



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JOHN J. DRISCOLL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R016

PRINCIPAL: VINCENZA GALLASSIO **EMAIL:** VGALLAS@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Vincenza Gallassio	*Principal or Designee	
Kathleen Bayer	*UFT Chapter Leader or Designee	
Tina Collucci	*PA/PTA President or Designated Co-President	
Anne Marie Maresca	DC 37 Representative, Chairperson	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Caroline Conevery	Member/ CSA	
Sally Martinez	Member/ Teacher	
Jackie Patanio	Member/ Teacher	
Giselle Heffran	Member/ Parent	
Maria Polanco	Member/ Parent	
Yajaira Garcia	Member/ Parent	
Yvonee Reye	Member/ Parent	
Berline Monroe	Member/ Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 ELA

- By June 2013, all students will demonstrate progress towards achieving state standards as measured by a 5% increase from the previous year in levels 2 to 3 and an increase of 3% in levels 3 to 4

Comprehensive needs assessment NY State Results ELA

All Students ELA 3rd Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2010	173	651.6	65	37.6	62	35.8	31	17.9	15	8.7	46	26.6
31R016	3	2011	171	674.0	43	25.1	90	52.6	33	19.3	5	2.9	38	29.7
31R016	3	2012	150	654.0	33	22.0	77	51.3	39	26.0	1	0.7	40	26.7

Trends 3rd Grade: Between 2011 and 2012 the Mean Scale Score went down 20 points. However, our Levels 2 went down and Levels 3 went up.

All Students ELA 4th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2010	140	647.9	36	25.7	80	57.1	24	17.1	0	0	24	17.1
31R016	4	2011	152	662	28	18.4	82	53.9	30	19.7	12	7.9	42	27.6
31R016	4	2012	150	656	29	19.3	81	54.0	39	26.0	1	0.7	40	26.7

Trends 4th Grade: Between 2011 and 2012 the Mean Scale Score went down 6 points. Levels 1 and 2 stayed basically the same and Levels 3 went up.

All Students ELA 5th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2010	164	655.3	48	29.3	83	50.6	30	18.3	3	1.8	33	20.1
31R016	5	2011	111	675	9	6.9	55	42.0	56	42.7	11	8.4	67	51.1
31R016	5	2012	143	658	34	23.8	69	48.3	39	27.3	1	0.7	40	28.0

Trends 5th Grade: Between 2011 and 2012 the Mean Scale Score went down 17 points. Levels 1 and 2 went up and Levels 3 and 4 went down.

After conducting this three year trend analysis of student performance data on state assessments, it was determined that all student groups needed to show improvement in performance on the ELA assessment. We have made continuing progress in all grades but not performance.

Instructional strategies/activities

Timeline: September 2012 thru June 2013

Instructional Strategies/ Activities

Targeted Population - Students

Responsible Staff – Teachers, Administrators

- Teachers will engage in aligning curriculum and assessment to the Common Core by creating and implementing interdisciplinary curriculum maps, with an equal blend of fiction and non-fiction, in reading and writing specific for each grade.
- Teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports.
- Teachers will continue to use the workshop model in reading and writing to develop comprehension habits.
- Teachers will implement rigorous, explicit instruction with specific guided practice to push for independence.
- Teachers will continue to implement the reciprocal teaching model.
- Teachers create and use the Genre Boards for their classrooms that specify the distinct features of the genre, read aloud examples and the State Standards being studied

- Teachers will apply the Reading, Writing, Listening and Speaking Standards to each genre of writing.
- Through inquiry, teachers will use informal assessments in conjunction with standardized data to assess student performance and to plan instruction.
- Teachers use the Assessment Binder, Data Binder and Reading and Writing Conference Notes as an integral part of their planning for classroom instruction and differentiated instruction. All of these tools have many facets that include Reading and Writing Conference Notes that assist the teacher to bring the students to their next level. This soft and hard data analysis allows for discussion between the supervisors and the classroom teacher.
- An extensive RTI (Response to Intervention) Framework that supports educational models and strategies designed to close the achievement gaps by providing high quality instruction for all students and targeted intervention for students demonstrating patterns of concern.
- Extended Day Program targets the needs of identified students by using differentiated instructional strategies.
- Enrichment Teachers in After-school Programs effectively targeted the needs of identified students in supporting them by using differentiated instructional strategies. Materials and strategies used will help them to prepare for the ELA and Math State Test and the Fourth Grade State Science Test
- Technology is integrated within the literacy block.
- IZONE Computer Program (Time to Know for 4th and 5th grade students).

Targeted Population - Teachers

Responsible Staff – Teachers, Administrators, CFN Specialists,

IZONE, Pearson and School wide Professional Developer

Professional Development

- The Instructional Team (Teachers, Assistant Principals and Principal) is a vertical structure that focuses on professional development that meets twice a month to defines the school-wide shared beliefs of structure in place for teacher support, instructional practices and goals for student achievement. include the CFN providers, Network Specialist and Administration.
- ARIS Learn provides a wide range of professional development resources including videos showing classroom instruction lessons.
- Development opportunities and professional readings. “ Teach Like a Champion.”
- All teaching staff participates in professional development delivered during the common preps and facilitated by teachers.
- The Team created Professional Development Toolkits for teachers to further their own professional development.
- Professional Learning Community Teams are a horizontal structure facilitated by lead teachers from the Instructional Team, which meets weekly to analyze student work samples to plan and refine instruction that engages all students in challenging academic tasks. The lead teachers meet with perspective grades to deepen the process and production of the instructional goals and strategic decisions made throughout the school to support rigorous curriculum for engagement of all learners. meet to analyze and discuss student work to guide or inform instruction.
- Literacy Performance Tasks to examine student work, developing a shared understanding of success as defined in the new common core standards and determining how to adjust teacher practice to support student development along the continuum of college and career readiness.
- Best Practice Walkthroughs are facilitated horizontally across grades and vertically throughout in writing then eventually moving into ELA and Math. These inter-visitations are designed to improve the pedagogy of teachers by creating opportunities to reflect upon a high level of questioning, strategic inclusion of multiple entry points, critical analysis and rigorous learning opportunities for all students through the particular mini lesson structure set in place. allow for a snapshot of classroom environment, instruction and student engagement. Debriefs allow for the opportunity to celebrate the glows and to look at next steps (grows for improving instruction.
 - School Wide Inc. and our writing consultant Erik Lepis facilitate PD and demonstration lessons for teachers to promote and support the focused school-level goals: REC.
 - Professional development opportunities are offered before and after-school. (inter-visitation of model schools/classrooms in ELA and writing)

- Grade level Professional Development facilitated by CFN Provider in order to support teacher instructional practices.
- Teachers have opportunities to meet with the Parent Coordinator every Wednesday (2nd Cup) to discuss ways to assist parents into getting involved in the academic instruction of their children.
- Title III teachers meet with ESL teachers throughout the school year to discuss ways in which they can use scaffolding techniques in order to support the learning of ELLs in the mainstream classrooms.
- Teachers are also given the opportunity ESL instruction in general education classrooms.
- Teachers attend workshops that highlight instructional strategies and best practices for ELLs. Some topics include: Creating text Dependent Questions for Close Analytic reading, Literacy, Vocabulary and Writing and meeting the needs of SIFE, LT ELLS, & SWD, Leadership for ELL/SWDs; How to Observe, Support and Supervise teachers of ELL\ SWDs.

• **Strategies to increase parental involvement**

- The Parent Coordinator works with the Title 1 Parent Advisory Council and Guidance Counselor to provide ongoing workshops for parents including Welcome Back, Educational workshops, Health and Nutrition, How to Help Your Child Succeed, Communicating with Your Child’s Teacher.
- P.S. 16 has a full service parent center, in which families can attend workshops and utilize our bilingual lending library.
- Immediately following PTA meetings, family literacy workshops are scheduled in the library. These workshops have been aligned with CCLS and promote literate environments in the home.
- A workshop is scheduled each year to inform parents how to help their child conduct a science experiment using the scientific method. The Ready, Set, Go workshop is designed for Pre-K parents to welcome them to our school community.
- Health Plus workshops address such issues as Welcome Back to School, Childhood Obesity and Depression, and Summer Safety. Our partnership with JCC allows us to offer an adult ESL course two mornings per week in our parent center.
- Families are invited into classrooms for monthly Math and Writing Celebrations to share academic achievements aligned to the CCLS.
- Each month families, teachers, and students attend the Wheels for Success assembly. Students are recognized for academic progress or personal behavior growth as a Student of the Month. All students receive a “Wheels for Success” t-shirt and one student is selected to receive a new bicycle.
- Pajama Night, Movie Night, Game Night and Arts Week are additional events held at PS 16 to create a culture of mutual respect and coherence in the goals and vision towards the success of all students. All activities are strategically in place for family outreach in order to support and result in effective academic and personal behavior throughout the school community.
- IZONE technology will provide parental support.
- The Robin Hood library also supports the parents and children with open access to our school community and homework help Mondays thru Thursday. We are averaging 15 to 20 families daily.
- The school will continue to update and distribute a parent hand book and all other important information to parents that is translated in our dominant second language Spanish.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA X Title III x Grants X Other

If other is selected describe here:

1. C4E Coaches and AIS personnel
2. Violence Prevention Grant- Saturday Program

Service and program coordination

- Professional instruction materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the school day and for our afterschool ELA and math enrichment programs.
- Per session for teachers for our afterschool programs and instructional team
- Per session for supervisors for the after school programs and participation in professional development (instructional team).
- Funding to hire School wide to conduct professional development for teachers in writing, Common Core Standards
- To assist teachers in strengthening their practice.
- Reduced class size in grades 1 and 2.
- Day time violence prevention intervention through conflict resolution instruction (Respect for All) and Saturday building self-esteem sessions through the arts.
- Counseling for shelter students once a week, AIS counseling for at least 10 students, mentor program to build self-esteem and future leaders.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, ELL students will demonstrate progress towards achieving state standards as measured by a 5% increase from the previous year in Level 2 to 3 and 3% increase in Level 3 to 4.

**Comprehensive needs assessment NY State Results ELA
ELL Students**

ELLs ELA 3 rd Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested		Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2010	ELL	56	644.6	31	55.4	17	30.4	5	8.9	3	5.4	8	14.3
31R016	3	2011	ELL	48	641	23	47.9	21	43.8	4	8.3	0	0	4	8.3
31R016	3	2012	ELL	43	646	16	37.2	25	58.1	2	4.7	0	0	2	4.7

Trends Between 2011-2012 the Mean Scale Score went up 5 points. Our Level 1 went down, Level 2 went up and Level 3 went down and there were no Level 4s.

ELLs ELA 4 th Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested		Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2010	ELL	30	640.3	8	26.7	17	56.7	5	16.7	0	0	5	16.7
31R016	4	2011	ELL	44	632	25	56.8	18	40.8	1	2.3	0	0	1	2.3
31R016	4	2012	ELL	47	642	17	36.2	28	59.6	2	4.3	0	0	2	4.3

Trends Between 2011-2012 the Mean Scale Score went up 10 points. Our Level 1 went down, Levels 2 went up and 3 went up.

