service and program coordination

- Students will participate in an anti-bullying assembly; peer-mediation; Penny Harvest; a food drive; Reaching Out (community service based projects); music programs (clarinet, keyboarding, chorus); and academic support services as needed..

Budget and resources alignment

FY'12 PS: Data Specialist (A. Toscano-Title I SWP), Curriculum Coaches (C. Walker-Title I SWP and A. Barzilay-C4E), Leadership (E. Iodice, A. Benitez, M. Mannetta, J. Weber, L. Zuccalmaglio – Tax Levy, Title 1 SWP), Parent Coordinator (M. Jimenez – Tax Levy), Per Diem substitute service, teacher per session, administrative per session, school aide hourly funding FY'12 OTPS: Contracted Services-Metamorphosis (689A), Destination Math (199), First in Math (199), Contracted Services-CFN Support (TL/689A)

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

According to the 2010-2011 Learning Environment Survey, we received a score of 6.7 out of 10 in regards to the frequency with which teachers communicated with parents about their child's progress in class. By June of the 2011-12 school year, it is our goal to receive a score of 6.9 out of 10 in regards to the frequency with which teachers communicated with parents about their child's progress in class .This would equate to a 2 % increase.

Comprehensive needs assessment

Upon analysis of our NYC School Survey 2010-2011 Report, we noticed the following:

- Teacher responses earned 8.8 out of 10 points regarding Academic Expectations
- Teacher responses earned 7.7 out of 10 points regarding Communication
- Teacher responses earned 8.5 out of 10 points regarding Engagement
- Teacher responses earned 8.5 out of 10 points regarding Safety and Respect

Therefore, we determined that Communication was an area of need.
In addition, within the category of Communication, communicating with parents regarding student progress was an area that clearly needed improvement; earning only 6.7 out of 10 possible points.

Instructional strategies/activities

- Interim Reading Assessment Progress Letters sent out to parents 4 times per year (in addition to report cards)
- Goal Achievement Letters sent out to parents on an as needed basis throughout the school year
- Monthly Parent Visits
- Parent Workshops
- Kindergarten Progress Reports
- School Messenger
- Interractive School web Page

Strategies to increase parental involvement

1. The school agrees to support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's

education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

2. The school agrees to provide parents reasonable access to staff by:

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

  - Professional development is coordinated by the Administrative Team, Coaches, Network Support Specialists, Staff Developers and classroom teachers. Teachers are provided with: planning and staff development periods and/or days to work together both within and across grades; the use of authentic assessment tools; and the opportunity to develop curricular and instructional materials. The Administration meets regularly to reflect on and refine school-based practices and update the professional development plans.

  - All students at PS 16Q receive instruction from highly qualified staff according to the BEDS survey. We attract and retain highly qualified teachers by reinforcing our school goals and mission, as well as demonstrating the professional support that is offered to our staff through the various professional development opportunities provided. A mentoring plan is developed for those new to the profession in order to retain our newest teachers.

Service and program coordination

- Students will participate in an anti-bullying assembly; peer-mediation; Penny Harvest; a food drive; Reaching Out (community service based projects); and academic support services as needed.

Budget and resources alignment
FY'12 PS:Parent Coordinator (M. Jimenez – Tax Levy), Data Specialist (A. Toscano-Title I SWP), Curriculum Coaches (C. Walker-Title I SWP and A. Barzilay-C4E), Leadership (E. Iodice, A. Benitez, M. Mannetta, J. Weber, L. Zuccalmaglio – Tax Levy, Title 1 SWP), Technology Coach .2 , (B. Ng-TLFSF), School Messenger (489), Translation and Interpretation Services (Tax Levy), Contracted Services-CFN Support (TL/689A)), Technology Coach .2 (B. Ng-TLFSF)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	88	0	**N/A**	**N/A**	23	10	10	0
1	166	0	**N/A**	**N/A**	18	5	5	5
2	115	0	**N/A**	**N/A**	21	4	4	8
3	168	82	**N/A**	**N/A**	20	5	5	11
4	187	105	**N/A**	**N/A**	17	6	6	20
5	111	82	**N/A**	**N/A**	33	6	6	4

6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Classroom teachers provide Tier I differentiation on a daily basis within the components of balanced literacy instruction. Students are identified through the use of TCRWP Assessment (administered at least quarterly), interim and predictive assessments. Students who are a Level 1 benchmark, as identified by TCRWP Assessments, and are more than one year below grade level and students not evidencing continued growth between Quarterly Benchmark periods are referred for Tier II intervention throughout the school day. These interventions are matched to the needs of students based upon the assessment results. The menu of available intervention programs include: Wilson, FUNdations (Tier II), Leveled Literacy Intervention (LLI) in 37 ½ minutes and/or afterschool; Great Leaps one-to-one tutoring with paraprofessionals, RAZ Kids, Head Sprout or Imagine Learning. At risk students also receive services through an after-school program three days per week. Individual student work plans are developed for students evidencing no progress. Saturday Academy is offered to 5th grade students and all ELLS in grades 2-5.

Mathematics	Classroom teachers provide Tier I differentiation on a daily basis within the Everyday Mathematics (EDM) Workshop and through the utilization of a web-based program titled Destination Math. End of unit assessments in EDM are monitored to identify students not progressing in Mathematics development. Special Education Students, ELLs and those students identified to be at-risk, receive additional support in after school classes three days per week. Students work on First in Math, web-based program, to further skills development in Mathematics. Individual student work plans are developed for students evidencing no progress. Saturday Academy is offered to 5th grade students and all ELLS in grades 2-5.
Science	**n/a**
Social Studies	**n/a**
At-risk Services provided by the Guidance Counselor	There are two full time guidance counselors on staff. In addition to IEP Mandated services, the guidance team meets with small groups regarding separation anxiety, play therapy, social skills, academic delays, bereavement counseling, anger management and crisis management. Our guidance counselors facilitate Peer Mediation; Peer Tutoring; Suicide Prevention and Penny Harvest programs.
At-risk Services provided by the School Psychologist	In addition to testing for PPT referrals, our full-time school psychologist screens at-risk students, evaluates language development in the capacity of consulting with the SBST members, recommends behavioral strategy plans as an intervention to avoid referrals to special education services. Our psychologist conducts classroom observations on an as-needed basis.
At-risk Services provided by the Social Worker	In addition to Social Intake Histories, our .6 school social worker conducts classroom observations on an as-needed basis, makes referrals to outside agencies and provides crisis intervention management to families in need.
At-risk Health-related Services	Staff will host a Health Fair in February to match resources to community-based organizations to support parent/student needs. Our school nurse will provide nutrition classes for obese students weighing at or above the 99th percentile. Our school nurse will conduct Asthma Workshops for afflicted students and families. These At-Risk Health-Related Services will be provided in conjunction with our bilingual Parent Coordinator. Health instruction is conducted as mandated through a core cadre of trained teachers. These teachers provide follow-up instruction as needed.

