



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 16 THE WAKEFIELD SCHOOL

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

PRINCIPAL: YVONNE B. WILLIAMS

EMAIL: YWILLIA5@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Yvonne B. Williams	* Principal	
Dahlia Watson	* UFT Chapter Leader	
Glodean Holder	* PTA President/Parent	
Marcia Higgins	Member/Teacher - Co-Chairperson	
Mary Puleo	Member/Teacher	
Jayme Morrissey	Member/Teacher	
Stella Arizia	Member/Parent – Co-Chairperson	
Johanny Amaya	Member/Parent	
Zenia Ortiz	Member/Parent	
Nakia Brownfield	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

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

By June 2013, [50%] of all students in grades 3-5 will demonstrate increased progress as measured by a one-year increase in scale score on the NYSTP ELA & Mathematics exams, as a result of improvement in the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Areas of improvement identified in the NYCDOE's 2012-2013 Quality Review feedback dated October 26, 2012.
 - NYS 2012 ELA and Mathematics scores

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) a timeline for implementation.

From September 2012 through June 2013, PS 16's teachers will:

- Formally participate in faculty meetings, contiguous weekly grade-level meetings, inquiry processes during 37.5 minute sessions, and other professional development activities to collaboratively plan, create, and evaluate CCLS appropriately aligned ELA & Mathematics curriculum unit plans across their grade;
- Use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced complex materials;
- Use appropriately CCLS-aligned lesson plans that include real world applications or meaningful situations students can refer to for understanding new concepts;
- Ask questions and facilitate discussions that promote higher-order thinking skills and help students analyze information; and
- Plan goals for specific groups of students based on timely data.

From September 2012 through June 2013, PS 16's administrators will:

- Provide consistent and systematic support, during monthly grade-level meetings, to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula; weekly with grade team leaders; bi-weekly with Inquiry Team members;
- Instruct teachers to use protocols to look at student work for assessment and to inform instruction;

- Follow the recommended NYC DOE Story of Units for both ELA and Mathematics, to ensure that all skills and lessons are sequenced and appropriately timed

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

From September 2012 through June 2013, PS 16’s school community will:

- Provide workshops for and disseminate information to families that help them to better understand the CCLS-aligned curriculum, the citywide expectations, and student achievement data on ARIS;
- Communicate regularly with families in different languages about their child’s progress towards state and city expectations by providing interim progress reports and student conferencing sheets (every 6 weeks) for parents that supplement report cards (distributed three times a year);
- Provide access to technology-based supports that enable families to support their students at home, e.g. RAZ Kids, i-Ready and My Math; and
- Offer families opportunities for volunteering and engaging with the school focused on student learning and development, e.g., helping to plan celebrations at the end of each unit to highlight student accomplishments in writing or help plan our SMART (Science, Math, Art, and Technology) Fair & Exhibits.

Budget and resources alignment

- Indicate your school’s Title I status: 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 x Title IIA x Title III X Grants _____ Other

If other is selected describe here

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following services and programs will be coordinated in support of this goal:

- Professional development, including intra- and inter-visitations, focused on Depth of Knowledge (DOK), Danielson’s Framework for Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d).
- Response to Intervention (RtI) and Universal Design for Learning (UDL)
- Teachers College Inclusive Classroom Program (TCICP), Thinking Maps®, United Streaming (web-based research/instructional tool), Literacy by Design, RAZ Kids, I-Ready, Rowland Reading Company’s Superkids, My Math, V-Math, Breakaway programs, Lucy Calkins Reading & Writing workshops, Truth Unlimited Etiquette Program, Anti-bullying program, counseling and provisions for students living in

temporary housing, and Pre-Kindergarten.

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

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

By June 2013, [90%] of all teachers will participate in differentiated professional development related to CCLS-aligned curricular activities, resulting in improvement in the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards, with a particular focus on questioning and discussion techniques.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Areas of improvement identified in the NYCDOE's 2012-2013 Quality Review feedback dated October 26, 2012.
 - NYS 2012 ELA and Mathematics scores

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

From September 2012 through June 2013, PS 16's administrators will:

- Use Danielson's Framework for Teaching to observe targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans.
- Use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members.

