



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 16 – THE WAKEFIELD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X016

PRINCIPAL: YVONNE WILLIAMS **EMAIL:** YWILLIA5@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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 |
|-------------------------|--|-----------|
| Yvonne Williams | *Principal or Designee | |
| Vulius Anthony Thompson | *UFT Chapter Leader or Designee | |
| Glodean Holder | *PA/PTA President & SLT Co-Chairperson | |
| | DC 37 Representative, if applicable | |
| Kelly Calarco | Member/Co-Chairperson | |
| Mary Puleo | Member/Teacher | |
| Marcia Higgins | Member/Teacher | |
| Ms. Brownfield | Member/Parent | |
| Arlene Cordero | Member/Parent | |
| Zenia Ortiz | Member/Parent | |
| Ms. Woods | Member/Parent | |

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1 English Language Arts (ELA)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 students performing in Performance level 3 on the New York State English Language Arts (ELA) Assessment will increase scale performance by 10%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- .NYS 2011 ELA scores

Instructional strategies/activities

- Describe research based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Restructure Literacy Block to include use of children's literature to enhance instruction.
- All teachers will participate in professional development workshops during faculty conferences.
- All teachers will participate in visitations within the school and the network
- Teachers and administrators will continue to regularly review student data throughout the school year.
- Teachers and administrators will continue to collect and analyze data from Acuity, city wide , classroom and benchmark assessments for intervention and reteaching
- Teacher and educational assistants will participate in professional development focused on differentiation facilitated by administration and network support staff.
- All teachers will participate in grade level inquiry process.
- Restructure UFT 37 ½ minute sessions to include session to facilitate teacher inquiry work
- United Streaming – Web Based Research Tool
- Provide professional development and support in ARIS
- Provide professional development and support in use of Acuity diagnostic assessments
- Professional development focused on implementation of Common Core State Standards
- Utilize Thinking Maps for organizing ideas

- Smart board used to enhance instruction
- Word wizard activities relating to school-wide inquiry focus on vocabulary development
- Lucy Calkins Reading and Writing Workshop
- Response To Intervention model used provides push in academic support services for at risk students during reading block and is provided by special education coach, crisis intervention teacher and lower grade science teacher.
- Common planning periods structured as part of regular preparation schedule

Strategies to increase parent involvement

- Cite strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in the CEP.
- Progress reports distributed to parents after six weeks to keep them informed about their child's academic progress.
- Report cards 3 times per year will keep parents informed about their child's progress towards state and city expectations.
- Parents of students receiving response to intervention services will receive interim progress reports
- Writing celebrations will be held at the end of each writing unit to highlight student accomplishments in writing
- Curriculum overviews are hung on all classroom doors and on designated bulletin board to inform parents of the course of study for each class and grade.
- During PTA meetings and Title 1 Parent information meetings, the administration and staff members will present information and workshops on state and city academic expectations, in addition to school academic programs and parent support programs available.

These workshops and programs will be facilitated by the administration, ESL teacher, parent coordinator, parents, guidance counselor, SETSS teachers, coach, technology teacher, science teachers, classroom teachers and literacy consultants.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NLCB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Funds set aside in budget for curriculum and staff development under Title 1 5% Highly Qualified in accordance to DOE regulations.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NLCB (i.e., violence prevention programs, nutrition programs, housing programs, Head start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Anti- bullying program
- Counseling and provisions for shelter students
- Professor Bread –nutrition education for parents of Pre-Kindergarten

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies described in this action plan.
- Title I
- Title IIA
- FSF
- Title III
- PCEN

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2 Mathematics

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, there will be a 10% decrease in the number of students performing at levels 1 and 2 on the New York State Mathematics test

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- NYS Mathematics test scores of 2011
- Every Day Mathematics end of year assessments

Instructional strategies/activities

- Describe research based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.
- All teachers will participate in professional development during faculty conferences and grade level meetings
- School will send 4 staff members to participate in network Common Core Learning Standards professional development workshops facilitated by consultant Lucy West. One administrator and 3 teachers to represent each 2 grade level spans in the school.
- CCLS Math team will turn-key CCLS learning during grade conferences, faculty conferences, extended day professional development sessions and on Chancellor Conference Professional Development days.
- Align curriculum from Everyday Mathematics with NYS Math test
- Teachers and administrators will continue to regularly review student data throughout the year for adjusting curriculum and instruction
- Teachers and administrators will continue to collect and analyze student data from Acuity, citywide, and classroom assessments.
- Teachers will participate in professional development focused on differentiation, facilitated by administrators and network support staff.
- Restructure UFT mandated 37 ½ minute session to include session to facilitate curriculum alignment work and data analysis
- Continue Extended Day to support academic growth and provide students with strategies to improve performance evidenced through student performance data.
- Continue workshops/Title I for parents
- Provide professional development and support in the use of Acuity diagnostic assessments.
- Provide professional development and support in the use of ARIS.
- Provide professional development focused on implementation of Common Core State Standards.
- Use of Thinking Maps to organize problem solving strategies.
- Use of Smart boards to enhance instruction.
- Use of individual student goals to drive instruction

- RTI- Extended Day test preparation using NY Ready

Strategies to increase parent involvement

- Cite strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in the CEP.

Parents will be encouraged to learn about and participate in their child’s goal setting process and monitor their academic success by providing the following supports:

- School-wide Student Conferencing Sheets sent home every 6 weeks to parents for discussion with their child.
- Interim Progress Reports
- Report Cards distributed 3 times per year
- Access to ARIS website to monitor child’s progress
- SMART Fair (Science, Mathematics, Art & Technology exhibit designed for student and parent engagement in project development)
- Title I workshops (offered 4-5 times per year focused on teaching parents strategies to help their children with reading, mathematics, science, social studies and writing)
- Title III workshop for parents of ELLs (focused on parents rights, academic development and instructional strategies)
- Translation of notices to parents and translator present at all parent meetings and workshops
- Spanish texts in Math for Spanish speaking ELL students and those parents who request them.
- Parent lending library established to ensure that parents have access to books at home.

These workshops and programs will be facilitated by the administration, ESL teacher, parent coordinator, guidance counselor, SETSS teachers, coach, technology teacher, science teachers, classroom teachers and mathematics consultants.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NLCB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Funds set aside in budget for curriculum and staff development under Title 1 5% Highly Qualified in accordance to DOE regulations.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NLCB (i.e., violence prevention programs, nutrition programs, housing programs, Head start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Anti-bullying campaign
- Counseling/Guidance for shelter children
- Pre -K

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies described in this action plan.
- Title IIA
- FSF
- Title III
- Title I

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3 English as a Second Language (ESL)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2012 ELLs will have shown an increase in performance in the reading and writing modalities of the NYSESLAT tests by 10%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. NYSESLAT test results and unit assessments indicate a trend where ELLs perform at or above standard in the listening /speaking modalities but below level in the reading writing level. ARIS item analyses reveal a weakness in vocabulary which translates to a lower level in reading comprehension and a lack of variety of vocabulary in writing responses.

