

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

24Q016

School Name:

P.S. 16 Q THE NANCY DEBENEDITTIS SCHOOL

Principal:

ELAINE IODICE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q016
School Type: Public School Grades Served: K-5
School Address: 41-15 104 Street Corona, NY 11368
Phone Number: (718) 505-0140 Fax: (718) 505-0141
School Contact Person: Elaine Iodice Email Address: Elodice@schools.nyc.gov
Principal: Elaine Iodice
UFT Chapter Leader: Regina Crowley
Parents' Association President: Gloria Martin Amaya
SLT Chairperson: Linda Zwillick
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Taub-Chan
Superintendent's Office Address: CSD 24, 98-50 50 Avenue, Corona, NY 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: (718) 592-3357 Fax: (718) 592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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 (Blue Ink)
Elaine Iodice	*Principal or Designee	
Regina Crowley	*UFT Chapter Leader or Designee	
Gloria Martin Amaya	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linda Zwillick	Staff/ SLT Chairperson	
Marybeth Moroney	Staff	
Deborah Birnbaum	Staff	
Claudia M. Rueda	Parent	
Sonia Vega	Parent	
Mirian Landi	Parent	
Lucero Fidela	Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Nancy DeBenedittis School, P.S. 16 Q, is located in the Corona section of Queens, a densely populated area with a large immigrant population. Approximately 43% of P.S. 16's students are classified as English Language Learners (ELLs). As a result, our School offers a menu of options to its large community of ELLs. Parents of ELLs can choose from numerous models of instruction: Transitional Bilingual Education, Dual Language (English and Spanish), English as a Second Language (ESL) integrated classes or ESL push-in instruction. Instruction for ELLs is differentiated based upon student performance, the NYSESLAT Item Analysis, The ESL Standards and the Stages of Language Acquisition.

At P.S. 16 we believe in building a strong partnership with parents. We regularly welcome parents to celebrations, provide parent workshops, host special community building events, and maintain parent contact through weekly Parent Engagement opportunities and quarterly meetings between parents, teachers and students.

Public School 16Q is a school where students want to be. With an attendance rate of 95.8%, our school exceeds both citywide and peer school averages.

"Where we reach for our dreams..." is our motto. All constituencies are involved in lifting and pushing each other towards individual and collective dreams. Collectively, our Vision is to foster a community of learners dedicated to the success and acceleration of learning for all children. In this vain, our staff continues their own professional growth and development. We build upon past successes and target areas in need of improvement. This is accomplished by:

Internalizing the culture of our School, which includes: creating Standards-based classrooms and challenging our students through the use of higher order thinking questions and discussions

Providing in-house mentoring for new teachers

Affording our teachers multiple opportunities to attend workshops both inside and outside of our school

Maintaining two curriculum coaches and a Data Specialist/Coach

Building upon our mathematics success in the previous year by identifying grade level Mathematics Leads that facilitate bi-weekly Math Team Meetings. In the 2013-14 school year, P.S. 16 showed growth for all constituencies: a 21 point increase for Median Adjusted Growth Percentile for all students, A 14 point increase for Median Adjusted Growth Percentile for our Lowest Third of Students, a 0.97 point increase for our Early Grade Progress score, a 12.5% increase in proficiency, and increases in the percent of SWDs achieving a 3 or higher on the Mathematics exam (Self Contained 12.2%, ICT 5.1% and SETSS 0.4%)

Targeting specific areas in need of improvement, specifically ELL progress (a decrease of 16.8% from 2012-13), through: a school-wide Instructional focus centered on building students' abilities to respond to higher-order thinking questions and building conversations; vertical teacher team meetings that provide opportunities to analyze student work, resulting trends and student outcomes; and various professional development opportunities focusing on supporting our ELLs.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Upon Analysis of various data sources, including state level (NYSESLAT) and local (F&P Benchmark Assessments), we discovered the following:

- 16.8% decrease in the percentage of ELLs that made progress on the NYSESLAT (67.1% in 2012-13 and 50.3% in 2013-14)
- 3.5% decrease in the percentage of ELLs reading on benchmark levels 2-4 (67% in June 2013 and 63.5% in June 2014)

As of June 2014, 50.3% of our ELLs made progress on the NYSESLAT.
Therefore, we decided that ELL progress needs to be an area of focus for the 2014-15 school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to improve instruction for our English Language Learners (ELLs), we will place priority on rigorous instruction for ELLs in every classroom including ESL scaffolding, higher-order thinking, questioning and student discussion so that by June 2015 there will be a 2% increase in the number of students making progress on the NYSELAT (from 50.2% to 52.3%) as measured by the AMAO Estimator Tool.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Professional Development with ELL Specialist Mary Cappellini	Whole Staff, ESL Integrated Teachers, ESL Push-In Teachers	11/14 – 5/15	Principal Assistant Principal
Monthly Vertical and Horizontal Teacher Team Meetings	Whole Staff	10/14-6/15	Principal, Assistant Principals Curriculum Coaches Data Specialist

Saturday ELL Academy	Students in grades 3-5 that did not make progress on the NYSESLAT, and or scored a level 1 on both the NYS ELA and Mathematics Common Core Tests	11/14-6/15	Principal Assistant Principal ESL Certified Teachers Data Specialist
Presentations of ESL Program Options Overview to parents	Parents	9/14-6/15	Principal Assistant Principal
Parent Workshop – Sample Questions and Strategies for each Level of Language Acquisition for each Component	Parents	1/15-6/15	Principal Assistant Principal
Implementation of a School-Wide Instructional Focus centered around higher order questioning and discussions and how all constituents will work towards this common goal (students, teachers, administrators and parents)	School-Wide Parents	11/14-6/15	Principal Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Mary Cappellini Staff Developer, Substitute Teachers, Saturday ELL Academy (Administrators, teachers, NYSESLAT materials), Parent Workshops (Parent Coordinator), Curriculum Coaches

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence

Part 6 – Progress Monitoring

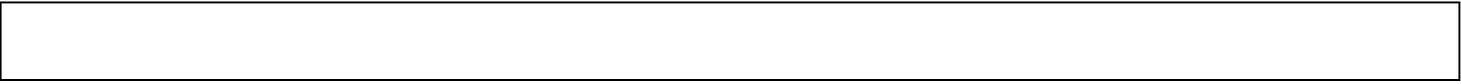
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

A “P.S. 16 English Language Acquisition Checklist” will be used in January 2015 to determine progress towards meeting our goal. Our Mid-point benchmark is 51.3% of ELLs showing progress within 2 or more strands.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Upon analysis of instances recorded in OORS, we discovered the following:
 108/239 (45.2%) of reported instances in the 2013-14 school year were associated with aggressive behaviors
 22/35 (62.9%) of reported instances from September – November 2014 were associated with aggressive behaviors
 Therefore, we decided we needed to focus on decreasing the number of instances associated with aggressive behavior.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to improve the school’s approach to culture-building, discipline and social-emotional support so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school’s goals, we will meaningfully involve teacher, parent and student voice in decision-making to initiate, guide and lead school improvement efforts so that by June 2015 there is a minimum 2% decrease (45.2% to 43.2%) in aggressive behavior incidents identified by the NYC DOE Discipline Code and measured by submitted OORS reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust 			
Laser Lights Bullying Show CAPP Anti-Bullying Rallies NY Liberty 10 th Annual School Day (featuring anti-bullying speaker)	Grades 3-5 Grade 3 Grades K-5 Grade 4	12/14 3/15 10/14-5/14 5/2015	Administration Ana Nieves Penny Pappas Alba Zamat
Positive Behavior Intervention Team – consultations, class planning, Behavior Intervention Plans (BIPs)	students	9/14-6/15	Administration
Family Workshops – Respect for All	Parents and Students	12/14-6/15	Administration Martha Jimenez Penny Pappas Alba Zamat

Respect for All Peer Mediation	Students Students	9/14-6/15	Administration Penny Pappas Alba Zamat
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Workshops (Administration, Parent Coordinator), Family Workshops and Anti-Bullying Rallies (Guidance Counselors, Alternate Learning Specialist (ALS), Positive Behavior Intervention Team (Assistant Principal, IEP Consultant/Teacher, School Psychologist, Guidance Counselors), Laser Lights Bullying Show, Madison Square Garden Trip, CAAP, Peer Mediation (Guidance Counselors).

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

In January 2015, we will analyze OORS reports to determine the number of incidents involving aggressive behaviors. Our mid-point benchmark is 44.2% or lower.