From September 2012 through June 2013, PS 16's teachers will:

- Actively participate in professional development and practice learned strategies to improve student engagement in higher order thinking and appropriately challenging tasks and discussions; and

- Make instructional adjustments based on gaps in student understanding.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

From September 2012 through June 2013, PS 16’s school community will:

- Provide workshops for and disseminate information to families that help them to better understand the CCLS-aligned curriculum, the citywide expectations, and student achievement data on ARIS;
- Communicate regularly with families in different languages about their child’s progress towards state and city expectations by providing interim progress reports and student conferencing sheets (every 6 weeks) for parents that supplement report cards (distributed three times a year);
- Provide access to technology-based supports that enable families to support their students at home, e.g. RAZ Kids, i-Ready and My Math; and
- Offer families opportunities for volunteering and engaging with the school focused on student learning and development, e.g., helping to plan celebrations at the end of each unit to highlight student accomplishments in writing or help plan our SMART (Science, Math, Art, and Technology) Fair & Exhibits.

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 x Title IIA x Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following services and programs will be coordinated in support of this goal:

- Professional development, including intra- and inter-visitations, focused on Depth of Knowledge (DOK), Danielson’s Framework for

Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d).

- Response to Intervention (RtI) and Universal Design for Learning (UDL)
- Teachers College Inclusive Classroom Program (TCICP), Thinking Maps®, United Streaming (web-based research/instructional tool), Literacy by Design, RAZ Kids, I-Ready, Rowland Reading Company's Superkids, My Math, V-Math, Breakaway programs, Lucy Calkins Reading & Writing workshops, Truth Unlimited Etiquette Program, Anti-bullying program, counseling and provisions for students living in temporary housing, and Pre-Kindergarten.

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 English as a Second Language (ESL) and Special Education

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

By June 2013, improvement in pedagogical practice as evidenced by [75%] of ELL and SWD teacher observations reflecting improved pedagogical practice in response to participation in high-quality and differentiated professional development.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

From September 2012 through June 2013, PS 16's ELL and SWD teachers will:

- Use instructional practices that are appropriately aligned to CCLS curriculum maps and use UDL principles to ensure multiple entry points and access for diverse student learners;
- Ensure that lessons address the needs of English language learners and students with disabilities;
- Participate in inter-visitations to schools using research-based strategies to improve content area vocabulary and comprehension;
- Participate in differentiated professional development activities according to their pedagogical needs;
- Use Thinking Maps® to help students organize their thoughts;
- Utilize the Word Wizard approach to expand vocabulary and to encourage more use of Tier 2 words;
- Utilize RAZ Kids for promoting literacy at home;
- Utilize i-Ready to improve reading comprehension and fluency;
- Utilize McGraw-Hill My Math on-line activities at home; and

- Title III Saturday Academy programs in Literacy for ELLs.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

From September 2012 through June 2013, PS 16’s school community will:

- Provide workshops for and disseminate information to families that help them to better understand the CCLS-aligned curriculum, the citywide expectations, and student achievement data on ARIS;
- Communicate regularly with families in different languages about their child’s progress towards state and city expectations by providing interim progress reports and student conferencing sheets (every 6 weeks) for parents that supplement report cards (distributed three times a year);
- Provide access to technology-based supports that enable families to support their students at home, e.g. RAZKids, i-Ready, My Math; and
- Offer families opportunities for volunteering and engaging with the school focused on student learning and development, e.g., helping to plan celebrations at the end of each unit to highlight student accomplishments in writing or help plan our SMART (Science, Math, Art, and Technology) Fair & Exhibits.

Budget and resources alignment

- Indicate your school’s Title I status: 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 x Title IIA x Title III x Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following services and programs will be coordinated in support of this goal:

- Professional development, including intra- and inter-visitations, focused on Depth of Knowledge (DOK), Danielson’s Framework for Teaching focused on differentiation (1e), questioning strategies (3b), and assessment practices (3d).
- Response to Intervention (RtI) and Universal Design for Learning (UDL)
- Teachers College Inclusive Classroom Program (TCICP), Thinking Maps®, United Streaming (web-based research/instructional tool), Literacy by Design, RAZ Kids, I-Ready, Rowland Reading Company’s Superkids, My Math, V-Math, Breakaway programs, Lucy Calkins Reading & Writing workshops, Truth Unlimited Etiquette Program, Anti-bullying program, counseling and provisions for students living in temporary housing, and Pre-Kindergarten.