*Public School 16Q *** Elaine Iodice, Principal*

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

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent-Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a web publication designed to keep parents informed about school activities and student progress;
- providing school folders for regular written communication between /school and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader	District 24	Borough Queens	School Number 016
School Name Public School 16Q			

B. Language Allocation Policy Team Composition ⓘ

Principal Elaine Iodice	Assistant Principal Ana Benitez
Coach Elisa Gomez	Coach Alicia Toscano-Data Specialist
ESL Teacher Xiomara Leguisamo	Guidance Counselor Penny Pappas
Teacher/Subject Area Gloria Mohammad- 3rd Grade DL	Parent type here
Teacher/Subject Area Amanda Hendrickson-4th Grade E	Parent Coordinator Marhta Jimenez
Related Service Provider Ana Orihuela	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	19	Number of certified bilingual teachers	14	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	12		

D. School Demographics

Total number of students in school	1671	Total Number of ELLs	679	ELLs as share of total student population (%)	40.63%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here:

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

The ESL/ Bilingual Coordinator has State Certification in TESOL and is responsible for the initial informal interview and screening, and administering the HLIS. Elisa Gomez, the ESL/Bilingual Coordinator, also conducts the LAB-R assessments on an on-going basis. Xiomara Leguisamo is an ESL Push-in Teacher that is State Certified in TESOL. Ms. Leguisamo also conducts the initial informal interview at the time of registration of new entrants.

At the start of the school year, the ESL department reviews the results of the NYSESLAT data and distributes this information to all classroom teachers, cluster teachers and other providers such as resource room teachers. The ESL/Bilingual Coordinator schedules a grade meeting with each grade to inform teachers on how to interpret the various NYSESLAT reports and how to utilize them to drive and differentiate instruction. Teachers are required to keep an ELL Binder or an ELL section in their Data Binders to facilitate ELL information. ESL schedules are developed according to CR-Part 154 regulations and mandated times: Beginners and Intermediate ELL students receive a total of 360 mintues per week (2X/day for 4 days) and Advanced ELL students receive 180 minutes per week (1X/day for 4 days). Extended day (37.5 minutes) and after school programs are designed to meet the needs of English Language Learners. Student progress is evaluated through on-going teacher assessments and NYSESLAT test samplers. During the spring, all ELL students are administered the NYSESLAT test to determine the student's level of English proficiency and continued status as an ELL student.

(2)
Parents are invited to several Parent Orientation meetings that are scheduled and facilitated by the ESL/Bilingual Coordinator/Coach (Elisa Gomez) along with Martha Jimenez, the Parent Coordinator, several times during the school year. In order to ensure that the initial orientation takes place within the mandated 10 days after enrollment, ESL team comprised of five (5) TESOL licensed teachers submit hand scores immediately after testing so that the letters for parents of eligible students are prepared and sent out for the first

meeting in September. The Parent Orientation meetings were held on the following dates: September 22, September 23, September 26 - 28, and October 3 -7 and 17th for walk-ins/indvidual meetings. The Parent Orientation meetings are ongoing for new admits that are eligible and for those parents that have not attended previous scheduled Parent Orientations.
Parents are sent letters in their native language (templates used for letters are available on the NYCDOE website under the ELL link and then modified to include the school letterhead). Letters are sent out indicating 1st, 2nd, 3rd, and 4th notice. Parent Orientation meetings are held in the auditorium and/or the Cafeteria beginning in September. The Parent Orientation DVD from the NYCDOE is shown in all the languages represented by the parents in our school community. ESL funded teachers as well as the Parent Coordinator assist in helping the parents fill out the Parent Survey and Program Selection Form and answer any questions parents may have. If a parent is unable to attend the Parent Orientations given in the school, the ESL/Bilingual Coordinator will call the parent and attempt to set up a meeting with the parent for an individual interview. The parent is again informed verbally that the default program is Bilingual if he/she does not sign the Parent Survey and Program Selection Form. The Parent Orientations are ongoing as students are registered into the school and if the Home Language Survey indicates that the child is eligible for testing. If child is immediately tested and indicate that the child is an ELL, parents are asked to remain for an individual Parent Orientation.

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K ❊ 1 ❊ 2 ❊ 3 ❊ 4 ❊ 5 ❊
6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○

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

(4)
According to the results of the Home Language Survey (HLIS), which identifies students who speak another language at home, all newly admitted students who meet the criteria of eligibility, are administered the LAB-R English Language Assessment test. The results of the test are used to place children in a Bilingual, ESL or Dual Language Programs. Parents that have attended the parent orientation informing them of the three available programs and have completed a Parent Survey and Program Selection form indicating their choice of program, will have their child placed in the program of their choice if the program is available. If a program is not available, the parent is given the option to have their child placed in another school that offers the program of their choice. Also, if a parent fails to complete a Parent Survey and Program Selection form, their child is placed in the default program that is Bilingual as per the CR-Part 154.

(5)
After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in program choices indicates an increase in parents requesting the Dual Language program (currently 30 parents of incoming Kindergarten ELL students as well as 20 parents of EP students). A total of 25 parents of incoming Kindergarten students have requested the Transitional Bilingual program. A total of 100 parents have opted for the Freestanding ESL program. This program continues to be the program of choice for most parents with Dual Language as the second highest program requested.