Instructional strategies/activities

- Describe research based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - i) strategies/activities that encompass the needs of identified student subgroups,
 - j) staff and other resources used to implement these strategies/activities,
 - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l) time line for implementation.
- The main ESL instructional program is the Rigby On Our Way to English program. This research based program is a thematic based study that explores all the modalities of language acquisition. The ESL teacher uses this program for instruction in conjunction with Explode the Code for phonics during a pull out class.
- Parallel program -Literacy By Design Reading Program which is utilized by the Special Education teacher in the 2/3 special education.
- Lucy Calkins Readers and Writers workshop for Literacy is used by the classroom teachers.
- Use Thinking Maps as a tool to help students organize their thoughts.
- As a part of the school inquiry focus for 2011-2012 the school is utilizing the Word Wizard approach to expand vocabulary and to encourage more use of Tier 2 words. The strategies/activities will be implemented during the school year September 2011 through June 2012.
- Smart boards to enhance instruction
- RTI -Extended day test preparation
- Translation for ELL students during tests
- Bilingual libraries in Spanish and Arabic for take home reading with parents
- Title III Afterschool programs in Literacy for ELLs
- RTI push in during Reading
- Utilize free websites for individual practice in phonics and reading comprehension
- Utilize Acuity for improving skills as per individual data analysis
- Utilize conferencing sheets for teacher/student/parent input in setting goals for moving students to a higher level of performance

Strategies to increase parent involvement

- Cite strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in the CEP.

The school will identify core of Title II eligible parents whose children are currently entitled to ESL services, those children who have recently tested out and also those students whose time extension is up but receive support through other Title I programs.

- Invitation to participate in school-wide Title I parent workshops
- Progress reports sent home every six weeks in child's native language
- School-wide Student Conferencing Sheet with curricular goals sent home to parents for review and discussion with their children every six weeks
- Report Cards distributed three times per year in child's native language
- Title III workshops for ELL parents facilitated by ESL teacher and other community based organizations such as LEAP and Bronx Arts Ensemble)
- Computer access in parent coordinator's room and support to access ARIS to monitor student progress and attendance (parent coordinator and technology teacher facilitate this process)
- Parent Coordinator assists parents on a daily basis in answering and questions and directing parents to appropriate staff member for assistance.
- Translation of notices to parents and translators present at all parent workshops and meetings.
- Spanish texts for parents to use at home while they help their children with homework
- Curriculum on the door and on a bulletin board to inform parents of curriculum being studied

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NLCB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Funds set aside in budget for curriculum and staff development under Title 1 5% Highly Qualified in accordance to DOE regulations.
- Contact ESL department heads at local colleges (Lehman College, Fordham University)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NLCB (i.e., violence prevention programs, nutrition programs, housing programs, Head start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Anti-bullying program
- Counseling and provisions for shelter students
- Professor Bread –nutrition education
- Pre-K

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies described in this action plan.
- Title I SWP, Title 1 Translation
- Title IIA
- Tax Levy Fair Student Funding – TL Parent Coordinator – TL NYSTL
- Title III LEP

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4 – Special Education

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2012 students with disabilities will show a 25% increase in student progress on the New York State English Language Arts and Mathematics Assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Based on the results of the Spring 2011 New York State ELA and Mathematics Assessments, students with disabilities did not meet state AYP.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The school has added a full-time special education literacy coach and IEP support teacher to the table of organization.
- The special education literacy coach provides response to intervention services for at-risk students prior to referral.
- The school's Child Study Team meets monthly to ensure IEP goals are being monitored, reviewed and revised as necessary.
- The school's Response to Intervention Team meets monthly to provide academic support services prior to referral and additional supports for students with disabilities.
- As part of the Phase I Initiative, the school provides SETSS, integrated collaborative teaching and self contained class structures along with flexible schedules to meet the needs of students with disabilities.
- Classroom teachers and support staff members maintain communication logs to support collaboration with academic expectations in between regular CST and RTI meetings.
- Guidance counselor, school psychologist and school social worker provide at-risk services for general and special education students.
- Students with disabilities participate in all regular school activities including the Student Government.
- All students are assessed at the end of each 6 week unit of study (instructional bundle) in reading, writing, mathematics, science, social studies and technology.
- Progress reports including student goals on conferencing sheets are distributed to parents.
- Students with disabilities in prekindergarten through second grade utilize Rowland Reading Company's Super Kids reading program in conjunction with Lucy Calkins Writer's workshop for literacy instruction.
- All students utilize Every Day Mathematics program for mathematics instruction

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are encouraged to participate in their child's goal setting process and monitor their academic success in all content areas:

- School-wide Student Conferencing Sheets across content areas sent home every 6 weeks to parents for discussion with their child.
- Interim Progress Reports distributed to parents and parent coordinator made available to answer questions about academic programs.
- Report Cards distributed 3 times per year to provide formal information on child's progress towards state and city expectations.
- Access to ARIS website provided to all parents in order to monitor child's progress facilitated by parent coordinator and technology teacher.
- SMART Fair (Science, Mathematics, Art & Technology exhibit designed for student and parent engagement in project development)
- Title I workshops (offered 4-5 times per year focused on teaching parents strategies to help their children with reading, mathematics, science, social studies and writing)
- Title III workshop for parents of ELLs (focused on parents rights, academic development and instructional strategies)
- Translation of notices to parents and translator present at all parent meetings and workshops
- Spanish texts in Math for Spanish speaking ELL students and those parents who request them.
- Parent materials available in lending library focused on math at home support.
- These workshops and programs will be facilitated by the administration, ESL teacher, parent coordinator, guidance counselor, SETSS teachers, coach, technology teacher, science teachers, classroom teachers and mathematics consultants.