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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013, there will be improvement in the quality of rubrics and expansion in the number of formative assessment strategies, as evidenced by observations of varied assessment practices in [75%] of classrooms.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Based on Quality Review Feedback: Improve the alignment and use of assessment practices across classrooms and grades so that adjustments to instruction are timely and effectively meet students' diverse learning needs (2.2).
 - Based on the results of the spring 2012 New York state ELA and Mathematics Assessments

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: strategies/activities that encompass the needs of identified student subgroups,

From September 2012 through June 2013, PS 16's teacher teams will:

- Ensure current assessment practices lead to focused decisions about implementation or monitoring of specific instructional strategies to improve student learning based on identified skill gaps; and develop timely instructional adjustments or solutions and implement them over time to ensure that student learning is maximized throughout our school.

From September 2012 through June 2013, PS 16's ELL/SWD teachers and administrators will:

- Ensure that teachers' practices for checking for student understanding throughout lessons are more consistent across classes.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

From September 2012 through June 2013, PS 16's school community will:

- Provide workshops for and disseminate information to families that help them to better understand the CCLS-aligned curriculum, the citywide expectations, and student achievement data on ARIS;
- Communicate regularly with families in different languages about their child's progress towards state and city expectations by providing interim progress reports and student conferencing sheets (every 6 weeks) for parents that supplement report cards (distributed three times a year);

- Provide access to technology-based supports that enable families to support their students at home, e.g. RAZ Kids, i-Ready and My Math; and
- Offer families opportunities for volunteering and engaging with the school focused on student learning and development, e.g., helping to plan celebrations at the end of each unit to highlight student accomplishments in writing or help plan our SMART (Science, Math, Art, and Technology) Fair & Exhibits.

Budget and resources alignment

- Indicate your school’s Title I status: 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 x Title IIA x Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following services and programs will be coordinated in support of this goal:

- Professional development, including intra- and inter-visitations, focused on the research based rubric for effective teaching focused on planning for differentiation, questioning strategies and discussion techniques, and assessment of student learning.
- Response to Intervention (RtI) and Universal Design for Learning (UDL)
- Teachers College Inclusive Classroom Program (TCICP), Thinking Maps®, United Streaming (web-based research/instructional tool), Literacy by Design, RAZ Kids, I-Ready, Rowland Reading Company’s Superkids, My Math, V-Math, Breakaway programs, Lucy Calkins Reading & Writing workshops, Truth Unlimited Etiquette Program, Anti-bullying program, counseling and provisions for students living in temporary housing.
- Prekindergarten social worker and parent involvement programs

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Tier I Rtl - Reading • Tier II Rtl pull-out using Foundations, Wilson, On our Way to English • Tier III Rtl pull-out using Foundations, Wilson, On our Way to English • Tier II Rtl using Buckle Down • Tier II Rtl using Preparing for Excellence 	<ul style="list-style-type: none"> • Small group differentiated instruction in classroom • Small group differentiated instruction (General Ed, ELLs, SPEDs) • Small group differentiated instruction (General Ed, ELLs, SPEDs) • Small group instruction/ one-to-one tutoring • Small group instruction 	<ul style="list-style-type: none"> • During the school day – during Literacy Block • During the school day – 30 minutes, 3x week • During the school day – 45 minutes, 4x week • Extended day 37 ½ minutes, 3x week • Afterschool – 1 hour, 1x week
Mathematics	<ul style="list-style-type: none"> • Tier I Rtl guided Math • Tier II Rtl pull-out using My Math Re-teach • Tier II Rtl using Buckle Down • Tier II Rtl using Breakaway Math 	<ul style="list-style-type: none"> • Small group differentiated instruction in classroom • Small group instruction (General Ed, ELLs, SPEDs) • Small group instruction/ one-to-one tutoring • Small group instruction 	<ul style="list-style-type: none"> • During the school day – during Math Block • During the school day – 30 minutes, 3x week • Extended day 37 ½ minutes, 3x week • Afterschool – 1 hour, 1x week