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As per our last Quality Review (October 2013), we received a rating of Proficient in Quality Review Indicator 4.2 and 1.2, and Well Developed in Quality Review Indicator 1.4. To move practices into Well-Developed in all areas of our Review aligned with the Capacity Framework Element-Collaborative Teachers, we would like to “deepen teachers’ knowledge of effective instructional strategies, in order to provide multiple entry points that lead to higher levels of student work and thought processes (1.2).” The impact of this work will be evident and measured by ELA performance.

Upon analysis of ELA performance data (F&P assessments through MoSL/STARS and our School Quality Guide), we discovered the following:

As of October 2014, 48.3% of students in grades 1-5 are reading below grade level (51.7% on or above grade level)

1% decrease in the percentage of students scoring at a level 3 or 4 on the NYS ELA Exam in comparison to the peer range (from 72% in 2013 to 71% in 2014)

Consistent decreases on English Early Grade Progress (2.82 in 2012, 2.38 in 2013 and 2.37 in 2014)

Consistent decreases in the Average Student Proficiency ratings on the NYS ELA Exam (2.96 in 2012, 2.51 in 2013 and 2.48 in 2014)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 100% of teachers will collaboratively work in Teacher Teams to analyze and revise assignments and assessments to increase the cognitive complexity and alignment to Standards and create opportunities that challenge students to perform at higher levels of learning and integrate learning from a variety of sources so that by June 2015 53.7% of student in grades 1-5 will be reading at or above grade level as measured by the Fountas and Pinnell Benchmark Assessment System.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
13. Strategies to increase parent involvement and engagement			
14. Activities that address the Capacity Framework element of			

Trust			
Monthly Collaborative Planning Time	All Staff Members	11/14-6/15	Principal Assistant Principals
Monthly Vertical Team Meetings (Including a Special Education Team and an ELL Team)	All Staff Members	10/14-6/15	Principal Assistant Principals Curriculum Coaches Data Specialist
Targeted Academic Parent Workshops	Parents	12/14 – 6/15	Principal Assistant Principals Curriculum Coaches Parent Coordinator
Intervisitations between teachers based upon MOTP Option 3	All Teachers	9/14-6/15	Principal Assistant Principals Curriculum Coaches Highly Effective Teachers
Implementation of a School-Wide Instructional Focus centered around higher order questioning and discussions and how all constituents will work towards this common goal (students, teachers, administrators and parents)	School-Wide, Parents	11/14-6/15	Principal Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Workshops (Administration, Curriculum Coaches, Data Specialist, Parent Coordinator), Intervisitations (Curriculum Coaches)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

16. Specify a timeframe for mid-point progress monitoring activities.

In January, 2015, will analyze the Mid-Year Fountas and Pinnell (F&P) Reading Level Benchmarks to determine progress. Our mid-point benchmark is 52.7% reading on or above grade level (benchmark levels 3 and 4).

In January, 2015, the Leadership Team and Professional Development Committee will review and reflect up the quantity and quality of Teacher Team Meetings and adjust our professional learning schedule accordingly for February through June of 2015.

Part 6b. Complete in **February 2015.**

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

7. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
8. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As per our last Quality Review (October 2013), we received a rating of Proficient in the Quality Review Indicator 3.4 (Establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations). To move our practice into “well-developed”, our goal focuses on school-based leadership opportunities.

The school Consultation Committee requested support in mathematics.

Additionally, our 2014 NYC Learning Environment School Survey showed that 61% of our teachers strongly agree with and 30%, agree with the statement, “School leaders provide teachers with leadership opportunities.”

As of September 2014, 19.3% of students in grades 1-5 scored between Quartiles 3 and 4 on the Beginning of Year Go Math Assessment.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to lead change in our School community and nurture the leadership development of staff members, the Principal and Leadership Cabinet will provide responsive guidance over the course of the 2014-15 school year to sustain a coherent instructional mathematics program so that 65% or more of our teachers report increased opportunities for leadership as evidenced by a 4% increase (from 61% in 2013-14) strongly agreeing on a school-based survey reflecting leadership opportunities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Vertical Teams – Questioning and Discussion	All Teaching Staff Members	February – June 2015	Principal Assistant Principals Curriculum Coaches Data Specialist IEP Consultant

Establish Math Leads in Grades 1-5	Classroom Teachers in grades 1-5	9/14-11/15)	Principal Assistant Principals Curriculum Coaches Data Specialist
Bi-Weekly Math Team Meetings led by Math Leads	Classroom Teachers in grades 1-5	12/14-6/15	Principal Assistant Principals Curriculum Coaches Data Specialist
Lead Teacher Meetings to plan turn-key	Classroom Teachers in grades 1-5	March-June 2015	Principal Assistant Principals Curriculum Coaches Data Specialist
Math Professional Development (citywide as well as CFN provided)	Classroom Teachers in grades 1-5	9/14-6/15	Principal Assistant Principals Curriculum Coaches Data Specialist
ELL Math Professional Development Workshop and Turn-key	ESL Teachers	2/15-6/15	Assistant Principal Curriculum Coach Data Specialist Math Leads
Mathematics Based Parent Visits	Parents	10/14-6/15	Principal Assistant Principals Teachers
Implementation of a School-wide Instructional Focus centered around higher order questioning and discussions and how all constituents will work towards this common goal (students, teachers, administrators and parents)	School-Wide, Parents	11/14-6/15	Principal Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Math Meetings – Scheduling Change, Music and Dance Enrichment, Math Professional Development – Children’s First Network (CFN)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
24. Specify a timeframe for mid-point progress monitoring activities.

In January 2015, we will conduct a school based teacher survey regarding leadership opportunities. Our mid-point benchmark is 63% strongly agreeing with the statement, "School leaders provide teachers with leadership opportunities."

Part 6b. Complete in February 2015.

25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

9. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
10. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Parent representatives on the School Leadership Team (SLT) requested focused and targeted academic opportunities for workshops including learning experiences on the Common Core Learning Standards, homework policy and supports, curriculum overviews of core curriculum and intervention programs, and repeated orientation to bilingual programming.

Through parent conversation via our Parent Coordinator, it was determined that workshops focusing on helping parents support their children academically would be a welcome addition to the myriad of workshops already provided.

Based upon our parent coordinator’s activity report an analysis of the types of workshops provided during the 2013-14 school year, 9.8% of Parent Workshops focused on helping parents support their children academically.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children, we will increase the percentage of Parent Workshops focused on helping parent(s)/guardian(s) support their children academically. By June 2014, it is our goal to have, 12.8% of Parent Workshops focused on helping parents support their children academically (a 3% increase from the 2013-14 School Year).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust 			
Parent Workshops focused on supporting parents in the areas of ELA and/or Mathematics	Parents	12/14-6/15	Parent Coordinator Curriculum Coaches Data Specialist
Parent Workshops focused on supporting parents in the area of Language Development	Parents	12/14-6/15	Parent Coordinator Curriculum Coaches Data Specialist
Parent Workshops focused on supporting parents in the areas of RTI and AIS	Parents	12/14-6/15	Parent Coordinator Assistant Principal Data Specialist

Implementation of a School-Wide Instructional Focus centered around higher order questioning and discussions and how all constituents will work towards this common goal (students, teachers, administrators and parents)	School-wide, Parents	11/14-6/15	Principal Assistant Principals
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Workshops- Administration, Parent Coordinator, Curriculum Coaches, IEP Teacher/Consultant, ESL Teacher, SETTS Teacher, School Psychologist, RTI Teacher