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.
- Funds set aside in budget for curriculum and staff development under Title 1 5% Highly Qualified in accordance to DOE regulations

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Part-time Prekindergarten social worker, school social worker, school psychologist, guidance counselor coordinate efforts with local temporary shelters and outreach programs.
- School-wide Anti-Bullying Campaign aligned with national focus
- Nutrition and health workshops provided by school nurse, parent coordinator and community based organizations.
- Additional programs offered for students living in temporary shelters such as book clubs, voluntary group counseling and tutoring.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title 1 1% Parent Involvement
- Pre-K set Aside
- TL Fair Student Funding

- Title III LEP
- TL Parent Coordinator
- TL NYSTL
- Title SWP

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 |
| K | 9 | 9 | N/A | N/A | 2 | 1 | 0 | 8 |
| 1 | 12 | 12 | N/A | N/A | 3 | 1 | 1 | 8 |
| 2 | 20 | 20 | N/A | N/A | 3 | 3 | 0 | 10 |
| 3 | 46 | 46 | N/A | N/A | 5 | 2 | 2 | 10 |
| 4 | 86 | 86 | 12 | 20 | 3 | 3 | 1 | 7 |
| 5 | 67 | 67 | 15 | 25 | 3 | 4 | 1 | 3 |

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 | <ul style="list-style-type: none"> - Tier 1 Response to Intervention (RTI), small group, differentiated instruction during Literacy Block; including “New York Ready” - Push-in, Tier 2 RTI services, small group, during Literacy Block, 3-4 times per week - Extended Day, Tier 2 RTI services, small group, 3 times per week, using “Preparing for Excellence”, “Foundations”, and for ELLs “Wilson” - Afterschool Program, Tier 2 RTI services, small group, 2 times per week, using technology-based program “iReady” |
| Mathematics | <ul style="list-style-type: none"> - Tier 1 Response to Intervention (RTI), small group, differentiated instruction during Math Block; including “New York Ready” - Extended Day, Tier 2 RTI services, small group, 3 times per week, using “Strategies for Success Problem Solving” - Afterschool Program, Tier 2 RTI services, small group, 2 times per week, using technology-based program “iReady” |
| Science | Upper and lower grade science cluster teachers support students using Tier 1 strategies and hands-on experiments, during the school day |
| Social Studies | Cluster teacher supports students using Tier 1 strategies, connecting history and social studies into real-life meaningful experiences, during the school day |
| At-risk Services provided by the Guidance Counselor | Small group and one-to-one counseling for students living in shelters; students identified by RTI Team and Child Study Team; students with open ACS cases; and at-risk students whose behavior affects academic progress, daily |
| At-risk Services provided by the School Psychologist | One-to-one assessments and determination of students not making adequate progress and one-to-one crisis intervention, 4 days per week, throughout the school day. |
| At-risk Services provided by the Social Worker | One-to-one counseling for students identified at risk, 3 days per week, throughout the school day |
| At-risk Health-related Services | Asthma management classes and health related workshops for students, daily dependent on need |



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|--|--|
| THE NEW YORK CITY DEPARTMENT OF EDUCATION | |
| PS 16 <i>The Wakefield School</i> | |
| Yvonne B. Williams, Principal | Melissa O'Connell, Assistant Principal Maria Sausa, Assistant |
| Principal | |
| 4550 Carpenter Avenue - Bronx, NY 10470 | Telephone: (718) 324-1262 Fax: (718) 324-8370 |

SCHOOL-PARENT COMPACT

The P.S. 16 Wakefield School, in compliance with the Section 1118 of Title 1, 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 our school and our families. The staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, our entire school staff, and students will share responsibility for improved academic achievement and the means by which the school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

The P.S. 16 Wakefield School will:

1. Provide high-quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:
 - Administer predictive and interim assessments in ELA and mathematics designed to monitor student academic progress.
 - Collect and analyze data from all city-wide, school-wide and class assessments, including conference notes, to inform the teaching and learning process.
 - Hold monthly grade level articulation meetings with teachers and support staff to monitor and assess student progress towards goals.
 - Conduct Response to Intervention meetings with teachers and support staff to provide guidance and suggestions for teachers in methods of differentiating instruction to meet the needs of all learners.
2. Provide parents with regular reports of their children's progress.
 - The school progress reports will be shared with parents at 6 week intervals in between the official dates of report card distribution. The progress reports include data and information on current assessments in all content areas, conference notes, student goals, reading and writing projects, completion of homework, and attendance percentages.
 - The school held a Curriculum Night on September 21, 2011 and Curriculum Afternoon on September 23, 2011 in order to expose and explain their child's current grade level and curriculum expectations.
 - Each parent of a child that was administered a New York State Assessment last year, was provided with an individual report about the performance of their child on the State assessment (math and reading).



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PS 16 *The Wakefield School*

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- Parents of students in need of the mandated 37 1/2 minutes of additional instruction will receive notification prior to the first day of school. The additional instruction will begin on the first day of school.
- Parents are encouraged to make appointments with their child's teacher before the school day, during the school day during the teacher's preparation period and after the school day.
- Parents of students who are at risk of not meeting grade level benchmarks will receive written notification of such and their child will be invited to attend the After-School Academic Support Program. This program will be held weekly on Tuesdays and Wednesdays and will provide academic intervention and support for students in grades 2-5.

The School will support home-school relationships and improve communication by:

- Holding parent-teacher conferences twice per year during which this compact will be discussed as it relates to each individual child's achievement. Specifically, those conferences will be held:
 - Tuesday, November 15, 2011 at 12:30 p.m. and 6:00 p.m.
 - Tuesday, March 13, 2012 at 12:30 p.m. and 6:00 p.m.
- The school held its Annual Title 1 Parent Meeting on October 26, 2011, to inform our parents of the school's Title 1 status and their right to be involved in the funded programs.
- Provide information to parents of students in an understandable format and in a language that the parents can understand (to the extent possible) by having all printed materials sent home to parents in languages other than English.
- Encouraging parents to participate on School Leadership Team and become involved in the school planning and evaluation processes.
- Ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.
- Conducting meetings at a convenient time to parents, and offering a flexible number of additional parent involvement meetings both in the morning and evening, so that as many parents as possible are able to attend. The school will invite all parents to these meetings and encourage them to attend. This will provide opportunities for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.

Parents will be encouraged to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents will be provided an opportunity to become Learning Leaders after completing the necessary training program. This will certify them to work in classes.
- At their request, parents will be afforded an opportunity to observe their child's class.



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- Parents are invited to all class and school performances.
- Parents are invited to attend class writing celebrations in addition to all other class academic celebrations.
- Parents are invited to attend all grade and school-wide academic celebrations.