Science	<ul style="list-style-type: none"> • Upper and lower grade Science cluster teachers using Tier I strategies and hands-on experiments • Science curriculum incorporated into literacy block using instructional “bundled” units aligned with the common core learning standards 	<ul style="list-style-type: none"> • Small group differentiated instruction in classroom • Small group differentiated instruction in classroom 	<ul style="list-style-type: none"> • During the school day • During the school day
Social Studies	<ul style="list-style-type: none"> • Cluster teachers using Tier I strategies connecting history and social studies into real life meaningful experiences to prepare students for college and career readiness • Social Studies curriculum incorporated into literacy block using instructional “bundled” units aligned with the common core learning standards 	<ul style="list-style-type: none"> • Small group differentiated instruction in classroom • Small group differentiated instruction in classroom 	<ul style="list-style-type: none"> • During the school day • During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling for at-risk students whose behavior affects academic progress, students living in shelters and students with open ACS cases • Assessments and determination of students not making adequate progress • Crisis intervention • Health related workshops • Asthma management classes 	<ul style="list-style-type: none"> • Small group/one-to-one counseling • One-to-one assessment • One-to-one intervention • Small group instruction • Small group instruction 	<ul style="list-style-type: none"> • 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.

All teachers have assignments in their license area. New teachers work collaboratively with their grade teams to develop, refine and revise CCLS aligned curriculum that supports college and career readiness. Additionally, new teachers receive mentoring above and beyond the required hours. This is accomplished through in class coaching support, regularly scheduled mentoring sessions, and professional studies. These sessions are differentiated based on teacher strengths and areas of improvement, take place 3 days per week after school, in the morning before school, and during the regular school day. The school mentor attends the DOE mentoring program and has had many positions throughout her career with an emphasis on data, testing and teaching special needs students.

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:

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., Common Core Learning Standards, 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:

- Hold an annual Title I Parent Curriculum Conference;
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Support or hosting Family Day events;
- Establish a Parent Resource Center/Area or lending library; instructional materials for parents;
- Host events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- Encourage more parents to become trained school volunteers;

- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Develop and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Provide 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

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:

- Use academic learning time efficiently.
- Respect cultural, racial and ethnic differences.
- Implement a curriculum aligned to the CommonCore State Learning Standards.
- Offering high quality instruction in all content areas.
- Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- Administer predictive and interim assessments in ELA and Mathematics designed to monitor student academic progress.
- Collect and analyze data from all city-wide, school-wide and class assessments, including conference notes, to inform the teaching and learning process.
- Hold monthly grade level articulation meetings with teachers and support staff to monitor and assess student progress towards goals.
- Conduct Response to Intervention meetings with teachers and support staff to provide guidance and suggestions for teachers in methods of differentiating instruction to meet the needs of all learners.
- Staff position for Rtl staff to support students in lower grades
- Establish a Special Intervention Team to monitor progress of students with IEPs
- Child Study Team meetings with teachers and support staff to provide guidance and suggestions for teachers in strategies to handle students who demonstrate emotional needs.

Support home-school relationships and improve communication by:

- Conduct parent-teacher conferences twice per year during which the Parent Compact will be discussed as it relates to each individual child's achievement. Specifically, those conferences will be held: -Wednesday, November 14, 2012 at 12:30 p.m. and 5:30 p.m.
- Tuesday, March12, 2013 12:30 pm and 5:30 p.m.
- The school held its Annual Title I Parent Meeting on October 17, 2012 to inform our parents of the school's Title I status and their right to be involved in the funded programs.
- Conduct meetings at a convenient time to parents, and offering a flexible number of additional parent involvement meetings both in the morning and evening, so that as many parents as possible are able to attend. The school will invite all parents to these meetings and encourage them to attend. This will provide opportunities for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
- Respect 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;

- Involve parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notify parents of the Chain of command and school procedures to arrange an appointment with their child's teacher or other school staff member;
- Provide opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Provide opportunities for parents to interact and communicate throughout the school year with activities like family game night, family craft night, Nutrition Workshops, Principal's Data and Accountability Meetings, Middle school Articulation Meetings, classroom writing celebrations, and school performances during the school year,

Provide general support to parents by:

- Participate in city-wide Respect for All Week to create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Provide parent workshop opportunities to assist parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development sessions and bi-monthly Title I parent workshops focused on all content areas.
- Share and communicate best practices for effective communication, collaboration and partnering with all members of the school community;
- Provide parental involvement activities as requested by parents;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy and in accordance to federal regulations.
- Advise 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:

- Ensure that my child will be in attendance daily and maintain at least 94% attendance rate and notify the school when my child is absent;
- Ensure that my child will not be tardy.
- Ensure that my child receives the proper amount of rest daily.
- Monitor homework and classwork assignments and communicate with my child's teacher regarding all assignments.
- Read with my child and/or discuss what is read everyday.