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Contract for Excellence									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
32. Specify a timeframe for mid-point progress monitoring activities.				
In January 2015, we will conduct an analysis regarding the Parent Workshops provided during the first half of the school year. Our mid-point benchmark is 11.3% of Parent Workshops being academically based.				
Part 6b. Complete in February 2015.				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. 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 Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
English Language Arts (ELA)	<p>AIS: Level 1 Students as per the 2014 ELA (Grades 3, 4 &5)-AIS</p> <p>AIS Monitoring: Level 2 students scoring below the following Scale Scores: Grade 3-299, Grade 4-296, Grade 5-297 on the 2014 ELA Test</p> <p>RTI: Benchmark Level 1 students as per our universal screening—the F&P Benchmark Assessment System AND Classroom overall ELA performance Level 1 OR Classroom overall ELA performance Level 1 on the 2012 ELA Test (Grades 4 and 5)</p>	<p>Common Core Aligned Literacy Instruction</p> <p>RAZ Kids</p> <p>Imagine Learning</p> <p>Leveled Literacy Intervention (LLI)</p> <p>Comprehension Toolkit</p> <p>Castle Learning</p> <p>Guided Reading</p> <p>ReadyGEN Leveled Libraries</p>	<p>Whole class/small group/ one-to-one</p> <p>Individual</p> <p>Individual</p> <p>Small group</p> <p>Small Group</p> <p>Individual</p> <p>Small Group</p>	<p>During the school day</p> <p>Extended Day</p> <p>Saturday Academy</p>
Mathematics	<p>AIS: Level One Students as per the 2014 NYS Math Test (Grades 3, 4 &5)</p> <p>AIS Monitoring: Level 2 students scoring below the following Scale Scores: Grade 3-293, Grade 4-284, Grade</p>	<p>Common Core Aligned Mathematics Instruction</p> <p>Castle Learning</p>	<p>Whole class/small group/one-to-one</p> <p>Individual</p>	<p>During the school day</p> <p>Extended Day</p> <p>Saturday Academy</p>

	5-289, on the 2014 Math Test			
Science	Level I on the Grade 4 2014 Science Test Grade 4 current Level 1 on Report Card in Science	Standards Based Science Instruction Castle Learning	Whole class/small group/one-to-one Individual	During the school day
Social Studies	Grade 5 current Level 1 on Report Card in Social Studies	Standards Based Social Studies Instruction Castle Learning	Whole class/small group/one-to-one Individual	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral from Response to Intervention or Pupil Personnel Team OR Crisis Intervention	SETSS Speech and Language Counseling OT/PT Consultative Services Positive Behavior Intervention Team Consultation (FBA & BIP	Small Group or 1:1 Small Group Small Group or 1:1 Whole Class Individual Case Study	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>All students at PS 16Q receive instruction from highly qualified staff according to the BEDS survey.</p> <p>Applicants are interviewed by a team representing various constituencies. A demonstration lesson is observed as part of the application process.</p> <p>We attract and retain highly qualified teachers by collaboratively refining our School's instructional focus, goals and mission, as well as demonstrating the professional support through embedded professional learning.</p> <p>Professional learning and instructional coaching are provided throughout the school year based upon needs (one-to-one, grade level, specialty area, and School level)</p> <p>A mentoring plan is developed for those new to the profession in order to support and retain our newest teachers – allowing them to excel.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development is coordinated by the Administrative Team, Coaches, Network Support Specialists, Staff Developers and classroom teachers. Pedagogical staff (teachers, administration, paraprofessionals and service providers) are provided with:</p> <ul style="list-style-type: none"> Planning and staff development periods and/or days to work together both within and across grades (Monday Professional Development Periods, Teacher Team Meetings, Common Preparation Periods, etc.) Professional Development focused on: Supporting English Language Learners, The Common Core State Standards, Danielson (with a strong focus on higher order questioning and discussion), and integrating best practices with the Common Core Curriculum. The Principal and Assistant Principals will continue to engage in ongoing feedback discussions with teachers regarding instructional practice and student outcomes. <p>The Administrative Team, Leadership Team and Professional Development Committee meets regularly to reflect on and refine school-based practices and update the professional learning plans.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

At P.S. 16Q, we make every effort to make the transition into Kindergarten a smooth one for all parents and students. To that end, the following activities/events are in place:

- Pre-School Visits
- Kindergarten Orientation
- Dual Language Program Visits
- Head Start Visit
- CSE (Committee on Special Education) Orientation
- Transitional Planning for Turning 5 Evaluations

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

P.S. 16 is a community; and as such, decisions and discussions regarding the use and selection of assessments are part of a collaborative and consultative process including the administration, consultation with teachers, the Instructional Leadership Team, the Measures of Student Learning (MoSL) Team and the School Leadership Team.. The following are examples of collaborative assessment decisions:

- When making Periodic Assessment Selections, all teachers in grades 3-5 participated in a survey that focused on rating the value of each assessment and the frequency with which each assessment should be administered. Periodic Assessment selections were made based upon the survey results.
- Teacher Team Meetings have, and will continue to, address the use of Performance Tasks, benchmark assessments and curriculum based assessments to assess progress towards meeting the Common Core Learning Standards.
- Grade level discussions regarding the Mathematics Curriculum, as well as the Math Common Core Learning Standards, have resulted in decisions around end of unit assessments (choosing multiple choice and constructed response options) and Performance Tasks (at the end of each Critical Area).

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$931,668	X	9, 12
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$126,521	X	
Title III, Part A	Federal	\$87,180	X	3, 9
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	8,645,987	X	9, 12, 14, 16, 18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Public School 16Q, The Nancy DeBenedittis School *** Elaine Iodice, Principal **TITLE I - PARENT INVOLVEMENT POLICY (PIP) STATEMENT AND COMPACT**

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

Public School 16Q, The Nancy DeBenedittis School * Elaine Iodice, Principal**

SCHOOL-PARENT COMPACT

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

THE SCHOOL AND PARENTS WORKING COOPERATIVELY TO PROVIDE FOR THE SUCCESSFUL EDUCATION OF THE CHILDREN AGREE:

THE SCHOOL AGREES TO	THE PARENT (GUARDIAN) STUDENT AGREES TO
<p><i>1-Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:</i></p> <ul style="list-style-type: none"> • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the Common Core State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act; <p><i>2-Support home-school relationships and improve communication by:</i></p> <ul style="list-style-type: none"> • conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; • convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved; • arranging additional meetings at other flexible times, e.g., morning, evening • respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education; • providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language 	<ul style="list-style-type: none"> • monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; • ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age; • check and assist my child in completing homework tasks, when necessary; • read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes); • promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; • encourage my child to follow school rules and regulations and discuss this Compact with my child; • volunteer in my child's school or assist from my home as time permits; • participate, as appropriate, in the decisions relating to my child's education; • communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

that parents can understand;

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

3-Provide parents reasonable access to staff by:

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

4-Provide general support to parents by:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department and learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- Student Responsibilities:
 - attend school regularly and arrive on time; complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
 - always try my best to learn.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Nancy DeBenedittis -PS 16Q	DBN: 24Q016
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 126
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 6
of content area teachers: 4

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:

I: Direct Instruction

According to our AMAO data, 126 English Language Learners in grades 3-5 have been identified as a target group to provide additional supports in meeting AMAO 1 (Students who made progress) and AMAO 2 (Attained proficiency). In order to support our English Language Learners in making academic gains on the New York State ELA and Math tests, and to attain proficiency on the NYSITELL an ELL Saturday Enrichment Program is offered to ELLs in grades 3-5.

For Grades 3 - 5 , the students will meet for approximately twenty-two sessions and receive their instruction in English. There is a maximum of twenty (20) students per class. The program consists of one hour of Intensive English, one hour of Math instruction, a 1/2 hour of ELA/NYSESLAT test prep and a 1/2 hour of Music enrichment. There will be three classes for third grades and three classes for fourth grade and two classes for fifth grade . Six teachers in the Saturday Academy are ESL/Bilingual Certified teachers, two (2) teachers have a Common Branch Certification and the other has a Special Education license. The Special Education teacher and the Common Branch teachers will work in conjunction with a certified Bilingual/ESL teacher during the Intensive English block. The program will be supervised by an Assistant Principal for approximately 22 sessions.

Start Date: -11/8/14 - 6/20/15 - Five out of the eight classes will receive ESL instruction and scaffolding supports in ELA/Math and Music Enrichment classes for a total of 3 hours. These classes will receive instruction by a certified Bilingual or ESL teacher.

Three out of eight classes will have Advanced ELLs and will receive 1 .5 hours of ESL instruction with an ESL push-in teacher on Saturdays. One third grade class has eight out of seventeen students with an IEP and will receive support from a certified Special Education teacher on Saturdays.

Instructional Materials for Saturdays consist of the following: Intensive English kits from Santillana, Turbo Math kits from People's Education and songs/CD's to support our International Performance.

In grades 1-5, our English Language Learners will also have the opportunity to participate in an After School program to attain the English Language through Imagine Learning a computer based program.

Part B: Direct Instruction Supplemental Program Information

The students meet every Wednesday and Thursdays from 2:40 PM till 4:40 PM from January through June. There will be five classes for approximately 30 sessions. These five classes are taught by certified Bilingual or ESL teachers.