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to effectively communicate with parents of limited English proficiency;
- Notifying parents of the Chain of Command and school procedures for meeting with their child's teacher or other staff member.
- Providing opportunities for parents to interact and communicate throughout the school year with activities like Family Game Night, Family Craft Night, Nutrition Workshops, Principal's Data and Accountability Meetings, Middle School Articulation Meetings, classroom writing celebrations, and school performances.

Provide general support to parents by:

- Participating in city-wide Respect for All Week to create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Providing professional development opportunities to assist parents in understanding academic achievement standards and assessments and how to monitor their child's progress by inviting parents to after-school teacher professional development sessions and bi-monthly Title 1 parent workshops focused on all content areas;
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Providing parental involvement activities 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 and in accordance to federal regulations;
- 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;

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Ensure that my child will be in attendance daily and maintain at least a 94% attendance rate and notify the school when my child is absent.
- Ensure that my child will be tardy.
- Ensure that my child receives the proper amount of rest daily.
- Read with my child and/or discuss what is read every day.



THE NEW YORK CITY DEPARTMENT OF EDUCATION

PS 16 *The Wakefield School*

Yvonne B. Williams, Principal

Melissa O'Connell, Assistant Principal
Maria Sausa, Assistant

Principal

4550 Carpenter Avenue - Bronx, NY 10470

Telephone: (718) 324-1262
Fax: (718) 324-8370

- Monitor homework and class work assignments and communicate with my child's teacher regarding all assignments.
- Set limits to the amount of time my child watches television or plays video games each day.
- Encourage and promote my child's participation in extra-curricular activities and extended day learning activities.
- Volunteer in my child's classroom, the school or during special school and/or parent activities.
- Participate in decisions relating to my child's education.
- Respond to surveys, feedback forms and notices when requested.
- Review and discuss the school's monthly calendar with my child.
- Participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible.
- Participate in the Parent Teacher Association or serve on the School Leadership Team or Title 1 Parent Committee and/or one of the District's Parent Leadership Teams.

Student Responsibilities

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

- Read at least 30 minutes every day and keep a log of what I read.
- Come to school on time, prepared to work.
- Take care of personal belongings and keep them organized so they are ready to use in school and at home.
- Listen to the student government representatives from my class that bring information back to the school and provide feedback. (Grades 2-5).
- Use rubrics provided by my teacher to self monitor work that I am responsible for.
- Use the library and other community resources to further studies in all content specific areas, especially technology, science or social studies.
- Conference with my teacher to set goals for myself in the areas of reading, writing, math, science, technology, health and social studies.
- Give the adult who is responsible for me all notices and information received from the school.
- Participate in class/ community meetings to acknowledge and celebrate other student's achievements.
- Do my homework every day and ask for help when I need to.
- Talk to the adult who is responsible for me about what I learn in school each day.



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- Try to resolve disagreements or conflicts peacefully.
- Take responsibility for my actions.

This Title I Parent Involvement Commitment Addendum was created for parents and effective for the 2011-2012 school year.

*P.S. 16 – THE WAKEFIELD SCHOOL TITLE I
PARENT INVOLVEMENT COMMITMENT FORM 2011-
2012*

“Children learn best when family and community are working together. These connections are necessary for student success” J.L. Epstein



School – Home Partnership

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

List of Opportunities

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

Parent Involvement Incentives:

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

- A gift card for Barnes and Nobles
- Free admission to a museum in New York City for a family of up to 5 people



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- An award to commend your hard work and efforts

Thank you.

The Title 1 Team

This PARENT INVOLVEMENT POLICY COMMITMENT FORM should be signed and returned to your child's teacher.

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

1. Read with and/or listening to my child read at home nightly
2. Contribute to my child's academic success by working collaboratively with the teacher, monitoring his/her work and school behaviors, and following through with home support;
3. Review, sign and return each *Report to Parent*;
4. Participate in **both** Parent/Student/Teacher Conferences;
5. Review **School Calendar** and other written school communications weekly;
6. Attend/participate in at least **Six** School-wide events (Title 1 workshops, PTA events, community meetings, school fairs, spirit day, etc.)
7. Attend/participate in at least **three** academic activity/events during an evening (family game nights, parent workshops, and performances, etc).
8. Contribute to a safe environment through compliance with traffic rules, timely dismissal pick-up, visitor sign-in policies, Uniform Policy.
9. Provide the school with an accurate, up-to-date address, phone number, emergency contact information, and lunch forms.
10. Donating to School's PTA efforts. (Candy sales, Senior dues, etc)
11. Volunteering your time and energy to any event, is of great importance.
12. Joining a committee like our Leadership Team, or Title I Team.

As a parent of the student(s) listed below, I understand this Parent Involvement Policy Commitment Form is required each year. I know that by signing this commitment form, I honor my child/children and encourage their self- esteem, by motivating them to excel in all in endeavors. I plan to become a willing participant with PS 16 and its efforts, as it will ultimately help improve my child/children achieve success.



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Parent Signature _____ **Date** _____

Parent Name (Printed) _____

Student Name _____ **Grade** _____

Email Address: _____

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11X016 **School Name:** The Wakefield School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The specific academic issues that caused the school to be identified are as follows:

- Students with disabilities did not meet state AYP in ELA and Mathematics. Areas identified on the school's NYC Quality Review that the school needs to improve were:
 - Continuing to provide consistency with rigorous habits and thinking skills across all subject,
 - Continuing to develop teacher pedagogy to ensure alignment with curricula and differentiated learning tasks to meet student learning goals.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school has already implemented the following supports for students with disabilities school-wide:

- Added a special education coach to facilitate and support city-wide and school-wide instructional professional development initiatives.
- A consultant from the Teachers College Inclusive Classrooms Project will continue to provide in-class coaching support, follow-up and curriculum planning support for teachers, general and special education, of students with disabilities in the inclusive classroom setting.
- Hired an additional administrator to supervise mathematics instructional school-wide and special education initiatives,
- Identified a Common Core Literacy and a Common Core Math team of teachers to attend professional development and lab-site sessions provided by CFN #407 and outside consultants.
- Provided professional development opportunities for teachers on instructional bundles, improving teacher pedagogy using a research-based model and universal design for learning facilitated by the CFN #407 teams, school administrators and support staff.
- The school has begun school-wide implementation of Thinking Maps as a tool for students to connect a visual design with a specific thought process.
- Provide funding for substitute teachers allowing the school's teachers to participate in classroom visitations to observe best practices with the school, network, city and state.

The school will implement the following programs and initiatives to support improved achievement in grades 3-5 in the areas of English Language Arts and Mathematics for students with disabilities:

- Grade level literacy teacher leader team will meet to plan curriculum and academic tasks that are aligned to Common Core Learning Standards and city-wide instructional expectations that are engaging, rigorous and coherent that emphasizes higher order skills so that all learners are cognitively engaged.