- Set limits to the amount of time my child watches television or plays video games;
- Encourage and promote positive use of extracurricular activities and extended day learning opportunities.
- 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 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.
- Review and discuss the school's monthly calendar.
- 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.
- Participate in the school's Parent-Teacher Association or serve on the school Leadership team, or Title I Parent Committee and or the District Parent Leadership Teams.
- Share responsibility for the improved academic achievement of my child.

III. Student Responsibilities:

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

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 Chris Groll	District 11	Borough Bronx	School Number 016
School Name PS16-The Wakefield School			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	7	4	5	6	5	3								30
Total	7	4	5	6	5	3	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	2	5	4	0								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2		2	1	1	2								8
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1								2
TOTAL	7	4	5	6	5	3	0	0	0	0	0	0	0	30

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

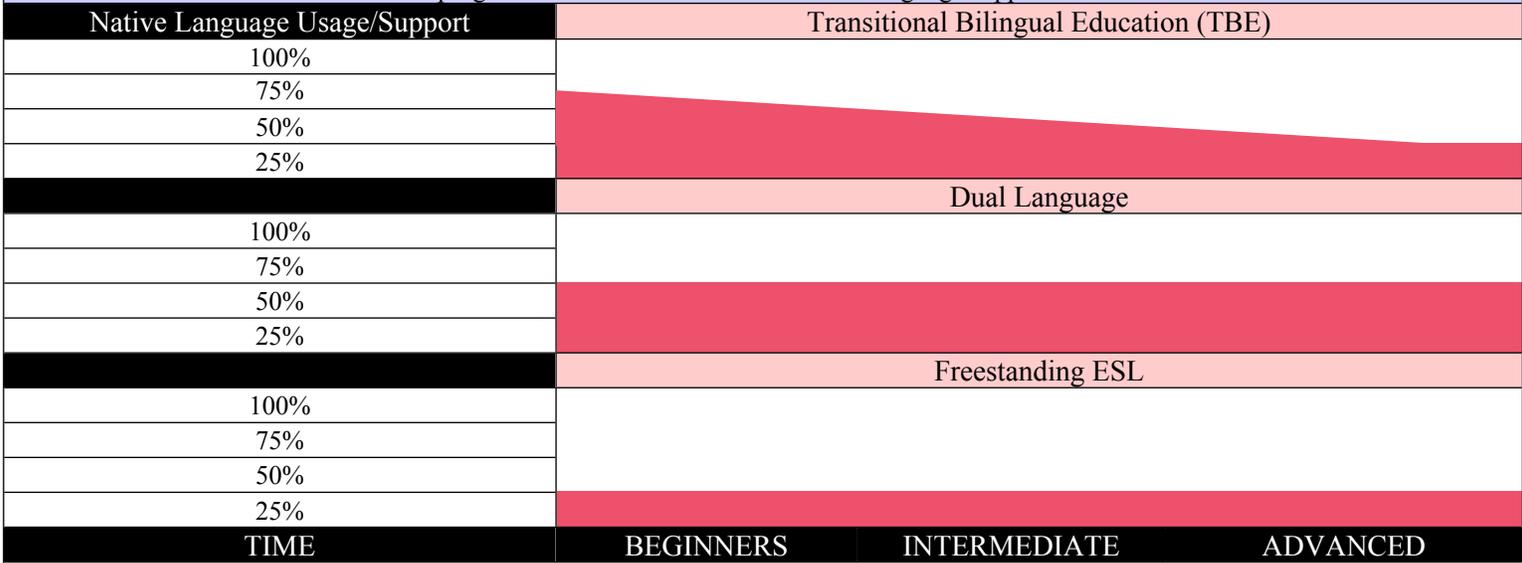
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/A

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	2	1	1	1								12
Intermediate(I)	2	2	3	3	3									13
Advanced (A)	0	0	1	2	1	1								5
Total	6	5	6	6	5	2	0	0	0	0	0	0	0	30

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		3						8
4	1		5						6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1		2				4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