Instructional materials for our After School Program is an English as a Second Language web-based program, Imagine Learning. The students will practice their language skills in Reading, Writing, Speaking and Listening skills. Imagine Learning tracks their progress and differentiates instruction by level and areas in need of improvement.

Part C: Professional Development

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

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

Begin description here: Our goal is to provide quality training to all instructional and support personnel that will lead to improved teaching and student learning in all subject areas through staff development. Ongoing training will be provided to teachers of ELL students in the use of proven instructional strategies, methods and techniques that will support ELL learners. There is also an added focus on how to prepare ELLs to meet and exceed the NYS Common Core Standards. The following topics will be addressed during staff development in the 2014-15 academic school year for teachers of ELL students.

- Danielson's Framework for Teaching - Discussion and Questioning techniques
- Use of Thinking Maps in the content areas.
- Analysis of data and progress of our ELLs utilizing our AMAO data
- Utilizing Data to target specific modalities in Listening, Speaking, Reading and Writing.
- Using language goals in all content areas to meet the Common Core Standards.
- NYSITELL strategies
- * Use of Thinking Maps in the content areas

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

Part C: Professional Development

Tentative dates for the academic school year 2014-15 - 12/15, 12/22, 1/12,1/26, 2/2,2/9 and 3/2.

Duration: 2:50 pm - 3:50 PM (1 hour)

The provider for the professional development sessions listed above will be through Staff Developers, Literacy Coaches, Assistant Principals or Staff members who will turn-key the Professional Development.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents are invited to several Parent Orientation meetings that are scheduled and facilitated by the ESL/Bilingual Coordinator (Xiomara Leguisamo) along with Martha Jimenez, the Parent Coordinator, several times during the school year. Parents are sent letters in their native language (templates used for letters are available on the NYCDOE website under the ELL link and then modified to include the school letterhead). Letters are sent out indicating 1st, 2nd, 3rd, and 4th notice. Parent Orientation meetings are held in the auditorium and/or the Cafeteria beginning in September. The Parent Orientation DVD from the NYCDOE is shown in all the languages represented by the parents. ESL funded teachers as well as the Parent Coordinator assist in helping the parents fill out the Parent Survey and Program Selection Form and answer any questions parents may have. If a parent is unable to attend the Parent Orientations given in the school, the ESL/Bilingual Coordinator will call the parent and attempt to set up a meeting with the parent for an individual interview. The parent is again informed verbally that the default program is Bilingual if he/she does not sign the Parent Survey and Program Selection Form. The Parent Orientations are ongoing as students are registered into the school. If the initial informal interview along with the Home Language Survey indicates that the student is eligible for testing, the student will be tested upon registering. If the results indicate that the student is an ELL, parents are asked to remain for an individual Parent Orientation meeting.

Parents have the opportunity at this time to learn about the Bilingual, ESL, and Dual Language Programs. Parents are also informed about the new performance standards, curriculum and the strategies they can use at home to improve language learning.

The parent coordinator provides parents with a program of workshops that facilitate a closer relationship between the school and the community. Parents are informed about all the current instructional programs available to their children and support services available to the parents. The parent coordinator assists in educating them about parental skills, and family literacy programs. They

Part D: Parental Engagement Activities

are also informed and shown how to understand the school data and assessment results in ARIS. Parents are informed of workshops, activities and special events via monthly calendars and newsletters. Calendars and newsletters are sent in English, Spanish and Chinese. In addition, the school provides translation services through an outside agency during parent teacher conferences. We also have several staff members that speak Spanish/Chinese who translate workshops, conferences and meetings.

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

To support our parent community, we will also offer parent workshops on health, community resources and safety.

Title III funding will provide an opportunity for ELL parents/guardians to participate in school-wide events/celebrations and workshops throughout the school year.

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

1. Introduction to the NYSESLAT test
2. Strategies to support language acquisition in Reading/Writing
3. Strategies to support language acquisition of Listening and Speaking
4. Interactive workshops to support their child in the Content Areas.
5. Overview of the technological websites/resources available to the students at school and at home.
6. ELA and Math test taking strategies
7. Questioning techniques to support student comprehension at home.

Parent/community involvement:

As part of the Saturday Instructional Academy, parents will be given the opportunity to visit the Saturday Academy and participate in our end of year International Celebration. This will consist of a dance performance, a chorus show and food celebration from the different cultures of our school community.

(Sessions and number of participants)

The parents are invited for class visits on a monthly basis, at least 1 monthly workshop by grade is provided to them on Math, ELA, testing strategies, and in Technology. In addition, parents are also invited to workshops on the utilization of reading strategies, word study and mathematical concepts, in order to support their children at home. Throughout the year we have approximately 10 – 15 sessions,

Part D: Parental Engagement Activities

and in attendance we have an average of 50 participants. We gear our workshops to the different needs of our parents by having the classroom teachers develop activities that are hands-on and useful for parents to utilize at home.

Part E: Budget

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

Allocation Amount: \$87190

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$ _____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$87,190.00	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 016
School Name P.S. 16Q The Nancy DeBenedittis School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Elaine Iodice	Assistant Principal Elisa Gomez
Coach Alicia Toscano	Coach Cara Gigliobianco
ESL Teacher Xiomara Leguisamo	Guidance Counselor Penny Pappas
Teacher/Subject Area Yolanda Suarez/Bilingual	Parent type here
Teacher/Subject Area Gloria Mohammad/Dual Language	Parent Coordinator Martha Jimenez
Related Service Provider Nadia Shwartz	Other Kristin Miller/ESL
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	23	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	13	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	13	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1740	Total number of ELLs	740	ELLs as share of total student population (%)	42.53%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	2	1	1	1	1								7
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2								12
Freestanding ESL														
self-contained	1	5	0	4	2	0								12
Push-In	6	2	4	3	2	3								20
Total	10	11	7	10	7	6	0	51						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	740	Newcomers (ELLs receiving service 0-3 years)	603	ELL Students with Disabilities	112
SIFE		ELLs receiving service 4-6 years	109	Long-Term (completed 6+ years)	

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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	114		10	1						115
Dual Language	71		0	8						79
ESL	419		81	100		21				518

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	603	0	91	109	0	21	0	0	0	712
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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
SELECT ONE Spanish	25	32	19	22	7	23								128
SELECT ONE														0
SELECT ONE														0
TOTAL	25	32	19	22	7	23	0	128						

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	39	10	16	35	22	35	3	53	14	46	1	49							95	228
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	39	10	16	35	22	35	3	53	14	46	1	49	0	0	0	0	0	0	95	228

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>228</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u>228</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

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	191	131	95	117	85	59								678
Chinese	15	5	1	3	5	2								31
Russian														0
Bengali	1	1	1			1								4
Urdu	1	1		1										3
Arabic			1			1								2
Haitian														0
French														0
Korean														0
Punjabi			1		1									2
Polish														0
Albanian														0
Other	1	1		1		1								4
TOTAL	209	139	99	122	91	64	0	724						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	107	13	7	10	5	21								163
Intermediate(I)	47	39	22	10	33	12								163
Advanced (A)	55	89	74	107	52	37								414
Total	209	141	103	127	90	70	0	740						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	58	43	4	0	105
4	52	25	0	0	77
5	52	28	2	0	82
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	56	11	46	12	8	8	0		141
4	35	15	37	7	11	10	0		115
5	69	12	23	12	3	3	0		122
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	2	14	8	52	14	16	10	120
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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)	5	5	28	101	0	0	5	41
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 16 utilizes the Fountas & Pinnell assessment tool in reading for all ELL students. The assessment is done in English and for grades K-2 it is also done in Spanish. The ELL students in Bilingual and Dual Language programs in grades 3 -5 are also assessed with the DRA in Spanish to ascertain their Spanish reading level since Fountas & Pinnell is not available for those grades.