ELLs ELA 5 th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4		
School	Grade	Year	Number Tested		Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2010	ELL	40	643	20	50.0	20	50.0	0	0	0	0	0	0
31R016	5	2011	ELL	16	650	7	43.8	7	43.8	2	12.5	0	0	2	12.5
31R016	5	2012	ELL	35	648	19	54.3	15	42.9	1	2.9	0	0	1	2.9

Trends Between 2011-2012 the Mean Scale Score went down 2 points. Our Level 1 went up Level 2 went up and Level 3 went down.

Instructional strategies/activities

Timeline: September 2012 thru June 2013

Instructional Strategies/ Activities

Targeted Population - Students

Responsible Staff – Teachers, Administrators

- Teachers will engage in aligning curriculum and assessment to the Common Core by creating and implementing interdisciplinary curriculum maps, with an equal blend of fiction and non-fiction, in reading and writing specific for each grade.
- Teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports.
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- Teachers will implement rigorous, explicit instruction with specific guided practice to push for independence.
- Teachers will continue to implement the reciprocal teaching model.
- Teachers create and use the Genre Boards for their classrooms that specify the distinct features of the genre, read aloud examples and the State Standards being studied
- Teachers will apply the Reading, Writing, Listening and Speaking Standards to each genre of writing.
- Through inquiry, teachers will use informal assessments in conjunction with standardized data to assess student performance and to plan instruction.

- Teachers use the Assessment Binder, Data Binder and Reading and Writing Conference Notes as an integral part of their planning for classroom instruction and differentiated instruction. All of these tools have many facets that include Reading and Writing Conference Notes that assist the teacher to bring the students to their next level. This soft and hard data analysis allows for discussion between the supervisors and the classroom teacher.
- An extensive RTI (Response to Intervention) Framework that supports educational models and strategies designed to close the achievement gaps by providing high quality instruction for all students and targeted intervention for students demonstrating patterns of concern.
- Extended Day Program targets the needs of identified students by using differentiated instructional strategies.
- Enrichment Teachers in After-school Programs effectively targeted the needs of identified students in supporting them by using differentiated instructional strategies. Materials and strategies used will help them to prepare for the ELA and Math State Test and the Fourth Grade State Science Test
- Technology is integrated within the literacy block.
- IZONE Computer Program (Time to Know for 4th and 5th grade students)

Targeted Population - Teachers

Responsible Staff – Teachers, Administrators, CFN Specialists,

IZONE, Pearson and School wide Professional Developer

Professional Development

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 - Professional development opportunities are offered before and after-school. (inter-visitation of model schools/classrooms in ELA and writing)
 - Grade level Professional Development facilitated by CFN Provider in order to support teacher instructional practices.
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instruction of their children.

- Title III teachers meet with ESL teachers throughout the school year to discuss ways in which they can use scaffolding techniques in order to support the learning of ELLs in the mainstream classrooms.
- Teachers are also given the opportunity ESL instruction in general education classrooms.
- Teachers attend workshops that highlight instructional strategies and best practices for ELLs. Some topics include: Creating text Dependent Questions for Close Analytic reading, Literacy, Vocabulary and Writing and meeting the needs of SIFE, LT ELLS, & SWD, Leadership for ELL/SWDs; How to Observe, Support and Supervise teachers of ELL\ SWDs.

Strategies to increase parental involvement

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- P.S. 16 has a full service parent center, in which families can attend workshops and utilize our bilingual lending library.
- Immediately following PTA meetings, family literacy workshops are scheduled in the library. These workshops have been aligned with CCLS and promote literate environments in the home.
- A workshop is scheduled each year to inform parents how to help their child conduct a science experiment using the scientific method. The Ready, Set, Go workshop is designed for Pre-K parents to welcome them to our school community.
- Health Plus workshops address such issues as Welcome Back to School, Childhood Obesity and Depression, and Summer Safety. Our partnership with JCC allows us to offer an adult ESL course two mornings per week in our parent center.
- Families are invited into classrooms for monthly Math and Writing Celebrations to share academic achievements aligned to the CCLS.
- Each month families, teachers, and students attend the Wheels for Success assembly. Students are recognized for academic progress or personal behavior growth as a Student of the Month. All students receive a “Wheels for Success” t-shirt and one student is selected to receive a new bicycle.
- Pajama Night, Movie Night, Game Night and Arts Week are additional events held at PS 16 to create a culture of mutual respect and coherence in the goals and vision towards the success of all students. All activities are strategically in place for family outreach in order to support and result in effective academic and personal behavior throughout the school community.
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- The Robin Hood library also supports the parents and children with open access to our school community and homework help Mondays thru Thursday. We are averaging 15 to 20 families daily.
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Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III x Grants X Other

If other is selected describe here:

- C4E Coaches and AIS personnel
- Violence Prevention Grant - Saturday Program

Service and program coordination

- Professional instruction materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the school day and for our afterschool ELA and math enrichment programs.
- Per session for teachers for our afterschool programs and instructional team
- Per session for supervisors for the after school programs and participation in professional development (instructional team).
- Funding to hire School wide to conduct professional development for teachers in writing, Common Core Standards
- To assist teachers in strengthening their practice.
- Reduced class size in grades 1 and 2.
- Day time violence prevention intervention through conflict resolution instruction (Respect for All) and Saturday building self-esteem sessions through the arts.
- Counseling for shelter students once a week, AIS counseling for at least 10 students, mentor program to build self-esteem and future leaders.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 ELA SWD Students Performance

By June 2013, SWD students will demonstrate progress towards achieving state standards as measured by a 5% increase from the previous year in Level 2 to 3, as well as a 3% increase in Level 3 to 4.

Comprehensive needs assessment NY State Results ELA

Special Education ELA 3 rd Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Category	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2010	Special Ed	39	631.4	29	74.4	7	17.9	2	5.1	1	2.6	3	7.7
31R016	3	2011	Special Ed	49	638	28	57.1	16	32.7	5	10.2	0	0	5	10.2
31R016	3	2012	Special Ed	28	647	9	32.1	16	57.1	3	10.7	0	0	3	10.7

Trends Between 2011-2012 the Mean Scale Score went up 9 points. Our Level 1 went down, and level 3 went down. Level 2 went up, and we had no Level 4s.

Special Education ELA 4 th Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Category	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2010	Special Ed	31	623.7	20	64.5	8	25.8	3	9.7	0	0	3	9.7
31R016	4	2011	Special Ed	42	626	23	54.8	17	40.5	2	4.8	0	0	2	4.8
31R016	4	2012	Special Ed	42	641	18	42.9	19	45.2	5	11.9	0	0	5	11.9

Trends Between 2011-2012 the Mean Scale Score went up 15 points. Our Level 1 went down, Level 2 went up, Level 3 went up and there were no Level 4s.

Special Education ELA 5 th Grade						Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Category	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2010	Special Ed	39	631.4	29	74.4	7	17.9	2	5.1	1	2.6	3	7.7
31R016	3	2011	Special Ed	30	647	14	46.7	13	43.3	3	10.0	0	0	3	10.0
31R016	3	2011	Special Ed	42	647	21	50.0	18	42.9	3	7.1	0	0	3	7.1

Trends Between 2011-2012 the Mean Scale Score remained the same.. Our Level 1 and Level 2 went up and Level 3 and Level 4 remained the same.

Instructional strategies/activities

Timeline: September 2012 thru June 2013

Instructional Strategies/ Activities

Targeted Population - Students

Responsible Staff – Teachers, Administrators

- Teachers will engage in aligning curriculum and assessment to the Common Core by creating and implementing interdisciplinary curriculum maps, with an equal blend of fiction and non-fiction, in reading and writing specific for each grade.
 - Teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports.
 - Teachers will continue to use the workshop model in reading and writing to develop comprehension habits.
 - Teachers will implement rigorous, explicit instruction with specific guided practice to push for independence.
 - Teachers will continue to implement the reciprocal teaching model.
 - Teachers create and use the Genre Boards for their classrooms that specify the distinct features of the genre, read aloud examples and the State Standards being studied
 - Teachers will apply the Reading, Writing, Listening and Speaking Standards to each genre of writing.
 - Through inquiry, teachers will use informal assessments in conjunction with standardized data to assess student performance and to plan instruction.
-
- Teachers use the Assessment Binder, Data Binder and Reading and Writing Conference Notes as an integral part of their planning for classroom instruction and differentiated instruction. All of these tools have many facets that include Reading and Writing Conference Notes that assist the teacher to bring the students to their next level. This soft and hard data analysis allows for discussion between the supervisors and the classroom teacher.
 - An extensive RTI (Response to Intervention) Framework that supports educational models and strategies designed to close the achievement gaps by providing high quality instruction for all students and targeted intervention for students demonstrating patterns of concern.
 - Extended Day Program targets the needs of identified students by using differentiated instructional strategies.
 - Enrichment Teachers in After-school Programs effectively targeted the needs of identified students in supporting them by using differentiated instructional strategies. Materials and strategies used will help them to prepare for the ELA and Math State Test and the Fourth Grade State Science Test
 - Technology is integrated within the literacy block.
 - IZONE Computer Program (Time to Know for 4th and 5th grade students

Targeted Population - Teachers

Responsible Staff – Teachers, Administrators, CFN Specialists,

IZONE, Pearson and School wide Professional Developer

Professional Development

- The Instructional Team (Teachers, Assistant Principals and Principal) is a vertical structure that focuses on professional development that meets twice a month to define the school-wide shared beliefs of structure in place for teacher support, instructional practices and goals for student achievement. include the CFN providers, Network Specialist and Administration.
- ARIS Learn provides a wide range of professional development resources including videos showing classroom instruction lessons.
- Development opportunities and professional readings. “ Teach Like a Champion.”
- All teaching staff participates in professional development delivered during the common preps and facilitated by teachers.
- The Team created Professional Development Toolkits for teachers to further their own professional development.
- Professional Learning Community Teams are a horizontal structure facilitated by lead teachers from the Instructional Team, which meets weekly to analyze student work samples to plan and refine instruction that engages all students in challenging academic tasks. The lead teachers meet with perspective grades to deepen the process and production of the instructional goals and strategic decisions made throughout the school to support rigorous curriculum for engagement of all learners. meet to analyze and discuss student work to guide or inform instruction.
- Literacy Performance Tasks to examine student work, developing a shared understanding of success as defined in the new common core standards and determining how to adjust teacher practice to support student development along the continuum of college and career readiness.
- Best Practice Walkthroughs are facilitated horizontally across grades and vertically throughout in writing then eventually moving into ELA and Math. These inter-visitations are designed to improve the pedagogy of teachers by creating opportunities to reflect upon a high level of questioning, strategic inclusion of multiple entry points, critical analysis and rigorous learning opportunities for all students through the particular mini lesson structure set in place. allow for a snapshot of classroom environment, instruction and student engagement. Debriefs allow for the opportunity to celebrate the glows and to look at next steps (grows for improving instruction).
- School Wide Inc. and our writing consultant Erik Lepis facilitates PD and demonstration lessons for teachers to promote and support the focused school-level goals: REC.
- Professional development opportunities are offered before and after-school. (inter-visitation of model schools/classrooms in ELA and writing)
- Grade level Professional Development facilitated by CFN Provider in order to support teacher instructional practices.
- Teachers have opportunities to meet with the Parent Coordinator every Wednesday (2nd Cup) to discuss ways to assist parents into getting involved in the academic instruction of their children.
- Title III teachers meet with ESL teachers throughout the school year to discuss ways in which they can use scaffolding techniques in order to support the learning of ELLs in the mainstream classrooms.
- Teachers are also given the opportunity ESL instruction in general education classrooms.
- Teachers attend workshops that highlight instructional strategies and best practices for ELLs. Some topics include: Creating text Dependent Questions for Close Analytic reading, Literacy, Vocabulary and Writing and meeting the needs of SIFE, LT ELLS, & SWD, Leadership for ELL/SWDs; How to Observe, Support and Supervise teachers of ELL\ SWDs.
- (QIP) Quality Improvement Process- Strategies to improve outcome for students with disabilities. On going professional development and support in the use of data to improve collaborative planning for general and special education co-teaching classes. Ongoing professional development and support in integrating IEP goals into planning

as well as regular progress monitoring toward IEP goal mastery. Professional development and support to increase the use of variable grouping in instruction and planning . Professional development and support to establish effective uses of technology to allow students opportunities to learn, practice and generalize knowledge.