- All students with disabilities in grades 3-5 will be invited to attend morning tutoring sessions with a small teacher to student ratio in order to provide academic support that meets their individual instructional needs.
- The school's technology/data collection teacher will work closely with the administration and teachers during teacher planning periods, cabinet meetings, inquiry team meetings and curriculum development sessions to provide specific data on patterns and trends of student performance in ELA and math for all students.
- Enlist services of consultant to support professional development in strategies for differentiated instruction in mathematics.
- Work with Valeria Cipollino, assigned School Improvement Specialist, to strengthen school's Response to Intervention and Child Study Teams to address student academic and social needs.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10% of the Title 1 professional development funds will be utilized to:

- Provide funding for instructional coach for in-class coaching support with follow-up planning sessions for teachers of students with disabilities through the Teachers College Inclusive Classrooms Project (TCICP),
- Provide teachers with opportunities to attend conference days at Teachers College at Columbia University,
- Provide funding for teachers to participate in network Common Core Mathematics team with other network schools, facilitated by consultant, Lucy West,
- Provide funding for consultant to work with teachers in the area of mathematics,
- Provide funding for consultant coach from Thinking Maps, Inc. to support implementation of Thinking Maps,
- Enable teachers and administrators to participate in professional development and workshops that meet their individual instructional and professional development needs.

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

Teacher-mentoring program that will be incorporated will include:

- Peer mentoring based on individual teacher strengths,
- Mentoring and support from special education coach,
- Grade level teacher leaders will be mentored by administrative team
- New teacher will be mentored by grade level team leader, in-house special education coach and TCICP coach,
- Grade level teams will be mentored and supported by CFN #407 instructional support teams,

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will notify parents by:

- Sending home the parent notification letter in languages that represent all families at PS 16,
- Hosting parent informational meetings regarding the school's identification for school improvement and the measures that the school is taking to remove the school from SINI status facilitated by the Principal and administrative team,
- Hosting parent informational meetings facilitated by the parent coordinator to answer any questions relating to the school's SINI status,
- Providing information and updates of our SINI status at all PTA meetings, parent workshops and school performances,
- Continuing to provide interim student progress reports to all parents informing them of their child's academic progress between official report card distribution periods,
- Continuing to provide periodic progress reports to parents of students that receive response to intervention services.

**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 Chris Broll | District 11 | Borough Bronx | School Number 016 |
| School Name PS16-The Wakefield School | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|--|---|
| Principal Yvonne B. Williams | Assistant Principal Melissa O'Connell, Maria Sausa |
| Coach Frances Maldonado (Spec. Ed.) | Coach NA |
| ESL Teacher Marcia Higgins | Guidance Counselor Arnold Aguilar |
| Teacher/Subject Area Iris Guzman | Parent Johanny Amaya |
| Teacher/Subject Area Finola Schauer | Parent Coordinator Elayne Seligman |
| Related Service Provider Nina Farrell | Other NA |
| Network Leader Varelton McDonald | Other NA |

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 | 1 | Number of certified bilingual teachers | 0 | 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 | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 585 | Total Number of ELLs | 30 | ELLs as share of total student population (%) | 5.13% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. 

PS 16 student population for 2011-2012 is 585. Thirty of this population is identified as English language learners.

Parents complete the HLIS at registration. Upon being informed of the Home Language the attendance secretary gives the HLS form in the Home Language. The licensed LAB coordinator/ESL teacher conducts informal interviews with parents in order to understand the student's educational experience. For students entering an ELSS for the first time questions include: how many years of schooling the child has had, is the child able to read or write in his/her native language, is there any other educational concerns that we should be aware of etc. She looks at any report cards they might have brought in. Then she administers the HLIS. Following admission procedures, the LAB coordinator administers the LAB-R within the ten day of admission limit.

The Testing Coordinator, ESL teacher and Assistant Principal work together in identifying the ELLs who are eligible for taking the NYSESLAT tests in the Spring. The RLER report informs us of the students eligible. Either the testing coordinator or the LAB coordinator attends an annual session held by BETAC to review guidelines for administering and scoring the NYSESLAT test. In addition training is done at the school level using the training dvds provided with the NYSESLAT tests. The testing coordinator creates schedules for the administering of these tests.

The LAB coordinator and Parent Coordinator work together to ensure the return of Program Selection forms. These forms are placed in the student's individual folders and kept in a file cabinet by the ESL teacher. Based on the results of the NYSESLAT entitlement letters are sent to parents each academic year to inform parents of either continued entitlement or non entitlement.

Based on the guidelines for identification of ELLs, meetings are held with parents to inform them on their options by the LAB coordinator/ESL teacher and Parent Coordinator. Due to parents' personal obligations, these sessions are sometimes held on an individual basis. Parents view the video and receive the Guide For Parents of English Language Learners (in their native language). After viewing the video parents complete the Program Selection Forms.

Based on the program choice indicated by parents students are placed in their programs. Where there is an occasion for parents who would desire bilingual education, every effort is made to find that program in a neighboring school seeing that such a program does not exist at PS16 at present. Unfortunately, due to a lack of public transportation services parents opt to stay in this school with ESL services. Their request is noted for the future in case there are enough students whose parents indicate the preference for bilingual education. For the past few years 5 parents have indicated TBE as their first choice. The students involved are dispersed among grades K-5. Two of these students are Special Education students in alternate placement. They have a bilingual paraprofessional who serves to translate and assist them in class and they receive ESL services from the ESL teacher.

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 <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |

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 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 7 | 4 | 5 | 6 | 5 | 3 | | | | | | | | 30 |
| Total | 7 | 4 | 5 | 6 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 30 | Newcomers (ELLs receiving service 0-3 years) | 21 | Special Education | 4 |
| SIFE | 0 | ELLs receiving service 4-6 years | 7 | Long-Term (completed 6 years) | 1 |

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. [i](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 21 | 0 | 2 | 9 | 0 | 2 | | | | 30 |
| Total | 21 | 0 | 2 | 9 | 0 | 2 | 0 | 0 | 0 | 30 |

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

C. Home Language Breakdown and ELL Programs

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

| 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 | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| 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 |

**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 |
| 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): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 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 | 5 | 3 | 2 | 5 | 4 | 0 | | | | | | | | 19 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 2 | | 2 | 1 | 1 | 2 | | | | | | | | 8 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | 1 | | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | 1 | | | | 1 | | | | | | | | 2 |
| TOTAL | 7 | 4 | 5 | 6 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |

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?