Insights:

- ELL students who are proficient readers in their native language tend to increase in English reading level at a faster rate.
- ELL students who are illiterate in their native language have lower reading levels in English and progress at a slower pace.
- ELL students have difficulty with inference.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- LAB-R: Students who scored at an Advanced level usually test out within the first administration of the NYSESLAT.
 - LAB-R: Students who scored at an Intermediate level usually progress to an Advanced level and some test out within the first administration of the NYSESLAT
 - LAB-R: Students who scored at a Beginner level usually remain Beginners or move up to Intermediate on the first administration of the NYSESLAT.
 - NYSESLAT: It becomes increasingly difficult for students to pass the NYSESLAT as they move up in grade.
 - NYSESLAT: Some students remain an Advanced for two consecutive administrations of the NYSESLAT.
 - NYSESLAT: Newcomers from other non-English speaking countries rarely pass the NYSESLAT the first 2 – 4 years of administration. However, if the ELL is literate in his/her native language, then they can possibly reach a Proficient within the first or second NYSESLAT administration.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

ELL students receive the mandated number of units of explicit ELL instruction as per CR-Part 154. Instructional decisions are also made when hiring personnel: Teacher holding dual certification - Common Branch and/or Special Education and TESOL - are interviewed for classroom positions as are teachers with a bilingual extension in Spanish.

Using the NYSESLAT, students levels are used to place them in various freestanding ESL classrooms with TESOL certified teachers. Other students receive push-in ESL with one of our seven TESOL certified teachers. These teachers are programmed by grade so that they become familiar with a grade's literacy curriculum and can co-plan and co-teach with the classroom teacher, thus giving ELL students a better opportunity to access the curriculum with the ESL strategic support.

Students in grades 3 - 5 need more support in reading and writing as per the NYSESLAT. Students in grades K - 2 also need support in reading and writing with more emphasis on listening and speaking.

The AMAO tool is currently unavailable this year. We are looking forward to its implementation once again.

4. For each program, answer the following:
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. Patterns across proficiencies and grades:

Transitional Bilingual ELLs: LAB-R and NYSESLAT = score at Beginner level with few at the Intermediate level on both tests.

Dual Language ELLs: LAB-R and NYSESLAT = score at Intermediate and Advanced levels in the LAB-R and Advanced and Proficient in the NYSESLAT

Freestanding ESL ELLs: LAB-R and NYSESLAT = score at all three levels in the LAB-R and on the NYSESLAT.

For grades 3 -5, ELL students taking the ELA and MATH in Spring 2013 did not fare well. However, ELL students did perform well on the Science exam, including those students who took the translated version. Students in Transitional Bilingual and Dual Language classes also performed well on the E.L.E. which is a Spanish test.

B/C. We currently do not participate in the ELL Periodic Assessments. We are planning to review the assessment for usability in our school. We use the LAB-R, NYSESLAT, and Fountas and Pinnell results to plan instruction. We also give a mock NYSESLAT

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

An RTI team is in place to identify and serve ELL students that have academic difficulty and who continue to have academic struggles after other interventions have failed. Initially data is gathered from the classroom teacher. The student is then discussed in the RTI meeting and a decision is made as to Tier 1 interventions. Students are tracked in each Tier by the appropriate assessment within the

intervention that is being utilized.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In Transitional Bilingual classrooms, students are regularly assessed using Fountas & Pinnell, as well as through regular writing tasks, conferencing with the teacher, and group work. Based on these results, time allocations are adjusted to meet the needs of students' current progress in the second language acquisition.

During the initial interview with a student's parent(s) and with the student him/her self, a students' prior academic history and conversational skill are used to gain information for proper placement. LAB-R level is used to determine time allocation as are NYSESLAT levels for transfer students.

All classroom, cluster, and service providers receive professional development focusing on teaching ELLs. Congruence time with cluster teachers and service providers are being planned so as to enable continuity in building the language skills of ELL students. We also purchase Native language libraries (when available by publishers) in the native language of our ELL students. We also use a buddy system in which we try to pair students who speak a low incident language. Teachers are also trained to be sensitive to the cultures and habits of their students.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

a: E.L.E. exam, Fountas & Pinnell(F&P) in K-2 and DRA in 3-5, as well as in-class assessments.

b: Advanced or Proficient as per the E.L.E. and F & P or DRA.

c: Levels 3 & 4 on State/City Assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

At the start of the school year, the ESL department reviews the results of the NYSESLAT data and distributes this information to all classroom teachers, cluster teachers and other providers such as resource room teachers. The ESL/Bilingual Coordinator schedules a grade meeting with each grade to inform teachers on how to interpret the various NYSESLAT reports and how to utilize them to drive and differentiate instruction. This year, the Combined Modality report is unavailable, however, we used a combination of the NYSESLAT score, the September - October reading level assessments, and teacher evaluations to determine if ELL students are progressing. In addition to the NYSESLAT results, regular reading assessments in English, and for bilingual and dual language ELLs in Spanish also, are used to determine the success of each program. For grades 3 - 5, Transitional Bilingual and Dual language ELLs are also assessed in Spanish with the E.L.E. exam. These results are used to gather information as to how well the Dual Language program is working in its goal of true bilingualism.

The school report card and other NYSED standardized testing information disaggregated to show how ELL students perform are also used to assess the success of our programs for ELLs. As a school community, several meetings are held to discuss the data and to inform changes that will address ELL student achievement.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

The ESL/ Bilingual Coordinator has State Certification in TESOL and is responsible for the initial informal interview and screening, and administering the HLIS. Xiomara Leguisamo, the ESL/Bilingual Coordinator, also conducts the LAB-R assessments on an on-going basis.

Xiomara Leguisamo is an ESL Push-in Teacher that is State Certified in TESOL. Ms. Leguisamo also conducts the initial informal interview at the time of registration of new entrants. Ana Nieves and Kristin Miller, TESOL Certified teachers are also trained in the ELL identification process and are available to conduct initial interviews, test, and conduct parent orientations.

TESOL certified push-in teachers are trained in the administration of the LAB-R exam. The Spanish LAB is administered by trained Spanish bilingual teachers and Spanish speaking TESOL certified teachers who have also been trained.

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.

Parents are invited to several Parent Orientation meetings that are scheduled and facilitated by the ESL/Bilingual Coordinator/Coach (Xiomara Leguisamo) along with Martha Jimenez, the Parent Coordinator, several times during the school year. In order to ensure that the initial orientation takes place within the mandated 10 days after enrollment, ESL team comprised of five (5) TESOL licensed teachers submit hand scores immediately after testing so that the letters for parents of eligible students are prepared and sent out for the first meeting in September. The Parent Orientation meetings were held on the following dates: September 13, September 16-17, September 19 - 20, and ongoing as students register for walk-ins/individual meetings. The Parent Orientation meetings are ongoing for new admits that are eligible and for those parents that have not attended previous scheduled Parent Orientations.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ESL/Bilingual Coordinator, Xiomara Leguisamo, ensures that entitlement letters are distributed to the parents of those children who were administered the LAB-R and whose results indicate an ELL status. This entitlement letter also informs parents of the date of the Parent Orientation that has been scheduled for them to attend. The Parent Survey and Program Selection forms are collected and cross referenced against the official class list and an ELL list of students school wide. The coordinator checks off the receipt of the Parent Survey and Program Selection form. If a parent has not returned the form, the ESL/Bilingual Coordinator will invite the parent to another Parent Orientation meeting at another date or schedule an individual meeting.

Continuation letters are distributed to the parents of those students who that did not pass the spring administration of the NYSESLAT

of the current year. Before the Continuation letters are sent home to parents, a copy is made to be kept on file in the school. All Parent Program Selection Surveys and Continuation Letters are kept in the office of the Assistant Principal - Elisa Gomez - Room 301 as proof that parents were informed of their child's entitlement and continued entitlement status as an ELL. Non-Entitlement and Non-Entitlement Transition letters are also copied and kept on file.

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. Students are placed based on parental request once the parents have participated in the Parent Orientation and are made aware of the programs available in our school. If fifteen or more parents on a given grade or continuous grades ask for a program, then all necessary processes are undertaken to open a class that addresses the choice those parents made. All Parent Orientation meetings include a Question and Answer period as well as individual meetings with the ESL Coordinator and TESOL Certified teachers trained in assisting during Parent Orientations. The Parent Coordinator is available to assist with translations when necessary. Please see: #6.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The NYSESLAT is administered to all ELL students in the school via a collaborative effort with the ESL Push-in Team, IEP Consultant and Classroom teachers. All state testing guidelines are followed to ensure security and proper administration of the NYSESLAT. ATS reports are used to confirm ELL status. ELL students are identified by class to facilitate testing accommodations including special education status. For special education ELLs, the IEP consultant, Susan Burnett, is consulted to enable provision of the accommodations set forth in a student's IEP. All staff receives professional development on NYSED testing handbook. Teachers administering the NYSESLAT are provided training with the ESL Coordinator on administering the NYSESLAT.