Strategies to increase parental involvement

- The Parent Coordinator works with the Title 1 Parent Advisory Council and Guidance Counselor to provide ongoing workshops for parents including Welcome Back, Educational workshops, Health and Nutrition, How to Help Your Child Succeed, Communicating with Your Child’s Teacher.
- P.S. 16 has a full service parent center, in which families can attend workshops and utilize our bilingual lending library.
- Immediately following PTA meetings, family literacy workshops are scheduled in the library. These workshops have been aligned with CCLS and promote literate environments in the home.
- A workshop is scheduled each year to inform parents how to help their child conduct a science experiment using the scientific method. The Ready, Set, Go workshop is designed for Pre-K parents to welcome them to our school community.
- Health Plus workshops address such issues as Welcome Back to School, Childhood Obesity and Depression, and Summer Safety. Our partnership with JCC allows us to offer an adult ESL course two mornings per week in our parent center.
- Families are invited into classrooms for monthly Math and Writing Celebrations to share academic achievements aligned to the CCLS.
- Each month families, teachers, and students attend the Wheels for Success assembly. Students are recognized for academic progress or personal behavior growth as a Student of the Month. All students receive a “Wheels for Success” t-shirt and one student is selected to receive a new bicycle.
- Pajama Night, Movie Night, Game Night and Arts Week are additional events held at PS 16 to create a culture of mutual respect and coherence in the goals and vision towards the success of all students. All activities are strategically in place for family outreach in order to support and result in effective academic and personal behavior throughout the school community.
- IZONE technology will provide parental support.
- The Robin Hood library also supports the parents and children with open access to our school community and homework help Mondays thru Thursday. We are averaging 15 to 20 families daily.
- The school will continue to update and distribute a parent hand book and all other important information to parents that is translated in our dominant second language Spanish.
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Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA x Title III x Grants x Other

If other is selected describe here:

1. C4E Coaches and AIS personnel
2. Violence Prevention Grant - Saturday Program

Service and program coordination

- Professional instruction materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the school day and for our afterschool ELA and math enrichment programs.
- Per session for teachers for our afterschool programs and instructional team
- Per session for supervisors for the after school programs and participation in professional development (instructional team).
- Funding to hire School wide to conduct professional development for teachers in writing, Common Core Standards
- To assist teachers in strengthening their practice.
- Reduced class size in grades 1 and 2.
- Day time violence prevention intervention through conflict resolution instruction Respect for All) and Saturday building self-esteem sessions through the arts.
- Counseling for shelter students once a week, AIS counseling for at least 10 students, mentor program to build self-esteem and future leaders.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Math All Students Performance

By June 2013, All Students will demonstrate progress towards achieving state standards as measured by a 5% increase from the previous year in Level 2 to 3, as well as a 3% increase in Level 3 to 4.

Comprehensive needs assessment

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Comprehensive needs assessment N.Y. State Math Test

All Students		Math	3rd Grade		Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2010	174	670.9	51	29.3	78	44.8	39	22.4	6	3.4	45	25.9
31R016	3	2011	171	674	43	25.1	90	52.6	33	19.3	5	2.9	38	22.2
31R016	3	2012	150	675	31	20.7	78	52.0	35	23.3	6	4.0	41	27.3

Trends: 3rd Grade: Between 2011 and 2012 the Mean Scale Score went up 1 point. Levels 1 and 2 went down and Levels 3 and 4 went up.

All Students		Math	4th Grade		Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2010	140	660.5	18	12.9	84	60	32	22.9	6	4.3	38	27.1
31R016	4	2011	152	662	28	18.4	82	53.9	30	19.7	12	7.9	42	27.6
31R016	4	2012	151	671	19	12.6	65	43	51	33.8	16	10.6	67	44.4

Trends: 4th Grade: Between 2011 and 2012 the Mean Scale Score went up 9 points. Levels 1 and 2 went down. Level 3 and Level 4 went up.

All Students Math 5th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2010	164	660	29	17.7	93	56.7	36	22	6	3.7	42	25.6
31R016	5	2011	131	675	9	6.9	55	42	56	42.7	11	8.4	67	51.1
31R016	5	2012	145	667	26	17.9	60	41.4	44	30.3	15	10.3	59	40.7

Trends 5th Grade: Between 2011 and 2012 the Mean Scale Score went down 8 points. Our Levels 1 and 2 went up level 3 went down and level 4 went up.

Instructional strategies/activities

Timeline: September 2012 thru June 2013

Targeted Population - Students

Responsible Staff – Teachers, Administrators

- 60 minute math block in grades K-2 and 75 minute math block in grades 3-5 using the workshop model
- Teachers in grades K thru 3 are using “Go Math.” This program is aligned with the CCIS. The program emphasizes Big ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices and differentiated

resources to ensure success for all students.

- Grades 4 and 5 are using TIME To Know Math.
- Teachers in grades 2 - 5 will continue to use Coach Books. That are CCLS aligned.
- Teachers in grades 3 - 5 are using data from previous NYS Assessments, NYS standards-based pre-assessments, Acuity benchmark assessments and performance series.
-
- Teachers in grades K - 2 are using data from NYS standards-based pre-assessments, formal and informal assessments from the Go Math to differentiate instruction and plan lessons and destination math.
- Push in ESL teacher in grades 3, 4 and 5 during math block
- Push in Special Education teacher in grades 3, 4 and 5 during math block
- AIS Intensive program in grades 3 thru 5 for students who have achieved a high level 2 and low 3 on the NYS Test. Holdovers and Former ELLs are also a part of this program.
- Use of technology for teaching and learning.
- Math Task – cognitively demanding mathematics task that requires students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Enrichment Teachers in After-school Programs effectively targeted the needs of identified students in supporting students by using differentiated instructional strategies.

Targeted Population - Teachers

Responsible Staff – Teachers and Administrators

Professional Development:

- Coaches will continue to provide on-going professional development in aligning NYS Standards and math lesson planning.
- Use of technology for teaching and learning
- Time to Know Coach works with 4th and 5th grade teachers.
- Teachers meet in grade-level and cross functional teams to review student data gathered from a variety of summative and formative assessments during common prep periods twice a week. They also meet during Professional Learning Community time (extended day) to analyze student work and decide next steps for instruction.
- Math Task Team. They create performance tasks for the grades.

Strategies to increase parental involvement

- The Parent Coordinator works with the Title 1 Parent Advisory Council and Guidance Counselor to provide ongoing workshops for parents including Welcome Back, Educational workshops, Health and Nutrition, How to Help Your Child Succeed, Communicating with Your Child’s Teacher.
- P.S. 16 has a full service parent center, in which families can attend workshops and utilize our bilingual lending library.
- Immediately following PTA meetings, family literacy workshops are scheduled in the library. These workshops have been aligned with CCLS and promote literate environments in the home.
- A workshop is scheduled each year to inform parents how to help their child conduct a science experiment using the scientific method. The Ready, Set, Go workshop is designed for Pre-K parents to welcome them to our school community.
- Health Plus workshops address such issues as Welcome Back to School, Childhood Obesity and Depression, and Summer Safety. Our partnership with JCC allows us to offer an adult ESL course two mornings per week in our parent center.
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- Each month families, teachers, and students attend the Wheels for Success assembly. Students are recognized for academic progress or personal behavior growth as a Student of the Month. All students receive a “Wheels for Success” t-shirt and one student is selected to receive a new bicycle.
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Budget and resources alignment

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- Per session for teachers for our afterschool programs and instructional team
- Per session for supervisors for the after school programs and participation in professional development (instructional team).
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- To assist teachers in strengthening their practice.
- Reduced class size in grades 1 and 2.
- Day time violence prevention intervention through conflict resolution instruction (Respect for All) and Saturday building self-esteem sessions through the arts.
- Counseling for shelter students once a week, AIS counseling for at least 10 students, mentor program to build self-esteem and future leaders.

	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Focus is placed on topics such as bullying, bereavement, family instruction etc. Materials are presented using assemblies, guest speakers, workshops, etc.	Small group and one to one interventions	Services are provided during the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- High-quality and ongoing professional development, aligned with the Common Core Learning Standards is utilized to support our teaching staff. The Instructional Team lead teachers, CFN Specialists, and School- wide Literacy and Writing consultant, assist our teachers in strengthening their practice and becoming and maintaining their highly qualified status.
- P.S.16 participates in the teacher preparation programs through Wagner College, College of Staten Island and St. John's University.
Administrators and cooperating teachers work closely with the teaching supervisors and the student teachers to ensure that the student' teachers are well prepared to become qualified teachers.
- Mentors are assigned to support struggling and un-qualified teachers.

PARENT INVOLVEMENT POLICY (PIP)

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

. General Expectations

Public School 16 agrees to implement the following statutory requirements:

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

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

1. Public School 16 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Monthly literacy and/math workshops, classroom writing and math celebrations involving parents – all with translation made available, written and oral.
2. Public School 16 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Title I Parent Advisory Committee (as sub committee of the PTA), monthly SLT meetings, and on-site family center
3. Public School 16 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Homework Help, after school enrichment activities, Family Night Events, Parent Literacy Workshops, Writing Celebrations, Math Celebrations, Family Math after- School Workshops and Science Fair Tutorial Parent and Student Workshops.
4. Public School 16 will use the results of the NYC School Survey Report, an annual evaluation of Academic Expectations, Communications, Engagement and Safety and Respect to assist in improving school quality. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. Public School 16 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. State's academic content standards – parents will be informed of State Standards across the content areas during curriculum conference day and evening meetings in September 2011.
 - ii. State's student academic achievement standards – students will be given the school report and clearly informed of Standards and it's implications of the daily classroom instruction within our school.
 - iii. State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Ongoing dissemination by the classroom teacher, parent coordinator and administration of requirements set forth by the NYS Standards in all content areas. The family center supports this initiative with copies of the school CEP, School Report Card and School Environment Survey.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as well as monthly literacy and/math workshops, and classroom writing and math celebrations. All written materials will be translated into Spanish. Translators will be provided at all meetings and workshops so that parents will have a good understanding of the materials being addressed.