PS 16 ESL program is a Free-standing program of a push in/pull out nature. ELLs students are placed in age appropriate monolingual classes. Instruction is in English only. Monolingual teachers utilize ESL strategies during instruction to target ELLs in their classes. The ESL teacher picks up groups by grade and proficiency level takes them to her classroom for ESL instruction . Sometimes grade levels are mixed (kindergarten and first, second and third, and third, fourth and fifth) depending on proficiency levels and school schedule. During these periods of instruction there is a whole class(thematic study) and small group instruction based on the individual levels and needs of each student(skills, reading, writing). All students are exposed to the same task but strategies to achieve the objective are varied based on language proficiency level.

There are translated content area texts (Everyday Mathematics, Social Studies and Science)and a Spanish reading library for Spanish speaking students. Efforts are being made to develop a reading library for Artabic students too. This helps those students who read in Spanish and their parents understand content area material.

ELLs receive ESL and any other related services that they require during push in/ pull out periods from certified ESL and related services teachers. Block scheduling allows for the comingling of proficiency and grade levels in compliance with the mandated minutes of ESL instruction based on proficiency levels.

Differentiation of instruction for ELL subgroups is data driven. Newcomer Spanish speaking students are given supplemental instruction in mathematics in order to ensure understanding of the subject matter by the ESL teacher. Along with the translated texts, the ESL teacher confers with the class teachers on what difficulties students might be facing. She then works with the students individually to help them understand the concept. In addition she makes herself available to parents who may need help in understanding a concept so that they can help their children at home. She also utilizes the computer by showing images or video clips of content area being studied. For speakers of low inference languages the ESL teacher utilizes ESL strategies to breakdown the content so that they can understand the content. In addition, students are provided with supplemental material such as picture dictionaries, electronic reading devices, books on tape, and dictionaries of the language. At the classroom level she works with the classroom teacher by providing suggestions for strategies that can be used in the classroom.

Instruction for SIFE ELLs is determined by their reading and writing levels. For those students who demonstrate a low proficiency in reading as indicated by the Rigby reading program as many AIS services as possible are given to them. The main focus in the ESL class is to teach them to read English as quickly as possible while they learn the age appropriate content in class. Beyond the 360 mandated minutes of instruction per week, SIFE students participate in the thirty seven and a half minutes of Extended Day tutoring. At this time students use test prep material to expose them to the state tests. However, some students aren't able to manouver this material so they work on the basics using needs appropriate material. For example, the student who is still a non reader is instructed in phonics using Eplode the Code, the student who needs comprehension skills works on SRA or other relevant comprehension programs as it suits his/her needs.

A. Programming and Scheduling Information

Another intervention is interclassing for leveled reading. In addition they are included in all the After School tutoring and test preparation classes. Most important, there is a close connection between home and school in order to ensure progress.

ESL instruction is differentiated based on students' needs as indicated by assessments – NYSESLAT, LAB-R, ELA, interim assessments, reading and writing assessments, oral performance and classwork. For students at the intermediate and advanced level, the focus is more on developing writing skills that will enable them to take the NYS ELA tests. Based on the findings of the ELA and NYSESLAT tests, the items of weakness were the short answer responses, deficiency of vocabulary and essays. As a result ESL class activities are centered on reading informational texts, composing short answer responses, expanding vocabulary, and essay writing. The focus for students at the beginning level is developing academic language through a study of relevant themes that provoke conversation, expansion of vocabulary, and writing responses.

The Rigby – On Our Way To English ESL program is used for ESL instruction. It is a thematic/content based program that encompasses all the modalities of language acquisition. The themes, vocabulary and skills (reading and writing) in this program are grade appropriate. In addition, we use the Explode the Code series for phonics, word study and basic vocabulary acquisition at the lower level. We also have picture dictionaries for new arrivals to aid understanding and to help students develop a sense of independence in their language learning process. This is particularly helpful for the SIFE students. Computer reading websites such as Starfall.com is used to familiarize new readers with the English language sound patterns. We have also purchased the Rosetta Stone program for non-English speakers in order to speed up their learning of English. We also have the LEAP Frog program which students take home to help them learn to read as quickly as possible.

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | 0 | | | |
| Social Studies: | 0 | | | |
| Math: | 0 | | | |
| Science: | 0 | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

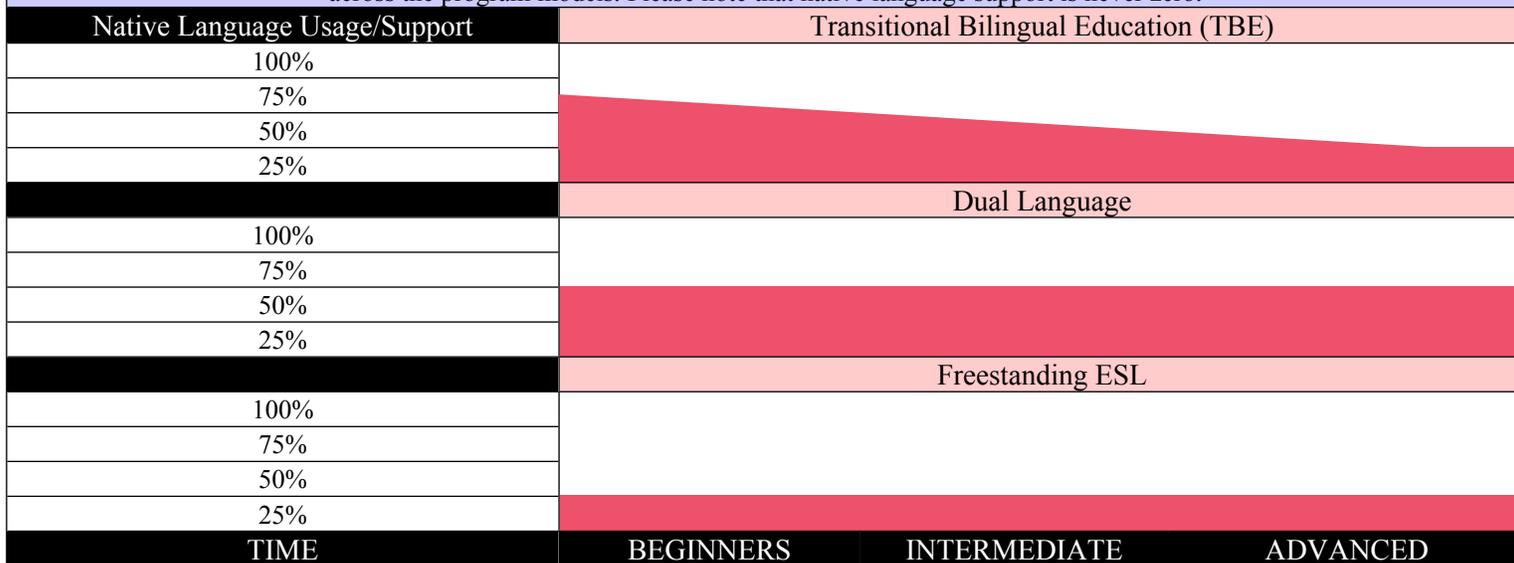
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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.