The Assistant Principal, Elisa Gomez, is responsible for creating the memorandum that includes:

- Students to be tested by grade and modality
- Testing rooms
- Holding rooms
- Proctors
- Suggested time for administering each modality as per NYSED

6. 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.) 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. 

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

The programs offered at P.S. 16Q are in alignment with the choices that parents request. Parents are informed during the Parent Orientation of what programs are offered and how classes are formed. They are also informed of the steps that are taken if the school does not offer the program, for example, a bilingual program in Urdu/English is not offered at P.S. 16Q since parental requests for such a program does not meet the criteria of 15 students opting into the program. Parents are offered to have the school investigate what other school(s) offer(s) the program of their choice and have the school set up transfer and transportation or they can opt to have their child attend a Freestanding ESL program.

The Bilingual Coordinator maintains a log of parents requesting a bilingual placement. The Principal is informed of parent requests so that planning can begin in the event that the number of requests for a particular bilingual program reach 15 in continuous grades.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

(1)

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

(B) Each program models is heterogeneously grouped and can be homogeneously grouped for a small number of Advance students to accommodate our high ELL population.

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)?

2) & (3)

Explicit ESL is delivered in each program as follows:

- **Transitional Bilingual Programs:** There are six (6) Transitional Bilingual classes in grades K-5. Students in these classes are placed heterogeneously and grouped within the class according to ability in reading and native language arts to meet individual needs. Academic instruction is in both English and the native language which at P.S. 16 is Spanish. One of the bilingual classes is a 5th grade self-contained special education where students have been placed by their special education status and IEPs. Classroom libraries consisting of children's literature in Spanish including fiction, poetry, and non-fiction books that appeal to a variety of different interests are present.

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

Students starting with limited English spend 40 percent of their time in English language development with instruction in the native language starting at 60 percent. As mandated by Regulation Part 154, advanced ELLs receive 180 minutes (4 periods per week)

of instruction in Native Language Arts and 180 minutes (4 periods per week) of ESL instruction. Also, beginner and intermediate ELLs receive 360 minutes (8 periods per week) of ESL instruction and 180 minutes (4 periods per week) of Native Language Arts. Any content area instruction in English, in subjects such as math, will utilize ESL methodologies and other supports. The ratio of English to native language instruction increases according to the student's English language proficiency until the student is ready to exit the program. Additional ESL support is provided after school and on Saturdays. Exit from this program is targeted at three years or less.

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

Seven (7) self-contained Special Education classes are serviced by two ESL push-in teachers. The classes are self-contained for special education not by ELL status. Teachers pushing-in follow the mandated time restrictions as per student proficiency as delineated in Part 154.

There are (10) ICT classes across Kindergarten to Fifth grade. Five of the ICT classes are serviced by their own TESOL certified teacher. The remaining ICT classes receive Push-in services.

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

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

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

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

ELL students are served by ESL teachers who follow a push-in model:

- English as a Second Language Programs – Push-in Model: ESL instruction is provided by five (5) licensed ESL teachers who service 17 classes from Kindergarten to 5th Grade. Eligible ELL students in grades K – 5 receive two periods (90 minutes) per day of ESL if they are in the Beginner or Intermediate Level and for advanced leveled students one period per day (45 minutes). All academic instruction during the school day is in English. Six of the Kindergarten classes are housed at our annex located at the Reform Temple of Forest Hills - all classes contains ELL students and they are serviced by an ESL certified teacher, via the push-in model, that remains in that location. One of the Kindergarten annex teacher is TESOL certified, thus providing services for her class.

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

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 foster language development and meet the demands of the Common Core Learning Standards.

See #2

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 ELLs are appropriately evaluated in their language with assessment tools that are used according to specific grade:
 For Kindergarten through 2nd Grade the Fountas & Pinnel language/literacy assessment is utilized.
 For Grades 3 - Grade 5, the Spanish DRA 2. We currently do not have a native language assessment for the low incidence languages.
 For Grade 3 - Grade 5 bilingual and dual language classes, the E.L.E. in Spanish is used in the Spring of the current school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

For the school year 2013-2014 approximately 8 students were identified as SIFE on the BESIS Request for Extension of Services .

In order to meet their needs, the following actions will be taken:

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

In the school year of 2013-2014 approximately 603 students will be identified as NEWCOMERS on the BESIS Survey. In order to meet their needs, the following actions will be taken:

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

In the school year of 2013-2014 approximately 109 students were identified as ELLs Receiving service of 4-6 years on the BESIS Survey. In order to meet their needs, the following actions will be taken:

- AIS in reading and mathematics within small group instructional setting
- Extended Day Programs for ELLs (Tuesdays - Thursdays)
- Saturday Academy for ELLs in the Content Area and Getting Ready for the NYSESLAT
- Great Leaps in Reading
- ESL push-in model within a small group instructional setting using research-based ESL methodology
- Leveled Libraries in English and native language
- Reading/Writing/ Mathematics Portfolios to track progress
- Peer Assisted tutoring
- Readers/Writers Workshop models for ELLs in Bilingual and Dual Language Classrooms and ReadyGen in Freestanding ESL classrooms
- Technology based listening activities in the computer lab
- Two Guidance counselor focusing on developing a personal profile of students. Paul Ramos K-2 and Penny Pappas 3-5
- Parent Coordinator focuses on developing and maintaining communication between the school and parents

In the school year of 2012-2013 approximately 0 students were identified as Long Term ELLs on the BESIS Survey. In order to meet their needs, the following actions will be taken:

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

Former ELLs that test proficient continue to receive explicit ELL instruction when placed in a self-contained freestanding ESL classroom. Former ELLs receive, for the next two years, testing accommodations as per NYSED on City and State exams as well as in classroom assessments. These students are also invited to the 37.5 minute extension as well as the Extended Day academic programs targeting Literacy and Math. They are also invited to attend the Saturday Academy.

7. 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?

In the school year 2013-2014, approximately 91 ELLs were identified as having Special Needs. In order to meet their needs, the following actions will be taken:

- Seven (7) self-contained Special Education classes with ELLs.
- Ten (10) ICT classes containing ELLs with IEPs.
- Resource Room intervention in reading and mathematics within a small group instructional setting as well as RTI Tiered Interventions

- ESL push-in with small group instructional setting using research-based ESL methodology
- Extended Day Program (Tuesdays - Thursdays)
- Saturday Academy
- One-to-One tutoring
- Peer assisted tutoring
- Familiarization with students IEP to be aware of students learning disabilities and modifications
- Regular ongoing conferencing with Speech and other related service personnel that student receives services from to better track

student's progress and target needs are also addressed through differentiated instructions using ReadyGen and GoMath literacy and math programs.

- Ongoing communication between the home and school through Guidance Counselor, Parent Coordinator and SBST personnel.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Ten (10) full-day ICT classrooms in Grades K - 5 and four (4) Resource Room monolingual classrooms in Grades 2, 3, 4, and 5 contain ELL-SWD students who are designated to be in the least restrictive environments. For ELL-SWD students in ICT classrooms in Grades 1 and 2, a TESOL State Certified teacher provides ESL services and in Grades 1, 3, and 4 a State Certified Teacher who holds a TESOL license co-teaches with a State Certified Special Education teacher. General Education non-ELL students are grouped with heterogeneous grouping of ELLs in the ICT class so as to adhere to the values of the program. In classrooms where students are receiving SETTS services, a State Certified Special Education teacher provides services to these students.

For the upcoming school year we are evaluating participating in the ELL Periodic Assessment. The ESL Inquiry team is currently researching different assessments that can provide qualitative data to inform instruction and track ELL progress by the ESL Self-contained classroom teachers as well as the ESL push-in teachers.