- c. The Robin Hood Library also supports our parent involvement efforts with books in Spanish and with open access to our school community.
- d. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parents are offered the opportunity to work with and attend workshops given by Educators for Social Responsibility in order to support the school's initiative of changing school climate
- e. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Pre-school Youngsters, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The family center supports this initiative with copies of the school's CEP, School Report Card and school Environment Survey. Parents also can go on the ARIS Website Parent Link to view their child's academic progress as well as school activities. The resource center will be available for parents to access including books on parenting, tips to work with their child at home, all or most in English and Spanish.
- f. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: The proposal to have a staff member that is familiar with the school items translate simultaneously would be beneficial in communicating to our Spanish speaking parents. The after-school or evening meetings would be enhanced by the presence of a Spanish speaking staff member's availability at these meetings/workshops. This should yield a better communication between the school and parents.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

SCHOOL-PARENT COMPACT

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

P.S. 16 SCHOOLS – PARENT COMPACT

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

The School Agrees	The Parent/Guardian Agrees
The school agrees to convene an annual meeting of Title I parents to inform them of the Title I program and its expectations.	The parent/guardian agrees to become involved in developing, implementing, evaluating and revising the school parent-involvement policy.
The school agrees to offer a number of meetings at various times, to work with parents and to reach more parents.	The parent/guardian agrees to participate in effective parent education opportunities offered by the school.
The school agrees to actively involve parents in planning, reviewing and improving the Title I and parent involvement programs.	The parent/guardian agrees to support the school by working with our children on their schoolwork and reading to them and by having them read to us.
The school agrees to provide parents with timely information on programs.	The parent/guardian agrees to monitor our children’s attendance at school, actively supervise homework and limit television viewing.
The school agrees to provide performance profiles and individual student assessment results for each child, along with other school and district information.	The parent/guardian agrees to share in the responsibility for improving our children’s achievement in school.
The school agrees to provide for effective parent-school communications by giving	The parent/guardian agrees to communicate with our children’s teachers about their

sufficient notice of parent-teacher conferences, frequent reports to parents, reasonable means to speak with staff and varied opportunities to volunteer and participate in their child's classroom activities.	educational needs by attending parent teacher conferences and responding to notes or letters sent home by the school.
The school agrees to assure parents that they may participate in activities, literacy workshops on reading strategies, family math, parents and partners in reading.	The parent/guardian agrees to provide information to the school on what kind of assistance they need to help their child academically.

E.P. 16 Escuela- Pacto de los Padres

La escuela y los padres trabajando en cooperación para asegurar la educación exitosa de los niños acuerdan:

La Escuela Está de Acuerdo	Los Padres y los Guardianes están de Acuerdo
La escuela acuerda en convocar una reunión anual para los padres del Título I para informarles del programa Título I y sus expectativas.	Los padres/guardianes acordamos de tomar parte en el desarrollo, la realización, la evaluación y la revisión de la política de participación escolar de los padres.
La escuela acuerda en ofrecer varias reuniones en varios ocasiones para trabajar con los padres y alcanzar a más padres.	Los padres/guardianes acordamos en participar en las oportunidades de educación efectivos para los padres ofrecidas por la escuela.
La escuela acuerda en envolver activamente a los padres en la planificación, el repaso y el mejoramiento del Título I y programas de participación de los padres.	Los padres/guardianes acordamos en apoyar la escuela trabajando con nuestros niños en su trabajo escolar, leyéndoles y haciéndoles leer en voz alta
La escuela acuerda en proveerles a los padres, a tiempo, la información de los programas.	Los padres/guardianes acordamos en observar la asistencia de nuestros niños en la escuela, estar pendiente a que hagan las tareas y limitar el tiempo de ver televisión.
La escuela acuerda en proporcionar perfiles de rendimiento y resultados de la evaluación de estudiante individualmente para cada niño, junto con información de otra escuela o del distrito.	Los padres/guardianes acordamos en compartir en la responsabilidad de mejorar el logro de nuestros niños en la escuela.
La escuela acuerda en asegurar comunicaciones efectivas entre los padres y la escuela dando suficiente notificaciones sobre las conferencias de padres y maestros, informes frecuentes para los padres, medios razonables para hablar con el personal y	Los padres/guardianes acordamos en comunicarnos con los maestros de nuestros niños sobre sus necesidades educativas asistiendo a las conferencias de padres y maestros y respondiendo las notas o cartas enviadas a casa por la escuela.

oportunidades variadas para ser voluntarios y participar en las actividades de la clase de su niño.	
La escuela acuerda en asegurar a los padres que ellos pueden participar en actividades, talleres de alfabetización dando enfoque en estrategias en la lectura, matemáticas de familia, padres y compañeros en la lectura.	Los padres/guardianes acordamos en proporcionar información a la escuela en el tipo de ayuda académica que ellos tienen que dar a al niño.

Pacto de los Padres

La comunidad de la Escuela Publica 16:

- Proporcionará un plan de estudios de alta calidad e instrucción en un ambiente de aprendizaje con apoyo y eficacia que permitirá a los niños participantes satisfacer el nivel de logros académicos de acuerdo a los estándares del Estado en las siguiente maneras:
 1. La Escuela Publica 16 le proporcionará a los estudiantes un programa de alfabetización con un enfoque equilibrado donde los grados K tú y 5to pondrán en práctica el plan de estudios principal de la ciudad de Nueva York que es un enfoque equilibrado en la enseñanza de lectura y escritura. Las lecciones consisten en: la lectura independiente/ en pareja, lectura compartida, lectura guiada, centros de alfabetización, círculos de lectura, el taller para el escritor, lectura interactiva en voz alta, estudio de palabra, y conferencias de lectura y escritura con el maestro o la maestra y el o la estudiante.
 2. La Escuela Publica 16 le proveerá a los estudiantes un enfoque equilibrado en la matemática en los grados k-5. Las Matemáticas Diarias es el vehículo primario para la instrucción de matemáticas en la escuela. Tal enfoque conduce a los estudiantes a conseguir un equilibrio entre el entendimiento de conceptos, habilidad y destrezas, y el conocimiento de estrategias para resolver problemas.
 3. La Escuela Publica 16 le proveerá a los estudiantes un salón equipado con materiales que apoyen y enriquezcan sus experiencias en el aprendizaje.
 4. La Escuela Publica 16 le proveerá a los estudiantes maneras de entender, como hacer predicciones, y adaptarse a un mundo científico y tecnológico cada vez más complejo. Se les dará a los estudiantes oportunidades de modelar los métodos de los científicos de la investigación a través de un taller de modelación "práctico", un enfoque de investigación que incorpora el proceso de pensamientos científicos. A fin de mejorar el conocimiento de los estudiantes en conceptos de ciencia e instrucción, hemos alineado nuestro programa con los estándares de la Ciudad y el Estado, apoyando la instrucción en los Grados k-5.
 5. La Escuela Publica 16 proveerá a los estudiantes un programa educacional de estudios sociales que se concentra en auténtica investigación. Cada estudiante está envuelto en varios proyectos de investigación a lo largo del año. Los proyectos son desarrollados en

coordinación con el maestro o la maestra del salón, el maestro o la maestra de estudios sociales, y la especialista de medios de comunicación de biblioteca escolar.

- Se harán conferencias de padres y maestros durante las cuales se discutirá este Pacto en lo que se relaciona al logro individual del niño o niña. Específicamente, éstas conferencias se llevarán acabo:
 1. Conferencia de Plan de estudios en septiembre- Los padres serán informados de la misión y visión de la escuela. Ellos visitarán los salones donde se enterarán acerca de las prácticas educacionales, estándares de contenido, y estándares de rendimiento.
 2. La Distribución de la Tarjeta de Calificaciones en noviembre- Los padres recibirán informes sobre como sus niños progresan usando los estándares como referencia. Se les darán una cita para encontrarse con el maestro o la maestra de su niño o niña para hablar del rendimiento corriente de su niño o niña y/o cualquier sugerencia en como los padres pueden apoyar el desarrollo educativo de su niño a niña en su casa.
 3. La Distribución de la Tarjeta de Calificaciones en marzo - Los padres recibirán informes sobre como sus niños están progresando con referencia a los estándares. Les darán una cita para entrevistarse con el maestro o la maestra de su niño o niña para hablar del rendimiento corriente de su niño o niña y/o cualquier sugerencia en como los padres pueden apoyar el desarrollo educativo de su niño o niña en casa.
- Proporcionará a los padres con informes frecuentes sobre el progreso de sus niños. Específicamente, la escuela proporcionará los siguientes informes:
 1. Informe de Progreso en enero- Los padres recibirán un informe interino sobre el rendimiento académico de su niño o niña con referencia a los estándares.
 2. Informe de Progreso en mayo - Los padres recibirán un informe interino sobre el rendimiento académico de su niño o niña con referencia a los estándares.
 3. Boletín Mensual de noticias Para los Padres-Los Padres recibirán un boletín mensual de noticias informándoles acerca de las unidades de estudios en las áreas de contenido por grado.

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

- Proporcionará a los padres acceso razonable al personal. Específicamente, el personal estará disponible para la consulta con los padres en la siguiente manera:
 1. Los padres tendrán acceso al correo de voz del maestro o de la maestra y siempre pueden llamar y dejar un mensaje.
 2. Los padres y los maestros tendrán conferencias dos veces en el año, uno en el otoño y otro en la primavera para hablar sobre el progreso de su niño o niña.
 3. Los padres tienen el acceso de una coordinadora de los padres que está en el edificio de la escuela (salón de la familia) para ayudar a los padres en todos los aspectos de la educación de su niño o niña. Los padres también pueden comunicarse con la coordinadora de los padres por teléfono celular y/o correo electrónico.