(6)
The programs offered at P.S. 16Q are in alignment with the choices that parents request. Parents are informed during the Parent Orientation of what programs are offered and how classes are formed. They are also informed of the steps that are taken if the school does not offer the program, for example, a bilingual program in Urdu/English is not offered at P.S. 16Q since parental requests for such

a program does not meet the criteria of 15 students opting into the program. Parents are offered to have the school investigate what other school(s) offer(s) the program of their choice and have the school set up transfer and transportation or they can opt to have their child attend a Freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program	Yes❄	No⊙	If yes, indicate language(s): Spanish
Dual language program	Yes❄	No⊙	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	2								7
Dual Language (50%:50%)	2	2	2	2	2	2	0							12
Freestanding ESL														
Self-Contained	2	3	1	2	4	0								12
Push-In	5	3	2	2	0	3								15
Total	10	9	6	7	7	7	0	0	0	0	0	0	0	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	679	**Newcomers (ELLs receiving service 0-3 years)**	507	**Special Education**	22
SIFE	13	**ELLs receiving service 4-6 years**	167	**Long-Term (completed 6 years)**	5

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	111	11	1	13	0	7	1	0	1	125
Dual Language	72	0	0	25	0	0	1	0	0	98
ESL	324	0	49	129	0	7	3	0	0	456
Total	**507**	**11**	**50**	**167**	**0**	**14**	**5**	**0**	**1**	679
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	28	16	18	24	23								**134**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**25**	**28**	**16**	**18**	**24**	**23**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**134**

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	30	20	17	40	15	36	9	39	16	36	11	36							98	207
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	30	20	17	40	15	36	9	39	16	36	11	36	0	0	0	0	0	0	98	207

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 207	Number of third language speakers: 0
Ethnic breakdown of EPs (Number): African-American: 0 Asian: 0 Hispanic/Latino: 207 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	92	106	56	63	71	26								**414**
Chinese	4	5	6	4	3	2								**24**
Russian														**0**
Bengali	2			1		1								**4**
Urdu	1													**1**
Arabic		1												**1**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi	1		1											**2**
Polish														**0**
Albanian														**0**
Other					1									**1**
TOTAL	**100**	**112**	**63**	**68**	**75**	**29**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**447**

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here:

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

(2) & (3)
Explicit ESL is delivered in each program as follows:
• Transitional Bilingual Programs: There are seven (7) Transitional Bilingual classes in grades K-5. Students in these classes are placed heterogeneously and grouped within the class according to ability in reading and native language arts to meet individual needs. Academic instruction is in both English and the native language which at P.S. 16 is Spanish. One of the bilingual classes is a 5th grade self-contained special education where students have been placed by their special education status and IEPs. Classroom libraries consisting of children's literature in Spanish including fiction, poetry, and non-fiction books that appeal to a variety of different interests are present.

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

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

A. Programming and Scheduling Information

• Freestanding ESL Self-Contained: There are 12- Freestanding ESL Self-Contained classes at P.S.16Q from Kindergarten to 5th Grade. These teachers are graduates of the ITI program and are NYS certified. Students in Free Standing ESL programs receive all instruction in English. Language Arts is taught using ESL and ELA methodologies. Content area instruction is in English using ESL strategies.

Four (4) self-contained Special Education classes are serviced by two ESL push-in teachers. The classes are self-contained for special education not by ELL status. Teachers pushing-in follow the mandated time restrictions as per student proficiency as delineated in Part 154.
There are (5) ICT classes: The first grade, third grade, and fourth grade ICT classes are self-contained and serviced within the program by an ESL certified teacher. The Kindergarten and second grade ICT classes are serviced by an ESL certified push-in teacher.

• Dual Language Programs: There are twelve (12) Dual Language classes: two in Kindergarten (K-2DL & K-3DL), two in first grade (1-2DL & 1-3DL), two in second grade (2-2DL & 2-3 DL), two in third grade (3-2DL & 3-3DL, two in fourth grade (4-2DL & 4-3DL) and two in fifth grade (5-2DL & 5-3DL). All classes follow the Teacher's College Reader's and Writer's Workshop models in reading and writing which employ a balanced approach to literacy. A 50-50 program model is used .

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

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

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

ELL students are served by ESL teachers who follow a push-in model:
• English as a Second Language Programs – Push-in Model: ESL instruction is provided by five (5) licensed ESL teachers who service 17 classes from Kindergarten to 5th Grade. Eligible ELL students in grades K – 5 receive two periods (90 minutes) per day of ESL if they are in the Beginner or Intermediate Level and for advanced leveled students one period per day (45mintues). All academic instruction during the school day is in English. Four 5th Grade classes are housed at P.S. 330Q - one class contains ELL students and they are serviced by an ESL certified teacher, via the push-in model, that remains in that location.

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

(4)
ELLs are appropriately evaluated in their language with assessment tools that are used according to specific grade:
For Kindergarten through 2nd Grade the EL SOL language/literacy assessment is utilized.
For Grades 3 - Grade 5, the Spanish ELD 2. We currently do not have a native language assessment for the low incident languages.
For Grade 3 - Grade 5 bilingual and dual language classes, the E.L.E. in Spanish is used in the Spring of the current school year.

(5)

A. Programming and Scheduling Information

For the school year 2011-2012 approximately 13 students were identified as SIFE on the BESIS Request for Extension of Services . In order to meet their needs, the following actions will be taken:

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

In the school year of 2011-2012 approximately 507 students will be identified as NEWCOMERS on the BESIS Survey. In order to meet their needs, the following actions will be taken:

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

In the school year of 2011-2012 approximately 167 students were identified as ELLs Receiving service of 4-6 years on the BESIS Survey. In order to meet their needs, the following actions will be taken:

- AIS in reading and mathematics within small group instructional setting
- Extended Day Programs for ELLs (Tuesdays - Thursdays)
- Early Bird Programs for ELLs (planning stage)
- Saturday Academy for ELLs in the Content Area and Getting Ready for the NYSESLAT
- Great Leaps in Reading
- ESL push-in model within a small group instructional setting using research-based ESL methodology
- Leveled Libraries in English and native language
- Reading/Writing/ Mathematics Portfolios to track progress
- Peer Assisted tutoring
- Readers/Writers Workshop models
- Technology based listening activities in the computer lab
- Guidance counselor focuses on developing a personal profile of students
- Parent Coordinator focuses on developing and maintaining communication between the school and parents

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	• Early Bird Programs for ELLs (planning stage)
75%	• Saturday Academy for ELLs in the Content Area and Getting Ready for the NYSESLAT
50%	• Great Leaps in Reading
25%	• ESL push-in model within a small group

	Dual Language
100%	• Reading/Writing/ Mathematics Portfolios to track progress
75%	• Peer Assisted tutoring
50%	• Readers/Writers Workshop models
25%	• Technology based listening activities in t

	Freestanding ESL
100%	
75%	
50%	

A. Programming and Scheduling Information

- Guidance counselor focuses on developing a personal profile of students
- Parent Coordinator focuses on developing and maintaining communication between the school and parents

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here:

8) Targeted Intervention Programs:

P. S. 16 supports the ELLs in ELA, Math and Content Areas. Although the performance and progress in mathematics continue to rise we still incorporate the following intervention services. Classroom teachers provide Tier I differentiation on a daily basis within the components the Everyday Mathematics workshop and through the utilization of a web based program titled Destination Math. End of unit assessments in EDM are monitored to identify students not progressing in Mathematics development. Tier II intervention will be provided to students 2-3 times per week, within cycles, in small group by one, full time academic specialist for our Special Education ELLs in grades 3-5 and level one students in grade 5.