PS 16 uses the Rigby ESL assessment. "The Rigby ELL Assessment Kit helps you get a complete picture of each student's language and literacy proficiency, using thematically linked texts in four core areas: English Language Arts, Science, Social Studies and Math. It assesses in all four domains listening, speaking, reading and writing." For those students who understand English well enough (intermediate and advanced levels) they are also assessed with ECLAS and or PM benchmarks. For students who only speak Spanish only, we use the El Sol (ECLAS-2 equivalent) to evaluate the literacy skills in their native language. The insights provided vary. Some students are excellent decoders but lack comprehension and or writing skills. Others have little or no literacy skills either in English or their native language. Most students fall within the midrange of the continuum where they need phonics, vocabulary and reading/writing skills. This information helps both the ESL and the classroom teacher in setting goals for the students and determining the next steps needed in the instructional design of the academic interventions.

Data patterns in NYSESLAT and LAB-R indicate that there is a need for improvement in the reading comprehension and writing modality. Students excel in the listening and speaking modality, but need to improve their writing stamina and ability to write with more supporting details. LAB-R data indicate that some students at Level I tend to do well in the listening/speaking section but falter in the reading section. At levels 2 and 3 most ELLs have difficulty with the reading and writing subtests.

Data from these tests will help determine the focus of instruction for the 2011-2012 academic year. We will continue to utilize the Rigby ESL program during ESL instruction. Special focus will be made on the reading/writing modality. We will encourage more accountable talk as we study themes in order to improve oral expression. In the process students will be encouraged to amplify their vocabulary and respond in complete academic sentences. We will use thinking maps to assist students in planning their writing pieces in order to have more supporting details. We will align the writing strategies with the classroom instruction with a strong focus on conventions and spelling so that students will be better prepared for the NYSESLAT and ELA tests.

Data from periodic assessments help the school leadership identify trends, strengths and weaknesses and determine the needs in the program. It governs the decisions in determining the RTI programs needed for ELLs. This helps us modify the curriculum, reteach areas of weakness and determine next steps to move students along. This also helps in determining what supplemental texts or workbooks are needed to be purchased in order to give students more practice in the skills or modalities. The ESL teacher uses this information to plan for areas of focus and reteaching. Where errors seem to be linked with patterns in the students' native language the ESL teacher compares and contrasts language patterns so that students can distinguish language rules and acceptability so that they will be able to recognize distractors in the

assessments and not be misguided in their choices. this is especially evident in the section on conventions. In addition, it guides us towards what professional development should be offered to classroom teachers, and what workshops should be offered to parents.

Additional Information

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

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

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

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

Part VI: LAP Assurances

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

School Name: PS16 The Wakefield School

School DBN: X11016

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frances Maldonado	Coach		10/14/11
NA	Coach		10/14/11
Arnold Aguilar	Guidance Counselor		10/14/11
Varelton McDonald	Network Leader		10/14/11
NA	Other		
NA	Other		
NA	Other		
NA	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X016 School Name: PS16

Cluster: CFN-407 Network: 2

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS16 Wakefield School	DBN: 11X016
Cluster Leader: Chris Groll	Network Leader: Debra Lamb
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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

Title III Saturday Academy Program I - Reading ELLs/SWDs Grades 3-5

Based on student data-NYS ELA 2012, Benchmarks Reading Assessments, ECLAS Reading Assessments, NYSESLAT 2012 and Rigby ELL Reading Assessments which correlate with Fountas and Pinell there are five ELLs/SWDs performing way below the standards in Reading and Writing. Analysis of the data indicate that these students are between 6 to 12 levels below the expected grade level reading benchmarks. Their NYSESLAT scores of Spring 2012 indicate below level performance in the reading and writing sections. Of this group three students took the Spring 2012 NYS ELA and they all scored level I. These students' struggle to read grade level texts is due to their poor phonetic/ phonemic awareness and thus, poor reading fluency and comprehension. This extends to their challenges to express ideas in writing which requires being able to stretch out words, knowledge of spelling rules and conventions.

The Saturday Academy Program proposes to raise the reading and writing levels of these students through an intensive phonics based Reading Program for 5 sessions of 3 hours weekly. We will use the Wilson Reading Program. This program will not only increase students phonemic awareness but also develop reading fluency and comprehension skills which will enable students to express their ideas and understandings in writing. This program will be taught by a Special Education teacher who is trained in the teaching of Wilson and who has had training in ESL strategies and Multicultural Education.

