Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: JOHN J. DRISCOLL

DBN (*i.e. 01M001*): 31R016

Principal: VINCENZA GALLASSIO

Principal Email: VGALLAS@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: GREGORY BOWEN

School Leadership Team (SLT) Signature Page

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Vincenza Gallassio	*Principal or Designee	
Kathleen Bayer	*UFT Chapter Leader or Designee	
Tina Collucci	*PA/PTA President or Designated Co-President	
Anne Marie Maresca	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Victoria Tsougros	Member/ Teacher	
Rosemarie Parisi	Member/ Teacher	
Nieves Pavia	Member/ Parent	
Maria Polanco	Member/ Parent	
Berline Monroe	Member/ Parent	
Crystal Green	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	**School Leadership Team Signature Page**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	**Academic Intervention Services (AIS)**
x	**Title I Plan (Only for schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, all students will demonstrate progress towards achieving state standards as measured by a 5% decrease from the previous year in levels 1 and 2 and an increase of 3% in levels 3 and 4.

Comprehensive Needs Assessment

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

All Students ELA 3rd Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2013	118	278	66	55.9	44	37.3	8	6.8	0	0.0	8	6.8
31R016	3	2014	110	272	72	65.5	26	23.6	12	10.9	0	o.o	12	10.9

All Students ELA 4th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	2013	148	283	79	53.4	52	35.1	17	11.5	0	0.0	17	11.5
31R016	4	2014	116	280	59	50.9	45	38.8	10	8.6	2	1.7	12	10.3

All Students ELA 5th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2013	155	286	79	51.0	63	40.6	10	6.5	3	1.9	13	8.4
31R016	5	2014	158	284	66	55.7	55	34.8	14	8.9	1	0.6	15	9.5

Progress

The results of the School Quality Snapshot indicate that comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013, all students demonstrated good progress (65.0 median adjusted growth percentile) in ELA. Lowest performing students showed excellent progress (81.0 median adjusted growth percentile).

Student Progress 50.6 – Meeting Target

Early Grade Progress 1.12 –Approaching Target

Snapshot rating- Good – Overall Progress on State ELA test

Performance:

NYS ELA Data (comparing 2013 to 2014 results)

The data indicates: Grade 3 there was a 9.6 increase in Level 1, 14.7 decrease in Level 2, and a 4.1 increase in Levels 3 and 4.

Grade 4 there was a 2.5 decrease in Level 1, 3.7 increase in Level 2 and a 1.2 decrease in Levels 3 and 4.

Grade 5 there was a 4.7 increase in Level 1, 5.8 decrease in Level 2 and a 1.1 increase in Levels 3 and 4.

We achieved and exceeded our goal (5% decrease) in Level 2 and achieved (16.8 decrease). Also achieved our goal (3% increase) in Levels 3&4 and achieved (4.1% increase) in Levels 3 and 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

I. Teachers will continue to implement ReadyGen common core aligned curriculum and assessments. They will apply Ready Gen scaffolding strategies with ELLs and SWDs, with an equal blend of fiction and informational texts. Teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports. Teachers will use Ready Gen reading/writing units and blend the workshop model to develop comprehension habits. Teachers will implement rigorous, explicit instruction with specific guided practice to push for independence. In addition they will continue to implement the reciprocal teaching model. Concept Boards will be used to share features of literacy lessons, vocabulary, concepts and unit texts with students. Full time librarian will support classroom teachers in implementing research and read aloud texts that support curriculum topics.

II. Through inquiry, teachers will use informal assessments in conjunction with standardized data to analyze student performance and to plan instruction.

III. All students performing at levels 1 or a low 2, as determined by the TCRWP, will receive the support of AIS teachers who will push into classrooms to provide small group, targeted instruction utilizing Leveled Literacy Intervention (LLI). Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words, and how they work. The goal of *LLI* is to bring students to grade level achievement in reading. In addition,

students in K-2 will be provided with either small group tutoring or one on one instruction utilizing technology-based “Imagine Learning” –- a self-paced language and literacy tutor.

IV. After-school test sophistication program will be used to target students in grades 3-5. This program is used to familiarize students with test taking strategies. Materials and strategies used will help prepare students for the NYS ELA Assessment.

V. Supplemental Support after school program for level 1 students in grades 3-5. This program is to support and prepare students for the state ELA test.

VI. Speech Literacy Support Initiative developed to provide intensive early literacy instruction to kindergarten and first grade students. Through this cross-disciplinary program, speech therapists and classroom teachers will work together, using evidence-based materials to provide early learners with the foundational building blocks needed to become successful readers.