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

In ELA, our ELLs receive Tier I differentiation on a daily basis within the component of balanced literacy instruction. Students are identified through the use of TCRWP Assessment and the Predictive Assessment. Students more than one year below grade level and students not evidencing continued growth are referred for Tier II intervention throughout the school day. These interventions are matched to the needs of students based upon the assessment results. The array of available intervention programs include; Wilson, Leveled Literacy Intervention for level 1 students in Grades 1 and 2; Fundations for Tier I in small groups; Great Leaps one –to- one tutoring with paraprofessionals; RAZ Kids; Headsprout and Imagine Learning Computer based learning. A school subscription to Brainpop is utilized by all students. Destination Math, a math software program, is utilized by all ELL students.

An ELL Saturday Academy is being planned to give support in the content areas for ELLs in grades 2-5. The teachers utilize the Spotlight o n English for Grade 2and Intensive English Program for Grades 3-5 which improves the skills of ELLs in listening, speaking, reading and writing through a Reader's Theatre component. Students also receive test preparation for the NYSESLAT, NYS 4th Grade Science Exam, ELA and NYS Mathematics test.

9)
All our former ELLs are supported in Academic Intervention Programs and mandated to participate in Extended Day. They also have the opportunity to participate in our after-school program from 3:15 pm till 4:45 pm (Tuesdays, Wednesdays and Thursdays). This program concentrates on ELA and Mathematics. Former ELLs are also invited to the Extended Day program and receive testing accommodations for all State Exams, ensuring they are given the extended time to complete test as well as the use of a glossary.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here:

1)
Dual Language Academic instruction during the school day is a 50- 50 model of English and Spanish. Classrooms include students who are native English speakers and native Spanish speakers. Students in each class alternate between Spanish and English on alternate days using an A/B schedule. For example, on Monday group A spends the school day in the Spanish component and group B in the English component and then on the following day they switch - group A in the English component and group B in the Spanish component. The students are fully immersed in the language that their group has on a given day.

2)
In our Dual Language Programs, our English Proficient and ELLs are integrated at all times. They work on a variety of class projects in the content areas; they participate in informational trips and in cultural arts programs, etc. There are two (2) classes on each grade in the Dual Language Program: English component and Spanish component. The students will go to the appropriate room according to each group's schedule (A or B) for that day. Each group will then be totally immersed in the language of that classroom for the day.

3)
Because a 50-50 model is used, all content areas are taught in both languages depending on the A/B schedule.

4)
The Dual Language model that is used at P.S. 16Q is the 50-50 model with 2 teachers (one NYS Certified Bilingual teacher and one NYS Certified regular education teacher) and 2 classrooms (English and Spanish).

5)
In PS 16 all students in DL programs develop their second-language skills while learning content knowledge in both languages. ELL students in the DL program receive ESL within the program itself. A small group instructional setting is used to give ELL students the mandated instructional time as per their proficiency levels. Emergent Literacy is taught simultaneously since a 50-50 Dual Language program model is implemented.

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here:

1)
Our goal is to provide quality training to all instructional and support personnel that will lead to improved teaching and student learning in all subject areas through staff development. Ongoing training will be provided to all teachers of ELL students, including teachers with non-ELLs in their classrooms, in the use of proven instructional strategies, methods and techniques that will support ELL learners. We

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The following topics will be addressed during staff development in the 2011-2012 academic school year for teachers of ELL students.

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

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

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

2)
Highly qualified, regularly licensed teachers in ESL provide ELL students with differentiated instruction and scaffolding techniques aligned with research-based ESL methodology to help students acquire language and proficiency. Teachers are also given information support through the guidance counselor, Penny Pappas, in preparing students for the articulation process of transitioning into intermediate school. Students are also scheduled by class to go on a tour of the different intermediate schools that P.S. 16 feeds into such as I.S. 61, I.S. 73, and I.S. 5.

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

3)
Through Title III funding, the P.S. 16 Professional Development Program for teachers of ELL students will address both teachers working in the supplementary program as well as mainstream educators. The professional development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners which will be based upon current research in the field of Second Language methodology. Professional Development will also address ways to prepare ELLs to meet and exceed standards according the New York State Standards and NYC guidelines. Teachers participating in these workshops will be paid at the training rate. Teacher trainers and facilitators will receive per session rate.

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

1. Strategies needed to prepare ELLs for success on the NYSESLAT.

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

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

1. Strategies needed to prepare ELLs for success on the NYSESLAT.
2. Instructional strategies for differentiated learning.

E. Parental Involvement

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

Paste response to questions 1-4 here

1)
In the fall and throughout the year parents of newly identified ELL students attend an orientation workshop. Parents have the opportunity at this time to learn about the Bilingual, ESL, and Dual Language Programs. Parents are also informed about the new performance standards, curriculum and the strategies they can use at home to improve language learning. In September and early October, parents are invited to the Meet the Teacher meeting in the morning. Parents have the opportunity to meet their children's teachers and to learn of the daily rituals and routines as well as the academic expectations that they are expected to meet and about the state assessments/exams that they will take in the year. All parents are invited on a monthly basis to attend Parent Visits to their child's class to participate in end of unit celebrations, goal attainment, or project presentations. Parent Visits are also scheduled by Cluster teachers in the content areas as well as by ESL push-in teachers.

2)
The parent coordinator provides parents with a program of workshops that facilitate a closer relationship between the school and the community. Parents are informed about the happenings at P.S. 16. The parent coordinator assists in educating them about parenting skills, provides family literacy programming, guides parents in deciphering implication of school data, explains assessment results and informs the parents on the Standards and purpose of academic assessment required by the city and state. The parent coordinator also provides workshops for parents in a variety of topics:
*ARIS Parent Link that helps parents understand how to access ARIS online and how to navigate the site and interpret their children's results
* Open-house for incoming students into 3rd grade from feeder school P.S. 28Q, Open-house for incoming Kindergarten students, Open-house informational meeting in conjunction with the Guidance counselor responsible for for 5th grade students going into Intermediate School
* A continuation parent workshop for the second year with Cornell University, an 8-session series on different aspects of Nutrition
* Guest speakers and presenters from nearby community organizations such as NYC Police Department and NYC Fire Department, women's groups, the library and other city and non-profit organizations whose presentations focus on topics such as safety, health, stress management, what to do in case of an emergency, domestic violence awareness, parenting/disciplining are among a few.