4. Los maestros también se comunican con los padres en la correspondencia escrita para informales sobre el progreso actual de su niño o niña.
 5. La escuela tiene reuniones informativas en el día y en la tarde donde ellos informan a los padres sobre el rendimiento actual de la escuela, el plan de estudios de la escuela, y la opción de los padres (por ejemplo los Servicios Educativos Suplementales disponibles, y/o opción libre escolares). Estas reuniones informan a los padres de la participación de la escuela en los programas de Título 1 Parte A, y explicar los requisitos del Título1 Parte A, y el derecho de los padres para estar envueltos en los programas del Título1.
 6. Los padres reciben la correspondencia traducida en su lengua materna.
- Proporcionará oportunidades a los padres en hacerse voluntarios y participar en la clase de su niño o niña, y observar las actividades del salón, en las siguientes maneras:
 1. El aprendizaje de Líderes es una organización que entrena a los padres voluntarios trabajar con los niños y asistir a los maestros en el salón.
 2. Los padres participan en "Una Escuadrilla de Seguridad" donde ellos asisten a la facultad durante alineación en la mañana, en la hora de despedida, y durante celebraciones escolares y funciones.
 3. Los padres participan en "una Escuadrilla de Biblioteca" donde ellos asisten a la facultad con la distribución de libros, visitas de los estudiantes, y el mantenimiento de la biblioteca.
 4. Los padres participan en comités escolares para planear celebraciones a nivel de toda la escuela y acontecimientos especiales.
 5. Los padres ocupan posiciones en el Equipo de Liderazgo Escolar donde ellos planean con la facultad el Plan Educativo Comprensivo de la Escuela.
 6. Los padres son participantes en la Asociación de Padres/Maestros (con siglas en ingles PTA) donde ellos tienen reuniones mensuales para actualizar y planear cuestiones escolares.

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

Responsabilidades de los Padres

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

- Envolviéndonos en el desarrollo, la implementación, la evaluación y revisión de la política de la participación escolar de los padres.
- Participando en oportunidades efectivas de educación para los padres ofrecidas por la escuela.
- Apoyando la escuela trabajando con nuestros niños en su trabajo escolar, leyéndoles y haciéndoles leer en voz alta.
- Observando la asistencia de nuestros niños a la escuela, asegurándonos que nuestros niños lleguen a tiempo y estén preparados diariamente para la escuela, y estar pendiente a que hagan las tareas y limitar el tiempo de ver televisión.
- Compartiendo en la responsabilidad de mejorar el logro de nuestros niños en la escuela.

- Comunicándonos con los maestros de nuestros niños sobre sus necesidades educativas asistiendo a las conferencias de padres y maestros y respondiendo las notas o cartas enviadas a casa por la escuela.
- Comunicando valores positivos y rasgos de carácter, como el respeto, trabajar con esfuerzo y la responsabilidad.
- Apoyando las reglas de disciplina de la escuela.
- Mantenerme informado / informada sobre la educación de mi niño o niña y comunicarme con la escuela tan pronto lea todos los avisos de la escuela o del distrito escolar recibido a través de mi niño /niña o por correo, y responder como es debido.

School Responsibilities

Public School 16 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Monthly curriculum newsletter, monthly literacy and/math workshops, classroom writing celebrations involving parents – all with translation made available, written and oral.
2. Hold parent-teacher conferences (at least semi-annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2011 and March 2012 (both dates offering day and evening sessions)
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: The school will support parent contact through written and oral translations whenever possible
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Curriculum night, parent teacher conferences, by appointment before, during or after the school day, by telephone conference or through written correspondence
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parents attend Writing and math Celebrations at least 4 times a year, parents to join class trips, parents to participate in PTA events, etc.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in math, and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

Students will support their academic achievement, such as:

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

SIGNATURES:

SCHOOL PARENT(S) STUDENT

DATE DATE DATE

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/Richard Gallo	District 31	Borough Staten Island	School Number 016
School Name John J. Driscoll			

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

Principal Vincenza Gallassio	Assistant Principal M. Ramos, C. Conevery
Coach	Coach
ESL Teacher Meredith Parker Weber	Guidance Counselor Lucy Cipolla
Teacher/Subject Area S. Martinez(1st S.C. ESL)	Parent Tina Colucci (PTA)
Teacher/Subject Area M. Borrás-Pena (1st DL)	Parent Coordinator Rita Diaz Maniglia
Related Service Provider Helen Schlissel	Other Nicole Perez- ESL
Network Leader	Other Diana Puma- ESL

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	6	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	6	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	880	Total Number of ELLs	255	ELLs as share of total student population (%)	28.98%
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Part II: ELL Identification Process

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

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

At PS 16 English Language Learners (ELLs) are identified through a multi-step process beginning with the administration of the Home Language Identification Survey (HLIS) by a pedagogue at the time of student registration. These HLISs are administered in the student/family's home language when applicable or with the assistance of a translator. Which language to administer the HLIS form is also determined by informal oral interviews and/or family documents. In the event that pedagogues are not available at the time of registration, one of two Assistant Principals (M. Ramos, C. Conevery) may be called upon to aid families in completing the survey, and or conduct interviews. Surveys are then formally assessed by the ESL team (M. Parker-Weber, N. Perez, D. Puma), who are all TESOL certified teachers, and students' are assigned an OTELE code identifying their home language. If the student's home language is anything other than English, said student is then administered the LAB-R formal assessment. All students who are administered the LAB-R formal initial assessment will receive notice to be taken home to parents informing them as to whether they have tested out of LEP status, making them non-entitled to ESL services. Parents/ guardians whose child's LAB-R score entitles them to mandated ESL services are notified in writing. They are notified in their native language of such, via the Entitlement Letter, on which the ESL department indicates the child's score. The aforementioned students are entitled to ESL services in accordance with their English language proficiency until they achieve a designation of "Proficient" on the annual New York State English as a Second Language Achievement Test (NYSESLAT), at which point said students will receive a notice that they are no longer entitled to services (Non-Entitlement).

Parents/guardians of students entitled as per the LAB-R are informed of their child's score, and are invited to an orientation within 10 days of registration. During these orientations all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) available at our school and throughout the city are explained in the families' native language. Invitations are sent home with students in writing in their native language when applicable. Additionally, parents are reminded orally by ESL and classroom teachers about orientations at morning lineup and dismissal, flyers are posted in multiple languages at school entrances, and in some cases phone calls home are made. During these orientation meetings, parents are able to view the Orientation Video for Parents of ELLs in their native language. Those parents/guardians attending orientations are encouraged to fill out Parent Survey and Selection forms at this time, with the help of our Parent Coordinator (R. Diaz-Maniglia) who is fluent in Spanish. Those parents/guardians not able to attend in school are given a packet including a Program Brochure, Parent Survey and Parent Selection Form. They are informed in writing to visit the website: <http://schools.nyc.gov/academics/ELL/familyresources/ellorientationvideo2010.htm>). There they may access the Orientation Video for Parents of ELLs in their native language. Additionally each month a parent meeting is offered for parents/ guardians of newly admitted eligible ELLs.

While Transitional Bilingual Education is the default program for ELLs as per CR Part 154, the vast majority of our families choose Freestanding ESL as their first choice, with some families choosing our Dual Language program. Families interested in the Dual Language program go through an interview and informational session with Dual Language faculty members conducted in their native language. In the event that fifteen or more parents within two consecutive grades were to indicate TBE as their first choice on the Program Selection Form a bilingual class would be created as per CR Part 154. All parents/guardians are encouraged to keep

students in their selected program for the full duration of ESL entitlement, as this is understood to better facilitate students' language development.

As mentioned earlier, program selection over the last several years has been trending toward Freestanding ESL and away from Transitional Bilingual Education. Currently PS 16 has 197 ELLs enrolled in the Freestanding ESL program and 58 ELLs enrolled in the Dual Language program. These program models are aligned with parent/guardian requests. To build better cohesion between these families' requests and program offerings, ESL students are currently serviced in their monolingual classroom by TESOL certified teachers in a collaborative team-teaching (CTT) model. Students in Dual Language programs receive ESL services from their classroom teachers who hold Bilingual Extension licenses. Additionally teachers and staff work to attain 10+ hours of ESL training. Bilingual para-professionals are also employed to service these students' needs where available in accordance with their IEP.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Freestanding ESL														
Self-Contained	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Push-In	3	1	3	2	5	3	0	0	0	0	0	0	0	17
Total	4	3	4	4	6	4	0	0	0	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	255	Newcomers (ELLs receiving service 0-3 years)	187	Special Education	54
SIFE	3	ELLs receiving service 4-6 years	68	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	41	1	2	14	0	2	0	0	0	55
ESL	146	2	21	54	0	29	0	0	0	200
Total	187	3	23	68	0	31	0	0	0	255

Number of ELLs in a TBE program who are in alternate placement: 9

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	12	5	12	1	11	1	6	6	7	2	9	2	0	0	0	0	0	0	57	17
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>PA</u>	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
TOTAL	12	5	12	1	12	1	6	6	7	2	9	2	0	0	0	0	0	0	58	17

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 17 Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 17

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	30	25	31	31	38	25	0	0	0	0	0	0	0	180
Chinese	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	1	1	2	1	0	0	0	0	0	0	0	5
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Haitian	0	0	0	1	0	0	0	0	0	0	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Other	0	1	0	1	2	0	0	0	0	0	0	0	0	4
TOTAL	30	27	32	38	42	28	0	197						

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?

At PS 16 instruction is delivered homogeneously, each grade has a beginner/intermediate class and an advanced class. Freestanding ESL instruction is delivered primarily through the Co-Teaching/Push-In model with the exception of two self-contained classrooms, one being on grade one, and one being on grade three. All Dual Language students receive self-contained ESL instruction from the classroom teacher who holds a certificate in bilingual extension.

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

Freestanding ESL

PS 16 employs a faculty of 4 teachers currently working under their TESOL license. We have two self-contained ESL classrooms (1st grade and 3rd grade). In grade K-5 we have push-in model of ESL instruction. When necessary students who are unable to be placed in ESL designated classes on the grade level such as self contained special education and CTT students, receive ESL services as per their IEP via small group “pull out”. Students are grouped homogeneously into designated ESL classes on each grade where ESL service providers work collaboratively with classroom teachers to meet the needs of these ELLs. Grouping the students homogeneously allows for the most effective scheduling for the ESL push in personnel.

Instructional practice: ESL teachers use a “push-in, pull-out” model to meet the required time allotment for English Language Learners. Students whose English proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advanced receive 180 minutes per week of English as a Second Language. Teachers use the workshop model and the collaborative team teaching model, with ESL methodologies to instruct students.

For the 2011-2012 school year, classrooms will be set up so that ESL teachers will be able to primarily use the “push-in” model, and “pull-out” model when necessary to instruct ELL students. During these “push-in” periods, providers will implement methodologies proven to be especially effective when educating English Language Learners, such as scaffolding, picture supports, etc. By “pushing-in” providers and classroom teachers are able to collaboratively give students content area and language based instruction, thus further developing academic language acquisition. ESL teachers spend about half of the time pushing-in during ELA instruction and the other half in math or content areas. This provides support in all disciplines. On occasion, we are not always able to place students in the ESL designated class. This can be due to class size regulations and other programming needs (i.e. CTT, self-contained special education). Therefore, students may be serviced through a pull-out model of instruction. In this event students are pulled-out in groups based upon their grade level, language proficiency, and IEP mandates. This small group instruction ensures that the teachers are able to hone in on

A. Programming and Scheduling Information

each student's individual strengths and needs.