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:				
Social Studies:				
Math:				
Science:				

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

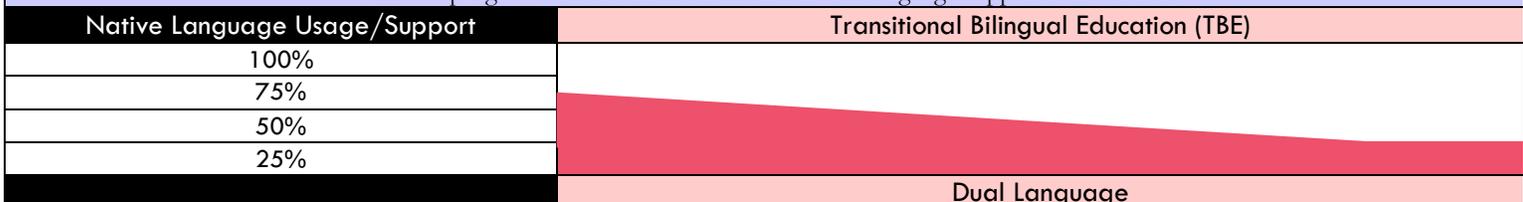
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

P. S. 16 supports the ELLs in ELA, Math and Content Areas. The performance and progress in mathematics state exam declined this year so we will continue to incorporate the following intervention services: Classroom teachers provide Tier I differentiation on a daily basis within the components the GoMath program and through the utilization of web based Think Central. End of unit assessments in GoMath are monitored to identify students not progressing in Mathematics development. Tier II intervention will be provided to students 2-3 times per week, within cycles, in small group by one, full time academic specialist for our Special Education ELLs in grades 3-5 and level one students in grade 5. Students will also be mandated to attend 37.5 minutes and are invited to the After-school program.

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

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

Services are rendered in English with native language support when available.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This is our first year with the ReadyGen Literacy and GoMath programs. Regular grade team meetings and inquiry team meetings discuss the efficacy of each program in terms of planning and student progress. Challenges are discussed and solutions are proposed so that each program meets the needs of all students with a focus on making each program accessible to all ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

At this time we are implementing a new literacy and math program. As a result of continuous feedback from teachers in the grade meetings and inquiry meetings, adjustments to each program are being made to address each individual teacher's students' needs. However, at this time, because we just began implementing ReadyGen and GoMath, we have no plans to acquire a new program. We will continue to make adjustments and improvements as a school community.

12. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any of the programs we have in place for ELLs. We are looking to add more support for them throughout the regular school day, After-school programs, and Saturday classes.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are an integral part of PS 16Q. We are a school of current ELLs, Former ELLs and very little non-ELLs. All of our students are

immigrants or children of immigrants. It is our policy that all students can learn and all students can and will achieve. Every classroom has access to art, chorus, drama, physical education, readers theater, field trips, residencies, technology and a wide variety of intervention programs during regular day school, After-school and Saturdays.

2)

Afterschool programs for ELLs include classes for ELL students in Grades 2-5 with a TESOL NYS Certified teacher using the researched-based program Imagine Learning English or Intensive English depending on the students' grade. Saturday ELL Academy program for ELLs in Grades 2 - 5 with TESOL NYS Certified teachers using the programs Spotlight on English or Intensive English depending on the students grade. Afterschool ELL programs and Saturday ELL Academy will also focus on preparation for the NYSESLAT using the materials Empire State NYSESLAT from publisher Continental. Title III programs also include preparation for ELLs in ELA, Math, and Science (3rd - 5th graders only).

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The following are ELL materials used by ESL Push-in, ESL Classroom, Dual Language and Bilingual Teachers: Subgroups are identified in parenthesis

- Destination Math (link on GoMath) (All ELLs)
- Imagine Learning (All newcomers and Bilingual)
- Award Reading (All ELLs)
- Spotlight on English & Intensive English (All ELLs)
- Benchmark leveled readers (Spanish and English) (Dual Language, Special Education and Bilingual ELLs)
- Kaplan English Language Arts (All ELLs)
- Kaplan Math test preparation (All ELLs)
- Reader's theatre (All ELLs)
- DRA Spanish Assessments (Dual Language, Special Education and Bilingual ELLs)
- Fountas & Pinnell (Dual Language, Special Education and Bilingual ELLs)
- Words their Way (All ELLs)
- Wilson Program (Special Education and Bilingual ELLs)
- Headsprout (All ELLs)
- RAZ kids (All ELLs)
- Great Leaps (All ELLs)

Content Area Materials for ELLs

- We the people by Houghton Mifflin
- Social Studies New York City
- Estudio Sociales de Nueva York
- Social Studies by Houghton Mifflin
- Estudio Sociales by Houghton Mifflin
- FOSS kits (Science)

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support is delivered according to the NYS mandates

TBE: Math and Science are delivered in a student's native language (Spanish) with an ongoing emphasis on reading and writing. Depending on students' literacy levels and needs, a model of 2 days English and 3 days Spanish is implemented with a shift to 3-4 days English and 1-2 days Spanish as the year progresses.

DL: A 50-50 program model is followed. Native language (Spanish) is delivered full day basis depending on the cohort's schedule.

ESL: Delivered when classroom teacher and/or push-in ESL teacher speaks the native language of student.

Native language is also supported through native language in-classroom libraries and dictionaries. We have a healthy library that includes non-fiction and fiction texts in native languages for teachers and students to access.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

P.S. 16 assures that the mandated number of instructional minutes is provided according to proficiency levels in each program through:

•Seven TESOL licensed teachers following a push-in model and servicing ELLs within small group instruction one two two periods per day for five days

- Twelve (12) self-contained freestanding ESL classes with ESL licensed teachers who provide ESL methodology in whole class and small group instruction
 - Seven (7) Transitional Bilingual Education classes where proficiency levels as well as Native Language Arts are taken into account when allocating time for instruction.
 - NYState mandated time constraints are used when programming instructional minutes for each class and each proficiency level
- All programs that are implemented correspond to the students' grade level and academic needs. Programs are researched based and approved by New York City Department of Education. The programs allow for an initial assessment to ascertain areas of strengths and weaknesses followed by a prescribed plan that targets the deficiencies. Therefore, are programs are geared for individualized instruction.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Future plans include an Orientation Day for newly enrolled ELL students in June and possibly an Orientation Week in July or August. The Orientation Day in June will include an assembly to welcome new students and their parents and then break-out groups to visit Bilingual, Dual Language, and Self-contained ESL classes. The Orientation Week in July or August will include having ELLs in Grades 2-5 participate in a week-long induction into daily school life by attending regular classes with NYS Certified TESOL and Bilingual teachers.

Also, plans to incorporate a newcomer class as a regular classroom setting for those ELLs that are SIFE and/or have had no formal instruction/education.

18. What language electives are offered to ELLs?

Spanish as an elective is offered to proficient students in Dual Language classes. ELLs receive intensive English instruction within their daily school day through the various ELL program models and through participation in Extended Day, Afterschool ELL Academy, and Saturday ELL Academy.

19. For schools with dual language programs:

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

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

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

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

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

The following topics will be addressed during staff development in the 2013-2014 academic school year for teachers of ELL students.

- Utilizing Data (Fountas & Pinnell, DRA, Conference notes, pre & post unit assessments, Periodic Assessments) to target specific modalities in Listening, Speaking, Reading and Writing.
- Best practices for teaching ELA and Mathematics to English language learners.
- Informal Assessment for evaluating limited English proficient/English language learners' progress through Imagine Learning and GoMath unit assessments
- Using language goals in all content areas.
- Implementing the different components of the Reader's and Writer's Workshop for Dual Language and TBE classrooms. ReadyGen for Freestanding ESL.
- Think Central Training to individualize students instruction through a web based program
- Implementation of the Imagine Learning Program in Self Contained ESL and Bilingual classes.

Training will occur during Mondays professional development days during calendar dates (90 minute, after-school sessions) and during monthly grade and program meetings. Additionally, teachers will be given the opportunity to attend conferences addressing the needs of our ELLs. Records of teachers attending each ELL training session are maintained by the Literacy Coaches as well as individual teachers.

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

2)

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

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

3)

Through Title III funding, the P.S. 16 Professional Development Program for teachers of ELL students will address both teachers working in the supplementary program as well as mainstream educators. The professional development will focus on providing teachers

with scaffolding and differentiated instructional strategies for teaching English Language Learners which will be based upon current research in the field of Second Language methodology. Professional Development will also address ways to prepare ELLs to meet and exceed standards according to the New York State Standards and NYC guidelines. Teachers participating in these workshops will be paid at the training rate. Teacher trainers and facilitators will receive per session rate.

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

1. Strategies needed to prepare ELLs for success on the NYSESLAT.
2. Instructional strategies for differentiated learning.
3. Incorporating Word Study through ESL methodology into the ReadyGen program.
4. Increasing Native Language literacy skills.
5. Scaffolding across the Disciplines in each Content Area.
6. Using Mathematical Instructional Strategies to enhance student performance on the city and state assessments.
7. Building on students' prior knowledge of language and content.
8. Incorporating vocabulary into the Reader's and Writer's workshop.
9. Developing effective oral language skills in the ESL classroom.
10. Connecting children and culture to literacy learning.