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

Parents are informed of workshops, activities and special events via monthly calendars and class newsletters. Calendars and newsletters sent by the NYCDOE/NYSED are sent in English, Spanish and Chinese. Located outside the front of the school's garden is a large display case where PTA meetings and school closings are announced.

3)
A Parent Questionnaire is utilized to discover the needs of parents of the students of P.S. 16Q. The questionnaire is given to parents at the first PTA meeting and via the student home folder if parent is unable to attend the PTA meeting. The questions ascertain the times and days of the week that are better for parents to attend meetings, the topics they would like to see covered in a parent workshop, their concerns for their children - academic, social, and emotional, and what other types of programs they would like to see for their children.

4)
It is the strong desire of P.S. 16 to provide the parents/guardians of our students with an extensive opportunity to attend a variety of literacy and math workshops so that they can assist and support the education and learning of their children at home. To support our parent community, we will also offer parent workshops and a Saturday Instructional Parent program focusing on ESL and Computer instruction. Title III funding will provide an opportunity for ELL parents/guardians to attend classes and workshops throughout the school year.

E. Parental Involvement

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

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For the Workshop component, we will offer a series of seven two hour workshops (with times throughout the year to accommodate

Native Language Usage and Supports The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here:

8) Targeted Intervention Programs:

P. S. 16 supports the ELLs in ELA, Math and Content Areas. Although the performance and progress in mathematics continue to rise we still incorporate the following intervention services. Classroom teachers provide Tier I differentiation on a daily basis within the components the Everyday Mathematics workshop and through the utilization of a web based program titled Destination Math. End of unit assessments in EDM are monitored to identify students not progressing in Mathematics development. Tier II intervention will be provided to students 2-3 times per week, within cycles, in small group by one, full time academic specialist for our Special Education ELLs in grades 3-5 and level one students in grade 5.

ELL students identified to be at-risk, receive additional support in after school classes three days per week. Students work on First in Math, web-based program, to further skills development in Mathematics. Cluster teachers also provide 6 periods of academic intervention, pushing into classrooms utilizing Destination Math. These services are provided in English however Bilingual and Dual Language students have resources and instruction available in their Native Language (Spanish). All ELLs in grades 1-5 are provided Extended Day

B. Programming and Scheduling Information--Continued

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In ELA, our ELLs receive Tier I differentiation on a daily basis within the component of balanced literacy instruction. Students are identified through the use of TCRWP Assessment and the Predictive Assessment. Students more than one year below grade level and students not evidencing continued growth are referred for Tier II intervention throughout the school day. These interventions are matched to the needs of students based upon the assessment results. The array of available intervention programs include; Wilson, Leveled Literacy Intervention for level 1 students in Grades 1 and 2; Fundations for Tier I in small groups; Great Leaps one –to- one tutoring with paraprofessionals; RAZ Kids; Headsprout and Imagine Learning Computer based learning. A school subscription to Brainpop is utilized by all students. Destination Math, a math software program, is utilized by all ELL students.

An ELL Saturday Academy is being planned to give support in the content areas for ELLs in grades 2-5. The teachers utilize the Spotlight o n English for Grade 2and Intensive English Program for Grades 3-5 which improves the skills of ELLs in listening, speaking, reading and writing through a Reader's Theatre component. Students also receive test preparation for the NYSESLAT, NYS 4th Grade Science Exam, ELA and NYS Mathematics test.

9)
All our former ELLs are supported in Academic Intervention Programs and mandated to participate in Extended Day. They also have the opportunity to participate in our after-school program from 3:15 pm till 4:45 pm (Tuesdays, Wednesdays and Thursdays). This program concentrates on ELA and Mathematics. Former ELLs are also invited to the Extended Day program and receive testing accommodations for all State Exams ensuring they are given the extended time to complete test as well as the use of a glossary.

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

Trips are an essential part of a well-rounded education. New York State and New York City provide a vast source of opportunities for learning experiences. A policy of one trip per month per class has been established as a source of cultural enrichment as well as reinforcement of unit concepts. They provide cultural, social, and academic learning experiences for students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here:

1)
Dual Language Academic instruction during the school day is a 50- 50 model of English and Spanish. Classrooms include students who are native English speakers and native Spanish speakers. Students in each class alternate between Spanish and English on alternate days using an A/B schedule. For example, on Monday group A spends the school day in the Spanish component and group B in the English component and then on the following day they switch - group A in the English component and group B in the Spanish component. The students are fully immersed in the language that their group has on a given day.

2)
In our Dual Language Programs, our English Proficient and ELLs are integrated at all times. They work on a variety of class projects in the content areas; they participate in informational trips and in cultural arts programs, etc. There are two (2) classes on each grade in the Dual Language Program: English component and Spanish component. The students will go to the appropriate room according to each group's schedule (A or B) for that day. Each group will then be totally immersed in the language of that classroom for the day.

3)
Because a 50-50 model is used, all content areas are taught in both languages depending on the A/B schedule.

4)
The Dual Language model that is used at P.S. 16Q is the 50-50 model with 2 teachers (one NYS Certified Bilingual teacher and one NYS Certified regular education teacher) and 2 classrooms (English and Spanish).

5)
In PS 16 all students in DL programs develop their second-language skills while learning content knowledge in both languages. ELL students in the DL program receive ESL within the program itself. A small group instructional setting is used to give ELL students the mandated instructional time as per their proficiency levels. Emergent Literacy is taught simultaneously since a 50-50 Dual Language program model is implemented.

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here:

1)
Our goal is to provide quality training to all instructional and support personnel that will lead to improved teaching and student learning in all subject areas through staff development. Ongoing training will be provided to all teachers of ELL students, including teachers with non-ELLs in their classrooms, in the use of proven instructional strategies, methods and techniques that will support ELL learners. We believe that these strategies and techniques benefit all students and a large percentage of the English proficient students are former ELLs.

The following topics will be addressed during staff development in the 2011-2012 academic school year for teachers of ELL students.

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

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

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

2)
Highly qualified, regularly licensed teachers in ESL provide ELL students with differentiated instruction and scaffolding techniques aligned with research-based ESL methodology to help students acquire language and proficiency. Teachers are also given information support through the guidance counselor, Penny Pappas, in preparing students for the articulation process of transitioning into intermediate school. Students are also scheduled by class to go on a tour of the different intermediate schools that P.S. 16 feeds into such as I.S. 61, I.S. 73, and I.S. 5.