In both models of instruction, teachers present the same task in different ways and at different levels so that all students can approach it in their own way. In addition, support materials that correspond to the classroom curriculum are utilized. This may include graphic organizers, educational websites, books and realia gathered by the teachers. ESL methodologies such as Whole Language, Cooperative Learning, and Total Physical Response are employed throughout the program. Scaffolding techniques are used when learning core-curriculum material. ESL services will be available from kindergarten through fifth grade. A schedule is created by the ESL teachers to provide 360 minutes of ESL instruction to Beginner and Intermediate level students and 180 minutes to the Advanced level students in all grades. All teachers will focus their instruction based on the Common Core State Standards. Professional development was received by all classroom and out of classroom personnel to help push the children towards college and career readiness.

Students who reach proficiency as measured by the NYSESLAT will remain in a monolingual class and receive content-area academic intervention services and or extended day services for support.

ESL strategies will be infused into the content area instruction through the use of visuals and technology. We will accomplish this by using appropriate text selection, SMART Boards, use of listening centers, document cameras, manipulatives, computer programs, with a strong focus on vocabulary (sensational words/sentences). Using technology motivates students and helps make content comprehensible to all. All instruction in the Freestanding ESL program will be taught in English.

The students who are eligible for ESL services and whose native language is Spanish are administered the Spanish LAB-R upon registration. Students are also entitled to a version of NYS assessments in their home language when applicable. If no version exists in the students' home language we have access to interpreters through the Translation and Interpretation Office.

Dual Language Program

The dual language program is available from kindergarten thru fifth grade. The Dual Language Program at Public School 16 consists of 50% of English Proficient students and 50% Spanish Proficient. There is instructional equity in both languages throughout all areas of the curriculum. Bilingual Certified teachers ensure all Limited English Proficient receive there mandated instruction in English through support and utilization of ESL strategies and techniques to meet their language needs.

All Dual Language classes use a self-contained 50:50 weekly model in which they alternate literacy and content in both languages. For example one week the teacher will provide literacy instruction in English, and the following week the teacher will provide literacy instruction in Spanish. During the week of literacy instruction in English he/she does content area instruction in Spanish. Individual students' needs will be addressed in small groups and 1 on 1 conferencing using the workshop model in all areas. All Dual Language teachers instruct in both languages, holding a Bilingual Extension and meeting ESL mandated instruction as well.

Instructional Practices:

Teachers use the workshop model in all content areas. This encompasses the mini lesson, the independent/small group work, and the share. The students are exposed to the second language through content area instruction and oral language development. To ensure that the two languages are covered equally, an Alternating Week 50:50 model is being implemented. The students will receive explicit ESL & SSL instruction on a daily basis. Native language arts and English language instruction will be integrated into the content areas through the use of visuals and technology. This will be accomplished by using appropriate text selection, SMART Boards, use of listening centers, document cameras, manipulatives, computer programs, with a strong focus on vocabulary (sensational words/sentences). Using technology helps motivate students and makes content comprehensible to all.

Organization of the Mandated Instructional Minutes

Students will receive content area instruction in both English and Spanish using the 50:50 model. Each day the students receive half of their instruction in English and the other half of their instruction in Spanish. Alternating between literacy and content area instruction in both English and Spanish. Students whose proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advanced receive 180 minutes per week of English as a Second Language. The mandated minutes are provided by the classroom teacher via their Bilingual Extension Certificate.

The students who are eligible for ESL services and whose native language is Spanish are administered the Spanish LAB-R upon

A. Programming and Scheduling Information

registration. In the Dual Language program teachers administer formal and informal assessments in Spanish. Throughout the year students take several NYS assessments in Spanish such as the ELE, TCRWP, and EL SOL. Students are entitled to a version of NYS assessments in their home language when applicable. If no version exists in the students' home language we have access to interpreters through the Translation and Interpretation Unit

PS 16 differentiates instruction for a variety of ELL subgroups:

Students with Interrupted Formal Education, students receiving 4-6 years of services and Newcomers will receive targeted instruction through guided reading, small group skill and strategy lessons, and one on one conferencing with the classroom teacher. These teaching methods allow teachers to meet children at their level of proficiency and guide and coach them to greater levels of proficiency. Teachers will use TCRWP assessment as a diagnostic tool to track progress in reading and to match readers with "just right" books (books they can read and want to read). Leveled books in fiction and nonfiction will be used in all grades. The Good Habits Great Readers program will be used as supplemental instructional materials. This also will include books on tape and leveled texts that are themed-based, which offer the students a framework and reference for their reading. SIFE and students receiving 4-6 years of services will be closely monitored by the classroom teacher, ESL teacher and the PPT team. These pedagogues will track and monitor these students' progress and make educational recommendations for them as needed. In addition to classroom support, students will receive extended day Supplemental Educational Services and Academic Intervention Services. A Title III after school test preparation program will help support ELL students in small classes to boost students' academic performance and language development. This program is especially geared towards new students, due to NCLB's requirement that states ELLs in grades three through five must take the ELA after one year and are never exempt from taking the state math and science exam. Also all ELLs grades K-5 are required to take the NYSESLAT each spring, these Title III programs help acclimate them to the format of the exam and its content. Whenever possible Newcomers and SIFE may be assigned "buddies" who speak their native language in order to help them navigate the school building, to help become accustomed to school rules, and also to aid in communication with teachers and other students. All students are working towards college and career readiness via academic tasks based upon Common Core State Standards. Currently there are no long-term ELLs at P.S. 16.

Some instructional strategies found to be most effective when educating ELL students with disabilities include but are not limited to using graphic organizers, visual representations, modeling, role-playing, total physical response, and cooperative flexible grouping. Materials used with these strategies are grade and English proficiency level appropriate. These instructional strategies and grade-level materials provide access to academic content areas and aid in accelerating English language development. In order to meet the needs of our ELLs identified as having disabilities, our staff is comprised of a variety of support specialists. This includes a bilingual social worker, a bilingual psychologist, a bilingual physical therapist, as well as hearing, occupational, and speech therapists, one of which is bilingual and here on a part-time basis. In addition, monolingual and bilingual paraprofessionals are assigned to our ELLs when appropriate. ELLs that are identified as SWD have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student and recommends specific interventions. These services are monitored by the Department of Education and the Administrators of Special Education to ensure, that special education ELL students are placed in the legally-mandated least restrictive environment.

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:

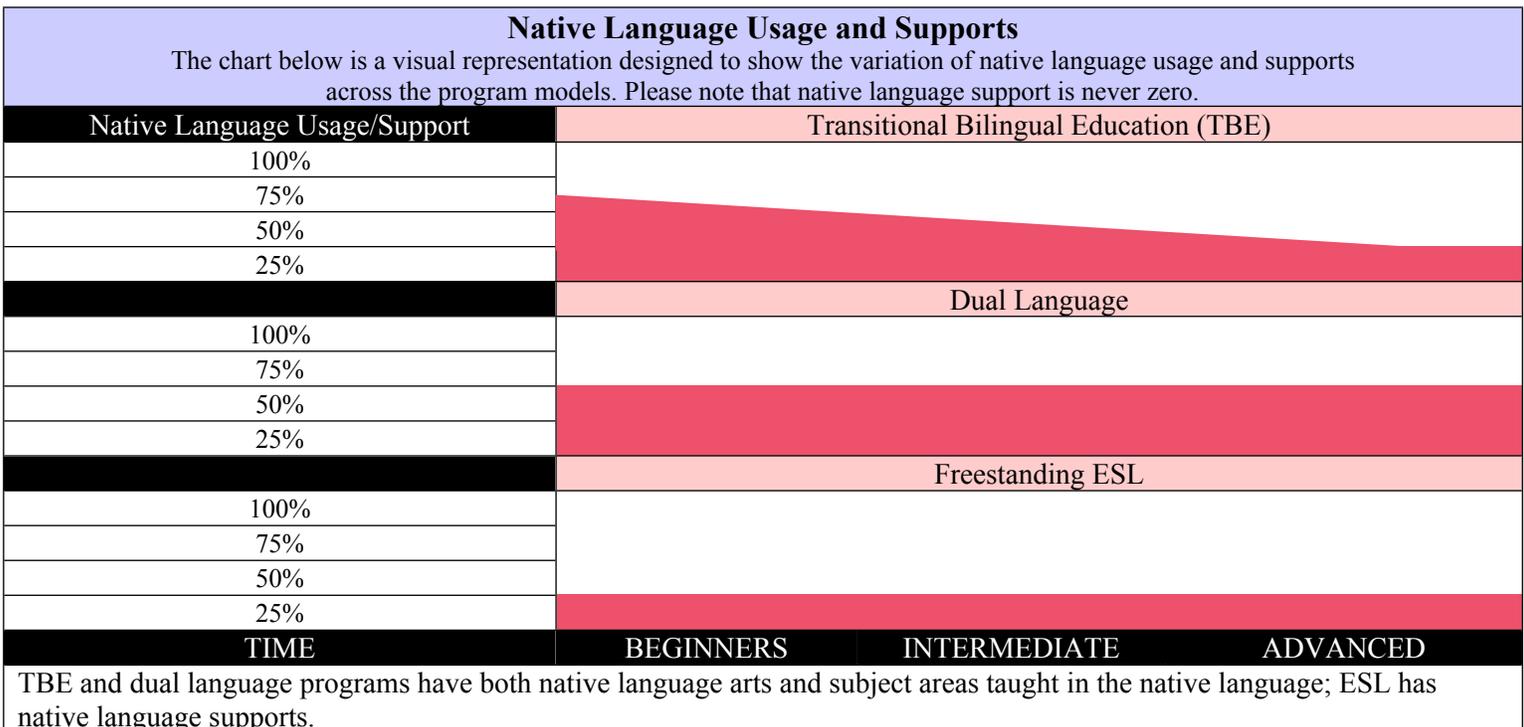
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			

Science:	N/A

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



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?

Intervention

The Pupil Personnel Team and the Academic Intervention Team will review the effectiveness of the academic supports provided for SIFE, Newcomers, and ELLs receiving 4-6 years of mandated services, on a monthly basis. They will offer support to the teachers and make recommendations based on student needs. ELLs will furthermore be the subject of deep inquiry and collaborative assessment by all related service providers and discussed monthly at specified Inquiry Team meetings. The academic intervention teachers provide small group instruction in ELA and math based on data from formal and informal assessments. Instruction is delivered in English. All teachers utilize ESL methodologies during content area instruction. They employ strategies learned during extensive professional development, in order to make content accessible to students. Additionally ELLs considered "at-risk" are invited to our extended day program (50 minutes) which meets from Monday through Wednesday for Literacy and Math support. This program parallels the regular school day instructional program in literacy and mathematics, and uses a data-driven approach to curriculum design. Teachers use the workshop model in a small group setting to support literacy strategies, apply skills to real text, respond to focused writing tasks and respond to literature for specific skill development. In mathematics, teachers use the interactive learning model in a small group setting to support the understanding and application of skills

Transitional Support

Students who reach proficiency as measured by the NYSESLAT will receive academic intervention services and /or extended day services until they reach standard levels of performance. When possible transitional students are placed in the ELL designated classes so they too can benefit from being taught using ESL methodologies. Although these students have demonstrated proficiency on the NYSESLAT, they can still benefit from a smaller teacher-to-student ratio. In addition, all former ELLs are given testing accommodations for two years after scoring proficient on the NYSESLAT.