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

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

Targeted intervention programs for ELLs in ELA, and math are provided in After School Programs funded by Title III funds, Extended Day tutoring and other After School and Saturday Academies offered to the general population. The programs are designed based on the data provided by assessments. NYSESLAT test results indicated that the students do not reach proficiency because of the scores in the reading and writing modalities. The items of need are in the areas of conventions and essay writing. ARIS indicated a variety of needs for ELLs in the item analyses.

Students are placed in RTI groups based on their needs. That is, the subgroups of students who need more phonics would be together whereas the subgroup that needs more work on extended responses would be in another group and not be comingled.

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?

Targeted intervention programs for ELLs in ELA, and math are provided in After School Programs funded by Title III funds, Extended Day tutoring and other After School and Saturday Academies offered to the general population. The programs are designed based on the data provided by assessments. NYSESLAT test results indicated that the students do not reach proficiency because of the scores in the reading and writing modalities. The items of need are in the areas of conventions and essay writing. ARIS indicated a variety of needs for ELLs in the item analyses.

Students are placed in RTI groups based on their needs. That is, the subgroups of students who need more phonics would be together whereas the subgroup that needs more work on extended responses would be in another group and not be comingled.

Title III funded After School groups focussed on those students taking the NYS ELA and Math tests and were formed according to proficiency and reading levels - advanced, intermediate and beginner. The focus of the classes were to address the areas of need as indicated by NYSESLAT and ARIS item analyses. In ELA the focus was on answering short answer responses and composing essays in response to literature while expanding their academic vocabulary. Materials used included the Visions reading program, Academic Workout, and Extensions in Reading. For mathematics the focus was on word problems. Students were taught how to interpret word problems, navigate the mathematic vocabulary involved and how to solve the problems. focus was especially made on how to explain the process in the writing responses of the math word problems. For spanish speaking students the ESL teacher makes translated test practice available wherever possible. Students were provided These classes are primarily taught in English.

The above program will continue for 2011-2012. In addition, this year an After School program , using Title III funds, will target the lower grade level students who are not meeting grade level standards. ECLAS scores, low inference observations and student work indicate that there is a need for an After School program in reading for some students in grades 1 and 2. This will focus on basic reading, writing and vocabulary skills. The program will use the Foundations reading program.

Transitional students are supported by the ESL teacher by including them in ESL services at least once weekly whenever necessary. The ESL teacher conferences with the student's classroom teacher on a regular basis. Based on the feedback by the teacher (scores, assessments etc), more support is given. Students know they can come for help at anytime. These transitional students are include in the After School Programs for ELLs which focus on preparing them for taking the NYS ELA and Math tests. based on the findings from these tests classes are designed around day2 and day 3 focusing on short responses and essays. These students also get the test modifications for ELLs for two years after testing out of ESL.

PS16 will continue to use Rigby On Our Way to English as its main instructional program for ESL. It is a complete program that is aligned with the TESOL English Language Proficiency Standards. In addition it comes with an assessment piece that correlates with the PM Benchmarks and Fountas and Pinnel so that there is an alignment between ESL reading levels and Classroom reading levels. Other supplemental materials include Explode the Code for phonics, Visions, Getting Ready For The NYSESLAT, a variety of approved test prep material used in the school. Technological programs include Rosetta Stone, LEAP Frog reading program, books on tape or take home purposes, and a number of websites to help in learning to read -Starfall.com, abcya.com etc.

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)?

D. Professional Development and Support for School Staff

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

Professional development for teachers is inclusive of all populations. As teachers receive professional development on Common core State standards and all new initiatives teachers are being developed in differentiating with their subgroups including ELLs.

ELL personnel attend the network mandated workshops and those offered by BETAC. In addition, using Title III funds, in house professional development is offered to monolingual teachers who have ELLs in their classes. Some classroom teachers also attend the BETAC workshops as well as those offered by the UFT. All workshops conducted for teachers are inclusive of ESL strategies. Therefore the 7.5 hours of training include workshops for differentiation of subgroups, ELLs included, in literacy, mathematics and all content areas. Our guidance Counselor is bilingual and he has had training in ESL strategies. Records of training are kept in teachers files

The ESL teacher provides classroom teachers with suggestions and strategies to work with ELLs based on the findings from assessments. For those students moving on to middle school, the guidance counselor and the ESL teacher work with the classroom teachers to assist students and parents in their middle school selections. Translation services are provided to Spanish speaking parents so that parents can understand the instructions and directives in order to complete the process.

E. Parental Involvement

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

Parent involvement is growing at PS16. Parents are encouraged to become learning leaders in order to assist teachers in the classrooms. Parents go through a fingerprinting and training process so that they can help teachers in the classroom. Parents of ELLs are more dependent on the school for help in both academic activities of their children and other social needs. They come in to get homework explained, notices translated or interpreted, and even referrals for social services. Some parents attend academic workshops-Title I and Title III workshops etc.

The school partners with CBOs such as the New York Public Library, Cornell Nutrition Program and Fresh Air Fund. Parents' needs are evaluated through parent surveys, suggestions from a suggestion box and personal narratives. The local librarian comes to school once per year to assist parents in signing up their children for a library card during a Title I parent workshop or during a Parent Teacher Conference. The parent coordinator also works closely with Fresh air Fund in helping parents to give their children an opportunity to go to sleep away camp during the summer.

Title I parent activities are determined by surveys and direct feedback. Parents complete a survey on how they would like the parent involvement budget to be spent. Based on the results of those needs expressed in surveys and from conversations parent activities are planned. ELL parents attend all workshops in school. Title III workshops are planned according to guidelines and the focus of the Title III After school program for the academic year so that parents are aware of their children's needs and how they may be able to work with them at home.