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

3)
Through Title III funding, the P.S. 16 Professional Development Program for teachers of ELL students will address both teachers working in the supplementary program as well as mainstream educators. The professional development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners which will be based upon current research in the field of Second Language methodology. Professional Development will also address ways to prepare ELLs to meet and exceed standards according the New York State Standards and NYC guidelines. Teachers participating in these workshops will be paid at the training rate. Teacher trainers and facilitators will receive per session rate.

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2)
The parent coordinator provides parents with a program of workshops that facilitate a closer relationship between the school and the community. Parents are informed about the happenings at P.S. 16. The parent coordinator assists in educating them about parenting skills, provides family literacy programming, guides parents in deciphering implication of school data, explains assessment results and informs the parents on the Standards and purpose of academic assessment required by the city and state. The parent coordinator also provides workshops for parents in a variety of topics:
*ARIS Parent Link that helps parents understand how to access ARIS online and how to navigate the site and interpret their children's results
* Open-house for incoming students into 3rd grade from feeder school P.S. 28Q, Open-house for incoming Kindergarten students, Open-house informational meeting in conjunction with the Guidance counselor responsible for for 5th grade students going into Intermediate School
* A continuation parent workshop for the second year with Cornell University, an 8-session series on different aspects of Nutrition
* Guest speakers and presenters from nearby community organizations such as NYC Police Department and NYC Fire Department, women's groups, the library and other city and non-profit organizations whose presentations focus on topics such as safety, health, stress management, what to do in case of an emergency, domestic violence awareness, parenting/disciplining are among a few.

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

Parents are informed of workshops, activities and special events via monthly calendars and class newsletters. Calendars and newsletters sent by the NYCDOE/NYSED are sent in English, Spanish and Chinese. Located outside the front of the school's garden is a large display case where PTA meetings and school closings are announced.

3)
A Parent Questionnaire is utilized to discover the needs of parents of the students of P.S. 16Q. The questionnaire is given to parents at the first PTA meeting and via the student home folder if parent is unable to attend the PTA meeting. The questions ascertain the times and days of the week that are better for parents to attend meetings, the topics they would like to see covered in a parent workshop, their concerns for their children - academic, social, and emotional, and what other types of programs they would like to see for their children.

4)
It is the strong desire of P.S. 16 to provide the parents/guardians of our students with an extensive opportunity to attend a variety of literacy and math workshops so that they can assist and support the education and learning of their children at home. To support our parent community, we will also offer parent workshops and a Saturday Instructional Parent program focusing on ESL and Computer instruction. Title III funding will provide an opportunity for ELL parents/guardians to attend classes and workshops throughout the school year.

E. Parental Involvement

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

Paste response to questions 1-4 here

1)
In the fall and throughout the year parents of newly identified ELL students attend an orientation workshop. Parents have the opportunity at this time to learn about the Bilingual, ESL, and Dual Language Programs. Parents are also informed about the new performance standards, curriculum and the strategies they can use at home to improve language learning. In September and early October, parents are invited to the Meet the Teacher meeting in the morning. Parents have the opportunity to meet their children's teachers and to learn of the daily rituals and routines as well as the academic expectations that they are expected to meet and about the state assessments/exams that they will take in the year. All parents are invited on a monthly basis to attend Parent Visits to their child's class to participate in end of unit celebrations, goal attainment, or project presentations. Parent Visits are also scheduled by Cluster teachers in the content areas as well as by ESL push-in teachers.

2)
The parent coordinator provides parents with a program of workshops that facilitate a closer relationship between the school and the community. Parents are informed about the happenings at P.S. 16. The parent coordinator assists in educating them about parenting skills, provides family literacy programming, guides parents in deciphering implication of school data, explains assessment results and informs the parents on the Standards and purpose of academic assessment required by the city and state. The parent coordinator also provides workshops for parents in a variety of topics:
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4)
It is the strong desire of P.S. 16 to provide the parents/guardians of our students with an extensive opportunity to attend a variety of literacy and math workshops so that they can assist and support the education and learning of their children at home. To support our parent community, we will also offer parent workshops and a Saturday Instructional Parent program focusing on ESL and Computer instruction. Title III funding will provide an opportunity for ELL parents/guardians to attend classes and workshops throughout the school year.
For the Workshop component, we will offer a series of seven two hour workshops (with times throughout the year to accommodate

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	64	76	11	17	6	10								184
Intermediate(I)	27	60	20	37	25	14								183
Advanced (A)	64	20	58	43	78	39								302
Total	155	156	89	97	109	63	0	0	0	0	0	0	0	669

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	7	2	4	5	4	4							
	I	26	2	5	2	7	10							
	A	71	28	28	40	14	25							
	P	46	32	44	55	36	44							
READING/ WRITING	B	70	7	7	5	8	8							
	I	54	18	38	23	13	14							
	A	18	40	4	71	42	38							
	P	8	18	43	3	0	23							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	66	22	0	114
4	12	40	31	0	83
5	15	41	7	0	63
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	8	7	46	18	28	16		2	125
4	5	0	22	3	27	13	5	6	81

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
5	10	11	21	14	24	9	2	1	92
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	13	11	11	7	22	2	17	0	83
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	27	15	14	33	1	1	8	62
Chinese Reading Test								

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

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

Paste response to questions 1-6 here :

(1)
We use formal and informal assessment tools to assess the early literacy skills of ELLs. The formal assessment tools used from K-5 are the TCRWP which includes word study and running records, the Spanish DRA (ELD2) for grades 3-5 and EL SOL (Spanish) from grades K-2. The TCRWP and Spanish DRA (ELD2) are administered four times per year and EL SOL (Spanish) assessment is administered twice a year. The data from TCRWP is inputted in the Assessment Pro by the classroom teachers. Through Assessment Pro, the data entered is sorted and categorized, thereby, giving teachers a synopsis of the different reading levels and ranges of each student. It allows teachers to determine the strength and weakness of each student and to further analyze the data to make grouping easier when planning instruction. Informal assessment tools used to continuously assess the literacy skills of Ells and EP students are conferencing, analysis of student post-it notes during reading, and the 3-minute assessment by Tim Razinski.