New Programs

PS 16 encourages ELL attendance and participation in afterschool enrichment programs in the following subject areas: ELA, math, and science, as well as a NYSESLAT preparation program. All the aforementioned programs will be staffed by certified ESL providers. The cross content curriculum ELL programs that are offered in PS 16, aide in the development of each students reading, writing, listening, and speaking abilities by enhancing background knowledge and including various hands-on activities. TESOL certified teachers have ongoing articulation with the classroom teachers in order to meet or exceed CCSS for all ELL students.

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

The design of all programs will include a highly qualified, certified ESL teacher using specific techniques to increase the

comprehension and language arts skills of the ELL students. The materials used for this program will include various test preparation guides, sample test materials, standards-based skills and strategies materials, and school-wide technological resources. The ELL Science Program, ESL/SSL Program and the NYSESLAT Program will last 6 weeks. The ELA/Math State ELL Test Prep for ELLs will last from November until May. An administrator will oversee the after-school programs, coordinate teacher schedules, supervise students and classroom activity. These programs are subject to funding. We do have the Supplemental Educational Service (SES)- Liberty Learning Program available after school. The program is offered on Thursday and Friday from 3:15-5:15. The Liberty Learning Program has an ELL component to meet the needs of our ELL students.

No ELL support services will be discontinued.

All students are afforded equal access to school programs regardless of ELL status. Students participate in a variety of programs including- band, chorus, art, photography, physical education, drama, and technology which take place during and after the school day.

Instructional Materials Used:

We are a Balanced Literacy school and instruction is delivered primarily through the Workshop model using materials such as big books and poems for shared reading, leveled guided reading books, charts, manipulatives, word study and literacy station activities as well as books on tape/cd. Writing instruction makes use of the Writing Fundamentals curriculum and Teacher Manuals provide activities geared particularly for ELL's. The Dual Language also uses Cancionero a Spanish phonics program during the literacy block. Go Math is used to instruct students in mathematics and will be available in Spanish for the Dual Language classes. TCRWP is available in both English and Spanish and is used to assess students in decoding and reading comprehension. FOSS is a science curriculum that provides hands on materials in both English and Spanish. Our Social Studies program (Houghton Mifflin Harcourt) Social Studies New York City which is also available in Spanish for our Dual Language classes. All students in testing grades receive Coach test-prep materials for ELA and Math. Hands-on manipulatives create an opportunity for teachers to attend to ELL student's learning styles. Students work at their level and are assessed in order to meet their needs in a small group setting. Classrooms will be equipped with personal computers, Lenovo netbook laptops, listening centers, and teachers trained to deliver ESL instruction with them. When available ELL classes will further be equipped with Smartboards, ELMO/Document Cameras, Leapfrog materials, Play Station Portable with educational technology and teachers trained to deliver ESL instruction. Programs such as IZONE (Time to Know for 4th grade, Compass Learning for 5th grade) will be accessed by students via Lenovo laptops. Teachers present IZONE lessons through use of the SMART Board.

Native Language Support

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

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

As mentioned previously the Literacy, Math, Social Studies, and Science curriculum materials are readily available in English and Spanish. For state assessment purposes students will be offered to take the exam in their native language when possible, or through the use of a translator. For other formal assessments given in Spanish we utilize the TCRWP, EL SOL, and the ELE.

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

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

Currently language electives are not offered at P.S.16.

C. Schools with Dual Language Programs

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

The dual language program is currently in kindergarten through fifth grade. Across all grades, ELLs and EPs will use target languages daily, and ELLs and EPs are integrated throughout the entire instructional day. Language is separated for instruction in accordance with the 50:50 daily model, with cluster preps as the sole exception. All Dual Language classes are self-contained, and students will receive content area instruction- including Literacy, Math, Science, and Social Studies in both languages, alternating by week.

D. Professional Development and Support for School Staff

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

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

During the 2011-2012 school year, ongoing professional development will be provided for ESL, bilingual, and monolingual teachers as well as school administrators. In addition to P.S. 16 personnel, regional and central ELL administrators will be invited to attend and participate in all professional development meetings. The professional development will include study groups, conferences, school inter-visitations and workshops based on second language acquisition theories and methodologies of high quality teaching practices for LEP students. We are continuing to conduct on-going professional development to meet the required minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P.

An itemized analysis of school professional development regarding ELLs proceeds as follows:

1. Experts on the staff conduct workshops for their peers in utilizing best practices for instructing English Language Learners.
2. Common planning time for teachers where they plan together and share best practices with their colleagues.
3. Opportunities for teachers to visit other schools who are implementing successful practices for English Language Learners.
4. Opportunities for teachers to attend district, regional, and city workshops.
5. Opportunities for teachers to observe, to plan, and to be coached by specialists in the areas of reading, writing, and math.

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

E. Parental Involvement

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

Our bilingual parent coordinator offers parent workshops which are held each month. Parent workshops for entitled students focus on the five dimensions of reading, which enables parents to know what their child is learning that month in the classroom. The workshops throughout the 2011-2012 school year will include homework tips for parents, strategies for reading and math, as well as hands-on activities. These workshops are offered in English and Spanish in order to meet the needs of our large Spanish speaking population. Our parent coordinator encourages the parents to feel comfortable enough to express their concerns and needs regarding their child's education.

The majority of our parents and families are successfully reached through translation. The remainder of the parent population are speakers of languages other than English or Spanish. In such instances communication with families is facilitated through the use of services provided through the Translation and Interpretation Unit. Although meeting the needs of the Spanish speaking population continues to be a goal, we also aim to meet the needs of the speakers of other languages as well.

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

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

The ESL and Dual Language Programs have been able to successfully get the parents involved with the education of their children. The programs intention is to involve the parents in the learning process of their children. The ESL and Dual Language Program at P.S.16 eagerly invites parents of the ELL population to the school for orientation meetings and literacy workshops. One of the goals of this program has been to assist the parents in acquiring enough language comprehension so that they can assist their children with their homework.

Parent needs are evaluated via the annual parent component of our school's Learning Survey as well as less formal means. Continuing throughout the 2011-2012 school year, ESL teachers, Dual Language teachers, and the school Librarian will facilitate parent workshops to increase the knowledge of language acquisition, assistance to their children at home with reading and writing, as well as assistance with the communication with the classroom teacher.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	4	9	7	1	1	0	0	0	0	0	0	0	36
Intermediate(I)	16	14	20	14	21	1	0	0	0	0	0	0	0	86
Advanced (A)	9	25	20	25	17	9	0	0	0	0	0	0	0	105
Total	39	43	49	46	39	11	0	0	0	0	0	0	0	227

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	1	0	0	0	0	0	0	0	0	0
	I	9	4	1	2	0	1	0	0	0	0	0	0	0
	A	17	35	22	22	16	6	0	0	0	0	0	0	0
	P	15	6	34	25	29	9	0	0	0	0	0	0	0
READING/ WRITING	B	14	4	9	7	1	1	0	0	0	0	0	0	0
	I	15	13	20	14	21	1	0	0	0	0	0	0	0
	A	8	22	19	24	16	7	0	0	0	0	0	0	0
	P	5	6	9	5	7	7	0	0	0	0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	23	21	4	0	48
4	25	18	1	0	44
5	7	7	2	0	16
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	17	0	25	0	7	0	0	0	49
4	13	0	28	0	2	0	0	0	43
5	4	0	8	0	3	0	1	0	16
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	15	0	21		2	0	41
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	1	9	8	0	4	10	9	3
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Other than the NYSESLAT, New York State does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge early literacy skills. At P.S. 16 we use the Teacher's College Reading Writing Project (TCRWP) from Columbia University. TCRWP offers a number of assessments to support our teachers in this critical work. Our students are assessed in Concepts of Print (for emergent readers), Letter-Sound Identification, High-frequency Words, and for their independent reading levels in fiction and non-fiction text.

After analyzing the data from the TCRWP we have come to realize that students identified as being ELLs in the lower grades are performing close to their native English counterparts. However, as reading requirements become more demanding in the upper grades, the disparity between students identified as ELLs and their monolingual peers begin to widen. Also inquiry teams have found that a large portion of our ELLs drop end-word morphological affixes. This has encouraged a new focus on "accuracy" in our literacy instruction, and more attention to semantic structuring of chosen texts. TCRWP and informal assessments also seem to indicate that our ELLs do not use picture clues as much or as well as they should--that they need more practice connecting their prior knowledge to the pictures/topics.

Data patterns across proficiency levels (as per LAB-R and NYSESLAT) indicate that the majority of our students enter our school on all grade levels with strong listening and speaking skills. Student reading and writing proficiency levels tend to lag behind their listening and speaking counterparts. When looking at NYSESLAT data it is revealed that there is a close correlation between the number of years of service and increased ESL proficiency in each of the four modalities.

Overall, the data has shown that students in all grades perform the greatest in the listening and speaking components of the NYSESLAT. The results of the spring 2011 NYSESLAT are as follows: Of the 42 kindergarten students tested only 2% scored beginner, 21% scored intermediate, 40% scored advanced and 36 % scored proficient. Of the 45 first grade students tested none scored beginner, 9% scored intermediate, 78% scored advanced and 13 % scored proficient. Of the 57 second grade students tested none scored beginner, 2% scored intermediate, 39% scored advanced and 59 % scored proficient. Of the 50 third grade students tested only 2% scored beginner, 4% scored intermediate, 44% scored advanced and 50 % scored proficient. Of the 45 fourth grade students tested none scored beginner or intermediate, 35% scored advanced and 64 % scored proficient. Of the 16 fifth grade students tested none scored beginner, 6% scored intermediate, 37% scored advanced and 56 % scored proficient.

Conversely, the data reveals that our students are obtaining lower scores on the writing and reading modalities. Of the 42 kindergarten students tested 33% scored beginner, 36% scored intermediate, 19% scored advanced and only 12 % scored proficient. Of the 45 first grade students tested 9% scored beginner, 29% scored intermediate, 49% scored advanced and 13 % scored proficient. Of the 57 second grade students tested 15% scored beginner, 35% scored intermediate, 33% scored advanced and only 16 % scored proficient. Of the 50 third grade students tested 14% scored beginner, 28% scored intermediate, 48% scored advanced and only 10 % scored proficient. Of the 45 fourth grade students tested 2% scored beginner, 46% scored intermediate, 35% scored advanced and 15 % scored proficient. Of the 16 fifth grade students tested 6% scored beginner, 6% scored intermediate, 43% scored advanced and 43 % scored proficient.