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) | 4 | 3 | 2 | 1 | 1 | 1 | | | | | | | | 12 |
| Intermediate(I) | 2 | 2 | 3 | 3 | 3 | | | | | | | | | 13 |
| Advanced (A) | 0 | 0 | 1 | 2 | 1 | 1 | | | | | | | | 5 |
| Total | 6 | 5 | 6 | 6 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | 1 | 1 | | | | | | | | |
| | I | 2 | 1 | | | | | | | | | | | |
| | A | | | 4 | | 1 | 2 | | | | | | | |
| | P | 3 | 4 | 3 | 7 | 4 | 2 | | | | | | | |
| READING/ WRITING | B | 2 | | 1 | 1 | 2 | | | | | | | | |
| | I | 2 | 3 | 3 | 1 | | 1 | | | | | | | |
| | A | | 1 | 2 | 2 | | 2 | | | | | | | |
| | P | 1 | 1 | 1 | 4 | 4 | 1 | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 4 | 3 | | | 7 |
| 4 | 2 | 4 | | | 6 |
| 5 | 1 | 2 | | | 3 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 5 | | 3 | | | | | | 8 |
| 4 | 1 | | 5 | | | | | | 6 |
| 5 | 1 | | 1 | | 2 | | | | 4 |
| 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 | | | | | | | | | 0 |
| 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

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.

To assess oral and written translation needs data is collected from the student registration forms, the HLIS and emergency cards. On the registration form there is a section which asks for parent's preferred language of communication written and spoken. Part 3 of the HLIS also asks how they would like to receive written and oral communication. Responses on these forms inform us of the primary language spoken by each parent and who need to have translation services and in what form. These responses are recorded and maintained in ATS as part of the students' biographical history. Information is disseminated to teachers through their cumulative record and staff in general including the PTA. Emergency cards also have a section which requires information about the household and the preferred language of communication to whom.

Oral interpretation services are provided in Spanish by the ESL teacher, school secretary, guidance counselor, paraprofessionals, and school aides depending on the nature of the topic to be discussed. Sometimes parents bring their own interpreters. In the case of persons who speak other languages such as Albanian, Chinese or Arabic parents come with their own translators if they do not speak English. For testing purposes - NYS content area subjects, NYC licensed translators are hired to translate tests that are not available in written form. Students who speak Spanish are given written translation test along with the English test. During PTA and Title I and Title III meetings and parent teacher conferences the ESL teacher or a school aide translate for Spanish speaking parents.

PS 16 translates the monthly calendar in Spanish, and other notices that are sent out to parents. The ESL teacher translates these documents including letters that teachers might want to send to parents regarding their children. The periodic school reports are also sent in Spanish to parents who prefer to receive them in Spanish. Parents are provided with translated documents as published by the NYC Department of Education such as the Bill of Parents' Rights and Responsibilities, the Discipline Code and the documents that tell what their child should learn in each grade.

Part VI: LAP Assurances

| School Name: <u>PS16 The Wakefield School</u> | | School DBN: <u>X11016</u> | |
|--|----------------------|----------------------------------|------------------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Yvonne B. Williams | Principal | | 10/14/11 |
| Melissa O'Connell, Maria Sausa | Assistant Principal | | 10/14/11 |
| Elayne Seligman | Parent Coordinator | | 10/14/11 |
| Marcia Higgins | ESL Teacher | | 10/14/11 |
| Johanny Amaya | Parent | | 10/14/11 |
| Iris Guzman | Teacher/Subject Area | | 10/14/11 |
| Finola Schauer | Teacher/Subject Area | | 10/14/11 |
| Frances Maldonado | Coach | | 10/14/11 |
| NA | Coach | | 10/14/11 |
| Arnold Aguilar | Guidance Counselor | | 10/14/11 |

School Name: PS16 The Wakefield School

School DBN: X11016

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|----------------|-----------|-----------------|
| Varelton McDonald | Network Leader | | 10/14/11 |
| NA | Other | | |
| NA | Other | | |
| NA | Other | | |
| NA | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X016 **School Name:** PS16

Cluster: CFN-407 **Network:** 2

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.

To assess translation and oral interpretation needs data is collected from the student registration forms, the HLIS and emergency cards. On the registration form there is a section which asks for parent's preferred language of communication written and spoken. Part three of the HLIS also asks how they would like to receive written and oral communication.

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.

These responses are recorded and maintained in ATS as part of the students' biographical history. Information is disseminated to teachers through their cumulative record card and staff in general including the PTA. 5% of the student population are ELLs and receive ESL. Of that population 50% of the parents of these students require communication in their home language (predominantly Spanish) in written or oral form. Another 20% require written information (forms, report cards etc.) to be given in their home language (mostly Arabic). The other 30% of parents are proficient in English and do not require interpretation services. Another subgroup of parents comprises of those whose children are English proficient but they aren't. These parents require communication in their home language (mostly Spanish).

Part B: Strategies and Activities

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

Written translation services are provided in the form of translated DOE documents(report cards, HLIS forms, and other documents available from the DOE website). The monthly calendar and school notices are translated into Spanish. Spanish speaking parents are given spanish texts in Mathematics upon request to better able them to assist their children at home. Written material for workshops are provided in Spanish whenever possible.

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

Oral interpretation services in Spanish are provided at the school level by the ESL teacher, school secretary, paraprofessionals, guidance counselor, school aide and parents volunteers depending on the needs of the services. Parents of other languages who need oral translation usually bring their own interpreters (relatives or friends). For NYS content area tests DOE approved interpreters are hired for ELL students since the tests are not available in the students' language. Similarly, during an academic evaluation process for possible Special Education services a DOE approved interpreter is also hired.

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

The school will post translation signs near the entrance of the school indicating the availability of translation and interpretation services. The Parent Coordinator and other indicated personnel will attend workshops which will inform them how to make information regarding these services available to parents of covered languages.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Nilda Kraft

Borough: Bronx District: 11 School Number: 016

School Name: Wakefield

Cluster Leader: C. Groll Network Leader: V. McDonald Title I Schoolwide Plan (Conceptual Consolidation?) no

| Intent and Purpose | Was there evidence of this intent/purpose? | |
|---|--|--|
| | YES | NO |
| Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154. | ☼ Yes | <input type="radio"/> No Comments: |
| Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms." | ☼ Yes | <input type="radio"/> No Comments: |
| Parent Activities | ☼ Yes | <input type="radio"/> No Comments: |
| Budget | ☼ Yes <input type="radio"/> NA (Title I SWP) | <input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments: |
| Approved? Yes ☼ No <input checked="" type="radio"/> Date: 1/15/12 Senior ELL CPS: Nilda Kraft | | |
| Additional Comments: | | |