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

(2)
The data patterns revealed across proficiency levels on the LAB-R are indicative of incoming student's previous academic experience. The patterns reveal that incoming kindergarten students who previously attended a pre-kindergarten or nursery program usually score an advanced or a passing on the administration of the LAB-R. Spanish students who receive an intermediate to advanced score on the LAB-R and are administered the Spanish LAB tend to score in the upper percentile. Spanish students who score on the beginner level on the LAB-R will usually score in the lower to middle percentile in the Spanish LAB. Spanish students who score in the lower percentile in the LAB-R and score in the upper percentile in the Spanish LAB usually have had some instruction in their native country and will usually score out in the NYSESLAT or score at an Advanced level.

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

Upon analysis of the results of the NYSESLAT modalities, the pattern emerged that students in grades K-2 usually had lower scores in the

Additional Information
Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste additional information here Trips are an essential part of a well-rounded education. New York State and New York City provide a vast source of opportunities for learning experiences. A policy of one trip per month per class has been established as a source of cultural enrichment as well as reinforcement of unit concepts. They provide cultural, social, and academic learning experiences for students.

Part VI: LAP Assurances

School Name: P.S. 16Q		**School DBN:** 24Q016	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elaine Iodice	Principal		10/27/11
Ana Benitez	Assistant Principal		10/27/11
Martha Jimenez	Parent Coordinator		10/27/11
Xiomara Leguisamo	ESL Teacher		10/27/11
	Parent		10/27/01
Gloria Mohammad	Teacher/Subject Area		10/27/11
Amanda Hendrickson	Teacher/Subject Area		10/27/11
Elisa Gomez	Coach		10/27/11
Alicia Toscano	Coach		10/27/11
Penny Pappas	Guidance Counselor		10/27/11
	Network Leader		
Ana Orihuela	Other SETSS		10/27/11
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 24 **School Name:** PS 16Q

Cluster: 2 **Network:** 207

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

Part A: Needs Assessment Findings

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

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

Home Language	Number of Families Speaking
ARABIC	3
BENGALI (BANGLA IN BANGLADESH)	31
BRAHUI	1
CANTONESE	1
CHINESE- DIALECT UNKNOWN/OTHER	2
CHINESE, ANY	66
ENGLISH	180
HINDI	1
INDONESIAN	3
JAPANESE	2
KOREAN	7
MANDARIN	29
MOLDAVIAN	1
NEPALI	2
PASHTO (A.K.A. PUSHTO)	2
PHILIPINO (A.K.A. TAGLOG)	2
POLISH	3

PUNJABI (A.K.A. PANJABI)	3		
SINHALESE	2		
SPANISH	1310		
TELUGU	1		
THAI	1		
TIBETAN	2		
TIGRE	2		
URDU	15		
TOTAL		25 Languages	1,672

The Data shows that our students speak a total of 25 languages in their homes. 78.35% of our students speak Spanish at home; 10.77% speak English; 4.07 % speak Chinese; and 6.82% speak the other 21 languages.
We met to assess our school's written translation and oral interpretation needs. Key outcomes of the meeting note that:

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The School Leadership Team reported out the findings to their representative constituencies. A record of the preference of written communication is kept on file in our copy room and the Principal's office. Teachers receive a record of written language preferences to reference in distribution of materials.
The School's Bilingual Coordinator reviews our Home Language Report (RHLA) generated from ATS. The Bilingual Coordinator has met with the Principal, PTA President and Parent coordinator to arrive at the below outlined consensus of our School translation and interpretation needs:

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

Part B: Strategies and Activities

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

All Centrally Produced Critical Communications are sent home in English and the parental language of choice as the documents are electronically communicated and available for distribution.

b. Student Specific Critical Documents (relating to health, safety, legal or disciplinary matters and entitlement to special education, ELL or non-standard academic program) are translated though the use of standardized forms and hand written translation or school-based translation services. When the translation work load cannot be accommodated within the school day, staff members are paid per session for translation services.

c. The Office of School Translation is utilized to provide translation for school runs of letters and some classroom letters to parents.

d. There is also a need for occasional translators for Punjabi, Urdu and Chinese. The DOE Translation and Interpretation Unit is used for these occasional purposes.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

a. Spanish interpretations are provided at all school-wide meetings, PTA meetings, parent workshops and School Leadership Meetings. Our PTA President provides translation at PTA meetings and SLT Meetings. Our Parent Coordinator or Bilingual Specialist provides interpretation at Parent Workshops. School staff (two qualified members) provides interpretation services in Chinese as requested. Phone interpretation services are posted in all offices and utilized as needed.

b. Interpretation services have been requested for meetings and will continue to be requested for meetings where school staff or volunteers are unable to provide services.

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

- The School Cabinet will oversee that language of preference for each family is documented and recorded within the first 30 days of school. The ATS RHLA report will be updated through a parental survey. The results will be kept on file in our copy room and the Principal's office.
- Centrally Produced Critical Documents will be sent home in the language of preference of families. (English and Spanish)
- Student Critical Documents will be sent home in the language of preference of families.
- If unable to provide translation, a note informing parents how to request free translation will be attached to the document.
- Interpretation services will be provided by School-based staff in Spanish and Chinese.
- Phone Interpretation services will be provided for other languages, as posted in all offices.
- Where, School-based translation or interpretation is not available, it will be planned and requested through the NYC DOE Translation and Interpretation Unit.
- All notices of translation and interpretation services are posted at the main entrance and on file, in an accessible and labeled binder on the counter of our Main Office.
- Translation and Interpretation funds will be utilized to support the above-bulleted efforts