This program will take place from January 12, 2013 through February 9, 2013 from 9:00 a.m to 12 noon.

Title III Saturday Academy Program II - ELA/ Math/ NYSESLAT for ELLs/SWDs

Based on the school data ELLs/SWDs have not been meeting performance standards in the state tests. NYSESLAT Spring 2012 tests indicate students reaching proficiency level in the listening and speaking sections but still being at either the beginner or intermediate level in the reading and writing sections. Results of NYS ELA of Spring 2012 also indicate below target performance of the same students in test items involving critical analysis, evaluation, literary response and expression. Similar observations were made in the NYS Math test results. ELLs/SWDs will need a supplemental instructional program which will provide them strategies to produce standard based responses which meet and or exceed the performance standards requirements.

This program is threefold. It proposes to provide intensive exposure to informational texts, rich with standards based academic vocabulary. The focus will be on day two and three items of the NYS ELA. The program will concentrate on CCLS standards R4.4, W4.1, W4.2, W4.4, W4.5. Students will read, analyze, and interpret information as they learn strategies to successfully maneuver and produce

Part B: Direct Instruction Supplemental Program Information

standards based written responses for the NYS ELA tests. Secondly, in preparing students for the NYS Math tests students will be instructed on how to manipulate relevant math vocabulary in order to provide step by step written explanations of their process in solving math problems for items of days two and three. Thirdly, as indicated in NYSESLAT 2012 data-of the thirty students who took the NYSESLAT tests 24 students achieved advanced or proficient levels in listening and speaking but only 7 students achieved these levels in reading and writing. Of the 24 students 17 were proficient in listening and speaking, however only two of those students were proficient in reading and writing. So only 2 students achieved overall proficiency. ELLs do not achieve overall proficiency in the NYSESLAT tests because of the writing section of these tests. Therefore, for one hour of the Saturday Academy students will be instructed on how to develop cohesive essays based on prompts as evidenced in the NYSESLAT test prep material (ESL standard 3, CCLS 3.4, 4.4,5.4). For this program we will use the Measuring Up Express For the NYS test in ELA and Mathematics and Empire State NYSESLAT ESL/ELL.

This program will take place from March 2, 2013 through April 20, 2013 from 9:00 am. to 12:00 noon for 7 sessions. It will be taught by a certified and experienced Special Education teacher who is trained in ESL strategies and Multicultural Education.

Title III Saturday Academy Program III - ELA / Math Grades 3-5

There is a need for a program for ELLs in grades 3-5 that will provide them with supplementary instructional support for test taking so that there will be an increase in the number of ELLs who score within or above target range in the NYS ELA and Math tests. Data for Spring 2012 NYS ELA tests indicates that of the 15 ELLs in grade 3-5 who took these tests only one student scored above target range in ELA, 7 students scored within target range, and 7 below target range. In NYS Math tests 3 students scored above target range, 9 scored within target range and 3 scored below target range. Of this same population only two students achieved total proficiency in the Spring NYSESLAT tests, which means that most of these students still struggle with developing cohesive standards based writing pieces that satisfy the criteria to be considered proficient. This is due to the fact that most of these students are between 2 to 12 levels below their reading benchmarks as determined by the Fountas and Pinell Reading levels. ELLs in these grades will need intensive exposure to informational texts from which they will extract and learn to use standards based academic vocabulary in their writing responses as per CCLS standards (RI3/4/5.1, RI 3/4/5.2, W3/4/5). For Math, they will need additional instruction in basic math facts in order to achieve automaticity, how to interpret and solve word problems, and more importantly in how to respond to days two and three items in written form.

There will be three grade specific groups of ELLs in this program which will be conducted on Saturdays from 9:00 a.m to 12 noon for 12 sessions from January 12, 2013 through April 20, 2013. There will be three periods of one hour each - ELA, Math and NYSESLAT. During the NYSESLAT period students will practice writing to prompts as per the NYSESLAT test prep materials. Transitional ELLs will be invited to participate as well. The program will be conducted by the ESL teacher and two monolingual teachers who have had ESL training in ESL strategies. Materials to be used are Measuring Up to For New York State Test in Mathematics and English Language Arts and Empire State NYSESLAT. Inclusive in these test prep materials are pre and post tests, the results of which will drive our goal setting for individual students.