New York State Association for Bilingual Education (S.A.B.E.) - Two teachers will attend the New York S.A.B.E. Teacher Academy for two continuous days. The dates are forthcoming. Teachers' expenses will include hotel, transportation and food. These teachers will turnkey information attained at the Academy by way of grade conferences and faculty conferences.

Additional Resources and Support

- 1) P.S.16Q also supports the learning of ELLs through the use of instructional materials such as:
 - Leveled libraries in English and Native Language for TBE classes and Dual Language classes
 - Leveled libraries for Freestanding ESL classes
 - Spotlight on English and Intensive English for Extended Day, and Saturday Academy
 - Getting Ready for the NYSESLAT for Extended Day, Early Bird and Saturday Academy
 - GoMath in Spanish for TBE and DL
- 2) Professional Development for all personnel who service ELL students at P.S. 16Q include:
 - Professional Development on extended days focusing on strategies to help ELLs in Reading and Writing
 - Professional Development on extended days focusing on interpreting data on ELL interim assessments to drive instruction
 - Grade Conferences focused on instructional strategies and methods that are geared to ELLs

All teachers at P.S.16Q are integrated in all ELL/ESL meetings, workshops, conferences and seminars.

Timeline:

Training will occur during professional development days during our calendar dates, monthly grade conferences and ESL program meetings. In each session there are approximately 9-11 teachers on a grade.

(Audience)In attendance, we will have Administrators, classroom teachers, ESL providers, Paraprofessionals, Guidance Counselors, Special Education teachers, Psychologists, Parent Coordinator, Coaches, Data Specialist, Occupational, Physical and Speech Therapists. Throughout the school year we will have at least a monthly session that incorporates ESL strategies through Teachers College, Destination Math and Imagine Learning. Additionally, teachers will be given the opportunity to attend city conferences addressing the needs of our ELLs. Our secretaries are given training regarding the process of HLIS by the ESL/Bilingual Coordinator.

At the start of the school year, teachers are given the data from the prior years. Teachers consult cross grades and discuss the students' strength and weaknesses to plan accordingly.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1:

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

1/2:

The parent coordinator provides parents with a program of workshops that facilitate a closer relationship between the school and the community. Parents are informed about the happenings at P.S. 16. The parent coordinator assists in educating them about parenting skills, provides family literacy programming, guides parents in deciphering implication of school data, explains assessment results and informs the parents on the Standards and purpose of academic assessment required by the city and state.

The parent coordinator also provides workshops for parents in a variety of topics:

*ARIS Parent Link that helps parents understand how to access ARIS online and how to navigate the site and interpret their children's results

* Open-house for incoming students into 3rd grade from feeder school P.S. 28Q, Open-house for incoming Kindergarten students, Open-house informational meeting in conjunction with the Guidance counselor responsible for for 5th grade students going into Intermediate School

* Guest speakers and presenters from nearby community organizations such as NYC Police Department and NYC Fire Department, women's groups, the library and other city and non-profit organizations whose presentations focus on topics such as safety, health, stress management, what to do in case of an emergency, domestic violence awareness, parenting/disciplining are among a few.

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

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

3)

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

4)

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

For the Workshop component, we will offer a series of six 1 and a half hour workshops called the Parent University (with times throughout the year to accommodate different schedules) which will address the following:

1. Math strategies and problem solving for parents.
2. How to provide a proper home environment for study.
3. What are the New York City Common Core learning standards and what does this mean for second language learners?
4. How can parents help their children achieve on the NYSESLAT?
7. What are the resources available to parents at school and in the community?

E. 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.

All classrooms have:

- Leveled libraries
- Promethean Boards or Smart Boards
- Document cameras
- Laptop cart or iPads for student use
- Access to field trips once per month
- Interactive parent visits once per month
- Residencies: Artworks, Historical Society, NY Hall of Science

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q016 School Name: PS 16Q

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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

Data used includes:

- * Home Language Identification Survey (HLIS)
- * RAPL report from ATS indicating the home language of the parents and the language in which they wish to receive all correspondence and phone calls.
- * RHLA report from ATS indicating the incidence of different languages in our school

The ESL/Bilingual Coordinator:

- * Conducts initial interviews with parents during registration
- * Reviews HLIS forms
- * Reviews RAPL report
- * After analyzing HLIS and RAPL, informs Principal, Parent Coordinator, and PTA President
- * Also reports to Assistant Principals low incidence languages for students in their grades
- * Informs Assistant Principal responsible for testing so that translated tests in Math and Science are ordered. For low incidence languages, translators for oral interpretation of tests are requested by the school secretary

The Parent Coordinator

- * Utilizes School Messenger phone system for high incidence languages - Spanish and English - for brief school related notices and announcements

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

The Bilingual Coordinator has met with the Principal, PTA President and Parent coordinator to arrive at the below outlined consensus of our School translation and interpretation needs:

- o All written correspondence is sent home in Spanish and English as concurs with our Home Language Report (RHLLA) generated from ATS.
- o There is a growing need for correspondence to be sent home in Chinese that is school generated. State/City generated letters to parents are sent in parents' home language.
- o Parents continue to be surveyed as to their language of preference for communication for the present year. The results will be on file by Class in the copy room and the Principal's office as well as entered on ATS.
- o Spanish and Chinese language interpretations are provided at all school-wide meetings, PTA meetings, parent workshops and School Leadership Meetings. Two Assistant Principals, Parent Coordinator, and the PTA President are bilingual—providing the bulk of these interpretation services. The PTA welcomed a new member - her position is Co-Secretary and she speaks English and Chinese, thus adding to the interpretation services available in the school.
- o Translators are hired and positioned on every floor for Parent-Teacher Conferences in November and March. The School Leadership Team reported out the findings to their representative constituencies. A record of the preference of written communication is kept on file in our copy room and the Principal's office. Teachers receive a record of written language preferences to reference in distribution of materials.

The Data shows that our students speak a total of 21 + languages in their homes. Seventy-three percent of our students speak Spanish at home; nine percent, English; three percent, Chinese; and fifteen percent, the other 19 languages.

We met to assess our school's written translation and oral interpretation needs. Key outcomes of the meeting note that:

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

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.

- a. All Centrally Produced Critical Communications are sent home in English and the parental language of choice as the documents are electronically communicated and available for distribution.
- b. Student Specific Critical Documents (relating to health, safety, legal or disciplinary matters and entitlement to special education, ELL or non-standard academic program) are translated through the use of standardized forms and hand written translation or school-based translation services. When the translation work load cannot be accommodated within the school day, staff members are paid per session for translation services.
- c. The Office of School Translation is utilized to provide translation for school runs of letters and some classroom letters to parents.
- d. There is also a need for occasional translators for Chinese, Punjabi, Urdu, Bengali and Burmese. The DOE Translation and Interpretation Unit is used for these occasional purposes.

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

- a. Spanish interpretations are provided at all school-wide meetings, PTA meetings, parent workshops and School Leadership Meetings. Our PTA President provides translation at PTA meetings and SLT Meetings. Our Parent Coordinator or Bilingual Specialist provides interpretation at Parent Workshops. School staff (three qualified members) and one PTA member provide interpretation services in Chinese as requested. Phone interpretation services are posted in all offices and utilized as needed.
- b. Interpretation services have been requested for meetings and will continue to be requested for meetings where school staff or volunteers are unable to provide services

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

- o The School Cabinet will oversee that language of preference for each family is documented and recorded within the first 30 days of school. The ATS RHLA report will be updated through a parental survey. The results will be kept on file in our copy room and the Principal's office. The HLIS and RAPL will be also be continuously updated
- o Centrally Produced Critical Documents will be sent home in the language of preference of families. (English and Spanish > 10%)
- o Student Critical Documents will be sent home in the language of preference of families.
- o If unable to provide translation, a note informing parents how to request free translation will be attached to the document.
- o Interpretation services will be provided by School-based staff in Spanish and Chinese.
- o Phone Interpretation services will be provided for other languages, as posted in all offices.
- o Where, School-based translation or interpretation is not available, it will be planned and requested through the NYC DOE Translation and Interpretation Unit.
- o All notices of translation and interpretation services are posted at the main entrance and on file, in an accessible and labeled binder on the counter of our Main Office.
- o Translation and Interpretation funds will be utilized to support the above-bulleted efforts