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 16Q	DBN: 24Q016
Cluster Leader: Steven Gilroy	Network Leader: Peggy Miller
This school is (check one): ❍conceptually consolidated (skip part E below) ❄NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ❍Before school ❄After school ❄Saturday academy ❍Other:
Total # of ELLs to be served: 550 Grades to be served by this program (check all that apply): ❍K ❍1 ❄2 ❄3 ❄4 ❄5 ❍6 ❍7 ❍8 ❍9 ❍10 ❍11 ❍12
Total # of teachers in this program: 22 # of certified ESL/Bilingual teachers: 16 # of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Rationale: Our ELLs have been identified as a target group in meeting AYP for the 2011-12 school year in Reading, Writinig and in Math. Therefore to support their Language Aquistion and achieve 3's and 4's on the New York State ELA and Math tests a an ELL Saturday Enrichment Program is offered to ELLs in grades 2-5. The students in Grade 2 are placed into two (2) classes with a maxiumum of twenty (20) students which are leveled by the results of the NYSESLAT test. The students will meet for twenty (20) sessions and receive English instruction by a certified ESL teacher, and Math Instruction from a certified Bilingual teacher. The instruction on Saturdays is conducted in English with Spanish language support during Math instruction. Each session consists of three hours; one hour of ESL instruction, one hour of Mathematics and one hour of enrichment in Art/Computers. Hours are from 9am to 12 pm on Saturdays. For Grades 3 - 5 , the students meet for twenty (20) sessions and receive their instruction in English. There is a maxium of twenty (20) students per class. The program consists of one hour of Intensive English, one hour of Math instruction, 1/2 hour of ELA/NYSESLAT test prep and 1/2 hour Art/Computer enrichment. There will be four (4) classes for grades three and four and one class for grade 5. Nine (9) teachers in the Saturday Academy are ESL or are Biligual Certified teachers, one teacher is a Common Branch teacher and the other is Special Education teacher. In addition, we will also offer a Friday & Saturday Newcomer Class for our SIFE students and our newly admitted ELLs. This will be offered on Fridays from 2:35 pm till 4:35 pm and on Saturdays from 9:00 am till 12 pm. The students will meet for twenty (20) Fridays and twenty Saturdays. The Newcomer Class will consist of a reduced size class of approximately ten (10) students. A certified ESL teacher will provide ESL instruction through the use of the On Our Way to English program. The focus will be based on vocabulary and oral language development. The Newcomer class will begin meet on Friday afternoons from 2:30 PM to 4:30 PM and on Saturdays from 9:00 AM to 12:00 PM for a total amount of twenty (20) sessions. As part of the Saturday Instructional Academy, parents will be given the opportunity to attend ten (10) sessions of ESL and Computer Instruction provided by a fully trained/certified instructor (Jennifer Velasco). These 3-hour sessions will be held from 9:00 AM to 12:00 PM on Saturdays from December through June 2012.

Part B: Direct Instruction Supplemental Program Information

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

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

In Grades 3-5, our English Language Learners will also have the opportunity to participate in an After School program that prepares students for the New York Stae ELA and New York State Mathematics test from October till June 2012.

Parent/community involvement:

(Sessions and number of participants)

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

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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

staff development in the 2011-2012 academic school year for teachers of ELL students.

- Meeting ELA standards in the Native Language Arts and ESL classrooms.
- Effective strategies for teaching Language Arts to limited English proficient/ELLs
- First in Math Training to individualize students instruction through a web based program
- Analysis of data and progress of our ELLs in Bilingual and Special Education ELLs including Newcomers.
- Utilizing Data to target specific modalities in Listening, Speaking Reading and Writing.
- Using language goals in all content areas.
- Implementing the different components of the Reader's and Writer's Workshop.

Training will occur throughout the academic school year and/or during the forty four scheduled professional development dates with Teachers College. Training may also occur during monthly grade meetings, lunch/Prep periods and/or during ESL program meetings. Additionally, teachers will be given the opportunity to attend city conferences addressing the needs of our ELLs.

The provider for these professional development sessions will be given by Teacher's College Staff Developers, Literacy Coaches, Assistant Principals or Staff members who will turn-key the Professional Development.

Through Title III funding, the P.S. 16 Professional Development Program for teachers of ELL students will address both teachers working in the supplementary program as well as mainstream educators. The professional development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners which will be based upon current research in the field of Second Language methodology. Professional Development will also address ways to prepare ELLs to meet and exceed standards according to the NYC guidelines as well as achieve on the city and state assessments.

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

1. Strategies needed to prepare ELLs for success on the NYSESLAT.
2. Instructional strategies for differentiated learning.
3. Incorporating Word Study through ESL methodologies.
4. Increasing Native Language literacy skills.
5. Scaffolding across the Disciplines in each Content Area.
6. Using Mathematical Instructional Strategies to enhance student performance on the city and state assessments.

Part C: Professional Development
7. Building on students' prior knowledge of language and content. 8. How to incorporate vocabulary into the Readers/Writers workshop. 9. How to develop effective oral language skills in the ESL classroom. 10. How to connect children and culture to literacy learning.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Parents are invited to several Parent Orientation meetings that are scheduled and facilitated by the ESL/Bilingual Coordinator/Coach (Elisa Gomez) along with Martha Jimenez, the Parent Coordinator, several times during the school year. Parents are sent letters in their native language (templates used for letters are available on the NYCDOE website under the ELL link and then modified to include the school letterhead). Letters are sent out indicating 1st, 2nd, 3rd, and 4th notice. Parent Orientation meetings are held in the auditorium and/or the Cafeteria beginning in September. The Parent Orientation DVD from the NYCDOE is shown in all the languages represented by the parents. ESL funded teachers as well as the Parent Coordinator assist in helping the parents fill out the Parent Survey and Program Selection Form and answer any questions parents may have. If a parent is unable to attend the Parent Orientations given in the school, the ESL/Bilingual Coordinator will call the parent and attempt to set up a meeting with the parent for an individual interview. The parent is again informed verbally that the default program is Bilingual if he/she does not sign the Parent Survey and Program Selection Form. The Parent Orientations are ongoing as students are registered into the school and if the initial informal interview along with the Home Language Survey indicates that the child is eligible for testing. If child is immediately tested upon registering and the results indicate that the child is an ELL, parents are asked to remain for an individual Parent Orientation meeting. Parents have the opportunity at this time to learn about the Bilingual, ESL, and Dual Language Programs. Parents are also informed about the new performance standards, curriculum and the strategies they can use at home to improve language learning. The parent coordinator provides parents with a program of workshops that facilitate a closer

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relationship between the school and the community. Parents are informed about all the current instructional programs available to their children and support services available to the parents. The parent coordinator assists in educating them about parental skills, and family literacy programs. They are also informed and shown how to understand the school data and assessment results in ARIS. Parents are informed of workshops, activities and special events via monthly calendars and newsletters. Calendars and newsletters are sent in English, Spanish and Chinese.

It is the strong desire of P.S. 16 to provide the parents/guardians of our students with an extensive opportunity to attend a variety of literacy and math workshops so that they can assist and support the education and learning of their children at home.

To support our parent community, we will also offer parent workshops and a Saturday Instructional Parent program focusing on ESL and Computer instruction.

Title III funding will provide an opportunity for ELL parents/guardians to attend classes and workshops throughout the school year.

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

1. Introduction to the NYSESLAT test
2. Startegies to support the language acquistion in Reading
3. Strategies to support the language acquistion in Writing
4. Strategies to support the language aquistion of Listening and Speaking
5. How to provide a proper home environment for study.
6. Overview of the technological websites/resources available to the students at school and at home
7. Math strategies and problem solving for parents

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		????
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	$74,188.00	