In an attempt to use these results to inform instruction, we realize that more of an emphasis needs to be placed upon strengthening our students reading and writing skills. The reading and writing-lag pattern effects instructional decisions in that teachers will augment additional methodologies and techniques to the Readers' and Writers' Workshop model to better integrate students' higher level proficiency skills (listening/speaking) into all content area lessons, and to limit the isolation of learning modalities, particularly reading and writing, in

instructional delivery. We plan to achieve this goal by using graphic organizers, educational websites, books, professional development, conferencing, small group instruction, and various means of technology in order to strengthen reading comprehension and help organize ideas for writing assignments. In addition, materials will be presented using methodologies found most effective in educating ELLs. An importance will be placed on choosing teaching texts that fulfill certain criteria to make content more accessible to ELLs. We will use books that have numerous illustrations that help clarify the text, story plots that are action based, high- frequency vocabulary and useful words, simple sentence structures and repetitive, predictable phrases. Additionally, techniques and methodologies that further develop student reading and writing skills will be employed both throughout the regular school day and in afterschool programming catered explicitly to ELLs.

After ongoing analysis of the results from the New York State Content Area exams, we realize that our English Language Learners require more support specifically in the areas of reading and writing, and math. We have addressed our student needs by implementing a science-specific ESL push-in for current and exited ELLs in both the fourth and fifth grades, as well as a afterschool science enrichment program for ELLs.

The School Leadership and teachers maintain a data-driven approach to improving student performance, using item skills analysis from the Predictive and Performance Series, TCRWPs, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed City and State performance standards, students in grades 3-5 will be administered Predictive and Performance Series assessments in reading and mathematics and also the ELL Predictive. Item skills analysis generated from these assessments will clarify teachers' focus on specific student areas in need of extra instructional support and to inform instructional decisions. Other assessments will also be used to inform instruction including, in the lower grades (K-2), TCRWP assessments in English and Spanish, ARIS, informal teacher observations and conferencing. This combination of hard and soft data helps teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs. Furthermore, the findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in both literacy, mathematics, and science; improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of ELL subpopulations who are stalling in the upper grades.

What the school has learned about ELLs from the Periodic Assessments largely confirms what we have believed for some time: those students who struggle with literacy, students with special needs, and those students who are SIFE or newcomers, particularly in the testing grades, struggle with standardized assessments. Whereas taking tests in the Native Language is preferable to some students, primarily those newcomers who have received substantial formal Native Language education in their home country, many of our students, particularly those in Freestanding ESL programs, prefer to take Periodic Assessments in English, presumably because after several years of formal education in the United States, English has developed into these students' academic language. The languages students take Periodic Assessments in, as well as their scores; inform instructional delivery by identifying which language students have academic confidence in.

In the Dual Language program at PS 16, English Proficient (EP) students are assessed in Spanish (their 2nd or target language) by means of Spanish TCRWP reading assessments, the ELE (Spanish Reading Test), as well as informal assessments of student portfolios and teacher anecdotal evidence. EP reading levels in Spanish trend several levels below their English reading levels, and furthermore trend below their ELL classmates' English reading levels; however, despite these trends, EP students demonstrate consistent growth in target language-comprehension and reading stamina as they progress upward through the grades. We believe these EPs' 2nd language development contributes to advanced levels of cognitive flexibility as Dual Language EPs, alongside their ELL counterparts, represent some of our highest performing students.

At PS 16, the successes of programs for ELLs are measured using a combination of hard and soft data. Hard data from statewide content-area examinations are sorted and disaggregated, then measured against results from previous years, those of our English Proficient population and subgroups, and further measured against those of ELL populations in schools whose demographics resemble our own. NYSESLAT test results, provide some measure of comparison of success between program models in assessing programs' facilitation of English language acquisition. This hard data is conjoined with faculty anecdotal evidence, running records for literacy, and informal assessments of student work and development to create a broad representation of program and individual student success. In order to provide our English Language Learners with a standards-based, quality education, the P.S. 16 community will align all programs with the Common Core State Standards in all content areas, implement effective monitoring and assessment for both programs (Dual,

ESL), provide professional development opportunities for all our teachers in effective practices that meet the needs of our students who are at various proficiencies in English language learning, and keep communication lines open with all our families and inform them of the school's expectations and instructional practices.

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/19/11
	Assistant Principal		10/19/11
	Parent Coordinator		10/19/11
	ESL Teacher		10/19/11
	Parent		10/19/11
	Teacher/Subject Area		10/19/11
	Teacher/Subject Area		10/19/11
	Coach		10/19/11
	Coach		10/19/11
	Guidance Counselor		10/19/11
	Network Leader		10/19/11
	Other		10/19/11
	Other		10/19/11
	Other		10/19/11

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		10/19/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **31R016** School Name: **Public School 16R**

Cluster: _____ Network: **604**

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.

Parent involvement has been a major focus in our school. There is an ongoing need to increase communications to our parents. The Title I Parent Advisory Committee conducted a survey (March, 2007). found that Spanish-speaking parents needed additional clarification when items were sent home in English only with a header that stated "this is an important letter please have someone translate." In addition, the review of the Home Language Surveys upon entry we concluded the increased need for translation and interpretation services to be provided for our families. The clarification came from our staff; a teacher who is a Nationally Certified Translator, the Parent Coordinator and the DOE translation service translate all Parent letters and flyers. About 95% of the parent population is successfully reached through translation. The remainder of the parent population is speakers of languages other than English or Spanish. These parents receive translations from the DOE as quickly as possible.

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

The survey found that Spanish-speaking parents needed additional clarification when items were sent home in English only with a header that stated "this is an important letter please have someone translate." The clarification came from our staff, Parent Coordinator, SLT Team and PTA. At the present time 95% of the parent population is successfully reached through translation. The remainder of the parent population is speakers of languages other than English or Spanish. These parents receive translations from the DOE as quickly as possible.

Part B: Strategies and Activities

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

The plan is to translate administrative letters sent home to parents through students into Spanish on a weekly basis. It is also anticipated that classroom teachers will have the opportunity to translate their parental letters into Spanish. Currently our PTA monthly newsletter and correspondences are sent home in English and Spanish for our parents. The PS 16 Parent Handbook has been translated into Spanish. This handbook will be a guide to instructional themes at our school, parent tips and other items.

The school calendar and all meetings are translated into Spanish.

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Public School 16 R

DBN: 31R016

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school

After school

Saturday academy

Other:

Total # of ELLs to be served: 90

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 6

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our Title III after school program provides direct instruction which supplements the mandated minutes of ESL instruction students are receiving during the regular school day as per CR part 154. This program is offered to select students, in grades three through five, with a focus on improving Literacy and Math skills for English Language Learners.

All students in grades four and five, who scored between 655-680 scale score on the 2012 New York State English Language Arts or Math assessments, are invited to participate in this enrichment program. Third grade students are invited based on the September 2012 TCRWP results. The program's goal is to increase English proficiency, and strengthen literacy and math skills for participants. This year 60 students will be attending this program. In each of the three grades a class of English Language Learners will be instructed by a teacher who holds a Bilingual Extension license. This subgroup of students has been targeted because over 40% of them achieved a level 2 on the 2012 exams. We hope to help our low 3s and high 2s achieve a level 3 on the 2013 ELA and Math state examination as well as improve on the four modalities of listening, speaking, reading and writing.. This program will begin on Monday November 19, 2012 and end on May 28, 2013. Classes will meet each Monday and Tuesday from 3:15 to 4:45. Materials to be utilized include the Workout Empire ELA/Math and Crosswalk Coach programs , which are aligned to the Common Core State Standards and performance indicators. All instruction will be provided in English. A supervisor will be Paid out of Title 111 funds since this is the only program running in the building. Another component of our after school Title III NYSESLAT Enrichment for second grade students. There will be two teachers and 30 students. They will attend the after school program on Wednesdays from 3:15 - 4:45 from February 20th to May 28th.

Also, our after school Title III program is offered to fourth grade ELLs to familiarize them with the content and format of the New York State Science assessment which they will take in the Spring of 2013. These students have been chosen to participate in this program as a result of classroom and content area teacher recommendation. This program will utilize the New York State Coach Science Test Preparation Materials. This science program will be taught by a TESOL licensed teacher, who is currently teaching under her Bilingual Extension certificate with all instruction being conducted in English. The science content program will allow the students to improve on their literacy strategies and skills and the four modalities. It will run from November 28, 2012 through May 1, 2013, meeting each Wednesday from 3:15-4:45.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Our schools professional development program for Title III teachers includes meeting with ESL teachers throughout the school year to discuss ways in which they can use scaffolding techniques in order to support the learning of ELLs in the mainstream classrooms. An additional 7-10 hours will be provided by these teachers to new teachers who have not met their ELL professional development requirements. Teachers are also given the opportunity to observe ESL instruction in general education classrooms. In addition, teachers attend professional development workshops that highlight instructional strategies and best practices for ELLs. The teachers who attend these meetings will provide professional development to their colleagues to assist them in addressing and meeting the needs of ELL students in their classrooms. These professional development sessions will be held after school. A supervisor will be present to oversee these meetings. Some topics include: Creating Text Dependent Questions for Close Analytic Reading Nov. 29th, Literacy, Vocabulary and Writing - Jan. 8th, Instructional Strategies for ELLs with Special Needs- Dec. 14th, Meeting the Educational needs of SIFE, LT ELLs, & SWD Feb. 12th, Leadership for ELL/SWDs; How to observe, Support and Supervise teachers of ELL/SWDs March 6th..

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Our school offers many activities geared towards parents of English Language Learners in order to promote academic achievement among ELLs. P.S. 16 has a full service parent center, in which families can attend workshops and utilize our bilingual lending library. These workshops are provided in English and Spanish. Our school employs a full-time bilingual Parent coordinator, and school social worker. We utilize our bilingual staff to make content at parent meetings accessible to all. Meetings and workshops are held twice a month and address a variety of topics. Some scheduled topics include; Welcome Back (an informational meeting for Ell parents to learn about the curriculum, specific academic strategies and skills that will be implemented to make sure that their children will succeed as well as information concerning NYSESLAT, ELA, Math testing and modifications for ELL students.- Nov. 29th, Educational Workshops on Health and Nutrition - Diabetes-Dec. 6th, Stress Management Depression- Jan 24th, Family Traditions- Dec. 20th, and Preparing for P\T Conference - Feb. 27th. There are others for the rest of the year, however, they are not solidified. These workshops are facilitated by Rita Maniglia-Diaz, our bilingual parent coordinator. There is also a PTA meeting held once a month, on the third Wednesday of the month, with alternating day/ evening times. Following each PTA meeting there is a Family Literacy workshop provided for parents, with home language interpreters present.

Part D: Parental Engagement Activities

Homework help is available from October through May every Monday, Tuesday , Wednesday and Thursday in the school library, from 3:15 to 4:15, by Vicki Tsougros the Library Media Specialist. Families are notified in a variety of ways of upcoming events in both English and Spanish. Flyers and school calendars are sent home with students, posted on dismissal and arrival doors, and posted on the bulletin board outside the parent center.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		