Part B: Direct Instruction Supplemental Program Information

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: The inquiry focus of the school for 2012-2013 continues to be expanding vocabulary to increase student academic vocabulary through oral and written expression. Therefore three monolingual teachers and the ESL teacher who will be providing instruction in the Saturday Academy will attend workshops which address Improving Outcomes of SWDs and ELLs offered by the DOE and BETAC. In order to maximize the resources each teacher will attend a different workshop then turnkey the information with other teachers during an in-house Professional Development session. In addition, the teachers in the Title III Saturday Academy program will participate in Professional Development activities to plan for the program and to analyze student data in order to modify instruction and plan for differentiation. The ESL teacher will facilitate these sessions. There will be three sixty minute sessions, one before the After school program begins to set goals, another at mid session to analyze data and rest goals for the remaining weeks of the program, and one at the end of session for summation of findings and recommendations for next year. ???

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: There is a need for parent workshops which instruct parents of ELLs how to help their children at home in reading, writing, and mathematics with an objective of students being able to produce standards based assignments. The ESL teacher will conduct a workshop on Depth of Knowledge which will provide parents with strategies and guidelines on how to assist their children at home. There will also be parent workshops on how to prepare for the NYS Math and NYSESLAT tests. We will conduct a total of three evening workshops. Workshops will be conducted by the ESL teacher. Parents will be sent written notifications which will be written in English and Spanish, which will be followed up by our school messenger service.

In conjunction with the school inquiry focus for 2012 – 2013 Title III funds will be used to purchase

Part D: Parental Engagement Activities

Thesaurus dictionaries for parents. These will enable ELL parents to amplify their own vocabulary resulting in the ELL students using more Tier 2 words in their oral and written expression. Funds will also be used to purchase more bilingual texts especially nonfiction texts in Spanish and Arabic to enrich the bilingual parent/child lending library. These books will be available for parents who feel more comfortable reading to their children in their home language while they acquire the target language – English.

Parents will be served refreshments at the workshops. Parents will be invited to conference with teachers midway through the Saturday Academy, February 23, 2013 and at the end of the Saturday Academy, April 11, 2013. At this time refreshments will be served as we celebrate the students' achievements with the parents.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$7,950.00 per session \$503.00 per diem	*1 teachers x 3hrs x 5 sessions x \$50 = \$750 Saturday Academy I January 12, 2013 through February 9, 2013. One Special education teacher will provide direct instruction in Wilson Reading program to targeted ELL/SWD population for 3 hours weekly for 5 sessions. *1 teacher x 3hrs x 7 sessions x \$50 = \$1,050 Saturday Academy II March 2, 2013 through April 20, 2013. One Special Education Teacher will provide direct instruction in ELA, Math and NYSESLAT test prep strategies for 7 sessions.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>*3 teachers x3hrs x12 sessions x\$50 = \$5400 Saturday Academy III January 12, 2013 through April 20, 2013. One ESL teacher and two monolingual teachers with training in ESL strategies will provide direct instruction in test taking strategies in ELA, Math and NYSESLAT to targeted ESL population for 3 hours weekly for 12 sessions.</p> <p>*3 per diem teachers will be charged to Title III funds to cover classes of teachers attending ESL workshops 3 substitutes @\$167.60 =\$502.80</p> <p>Professional Development *4 teachers x 1hr x 3 sessions x \$50 = \$600 Professional Development - Teachers of the Title III program will meet for data analysis and curriculum planning.</p> <p>*1 ESL teacher x 1hr x 3 parent night workshops x \$50 per hour= \$150 One ESL teacher will provide workshops for parents.</p>
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 	\$2,497.00	-Wilson Reading Program student booklets Levels 1, 2, 3, -Measuring Up for the New York State Learning Standards Express -

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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		(Mathematics and English Language Arts) grades 3, 4, 5 - Empire State NYSESLAT ESL/ELL - grades 1 and 2 -Webster's Notebook Thesaurus.
Educational Software (Object Code 199)		
Travel		
Other	Parent Involvement \$250	Purchase refreshments for parents at workshops and closing ceremony of Saturday Academy.
TOTAL	\$11,200	