VII. Technology such as smart boards, iPad and iPod will be utilized to enhance all instruction.

VIII. Professional Development Plan will be developed and implemented by school’s PD committee in order to meet the individual needs of teachers:

2014-2015

PD Calendar

As a collaborative PD team we devised a plan to support staff in their continued learning. Our school utilizes surveys to promote reflective practices, self-actualizing, and encouraging teacher leadership. As a school we differentiate the professional development to meet the needs of the various adult learners, interests and needs.

PD Type	**Goal**	**Rationale**
Online PD Self Directed https://www.teq.com/teqonlinepd/login/	Develop self-guided learning environment to meet the needs of various learning styles and deepen teachers content knowledge in ELA.	Self-guided Professional Development where teachers/paras will work on self -paced learning modules on a pre-determined area of need. All online PD will have either a reflection or survey of implementation.
Teacher Directed	Create leaders to develop, implement and assess professional development according to the variety of surveys afforded to the staff. Share best practices in teaching pedagogy based on interest and/or need.	Teachers/Paras take on leadership roles and provide Professional Development on a variety of topics. Differentiating the PD for teachers came as a result of surveys from 2013-2014 school year stating the desire for different leveled PD and types for varying learners. All teacher-led PD will have a follow up participant survey and facilitator survey.

Administrative	Enhance work is currently in place and provide staff with updated administrative information.	Administrative, Teacher-led, Centrally-led, Network generated or Mandated trainings provided to teachers or paras on a variety of topics that will enhance, train or support the school environment.
Book Study Literacy Teacher's Playbook Gr 3-6 Literacy Teacher's Playbook K-2 Teaching Reading In Small Groups Increasing the Effectiveness of Paraprofessionals and Classroom Teachers Working Together: Highly Effective Strategies for Inclusive Classrooms, Grades K-12	Differentiated book study that will deepen the knowledge of best practices in ELA instruction.	Guided by protocols, teachers/paras will participate in discussion around a book that was chosen for them as a result of a survey. Teachers will self-affiliate by choosing groups of 6 educators that meet their needs.
Daytime Inquiry Team Work	Learning new protocols to enhance looking at student work initially led by our Network Liaisons as facilitators to move into the role of observers.	The gradual release of responsibilities to enhance looking at student work with new protocols using the current assessments that are available. Teachers will make strategic decisions on their teaching, curriculum enhancement and lesson design.
Outside Professional Development Workshops	Teachers/Paras participate in a variety of workshops offered by the Network, Central or other sources with the anticipation that they will be the "all knowing other" to turn-key relevant information. Debrief with Administrative Team after completing workshop.	Teachers/Paras have the opportunity to hear another voice that is relevant to their work, professional goal or professional development need.
TDC Coach	Teachers of grades 2 and 4 will participate in professional development specific to the school's instructional priorities and how to support these areas.	Teachers' Advance reports from 2013-2014 as a resource for areas of need. Grades chosen based on last year's data of students' progress.

Instructional Rounds	Teachers will view each other's lessons in order to deepen their knowledge of effective practice.	All teachers participate in viewing colleagues' lesson for 15 minutes using the low inference note-taking technique. Teachers will code then debrief the colleague's lesson using the Danielson Rubric. Written Reflection/Next Steps given to the colleague at the end of process.

CFN Professional Development:

Professional Learning Opportunity for novice and struggling teachers on Danielson Components1. – Oct. 29, Dec. 3. 2014, Feb 4, May 27, 2015

District PD:

Compliance vs Engagement Nov. 14 and Dec 4, 2014

B. Key personnel and other resources used to implement each strategy/activity

I. Teachers, administrators and coach and librarian
II. Teachers, administrators and coaches
III. 3 AIS Teachers, administrators and coach. Instructional materials an 48 licenses for Imagine Learning
IV. 6 teachers and one administrator instructional materials6 teachers and one administrator and instructional materials
V. One Speech Therapist and one kindergarten teacher
VI. Teachers , administrators, coach, and laptops
VII. Teachers , administrators, coach, and technology

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

I. Ready Gen performance tasks and end of unit assessments
II. Ready Gen performance tasks and end of unit assessments
III. LLI running records assessments for 4 to 6 weeks and Imagine Learning progress monitoring
IV. Growth will be measured pretest and posttest Growth will be measured by pretest and posttest
V. Assessments from Wilson Fundations
VI. Evaluate progress through teacher observations
VII. Teacher observation and surveys

D. Timeline for implementation and completion including start and end dates

I. September 2014 to June 2015
II. September 2014 to June 2015
III. September 2014 to September 2015
IV. January 2015 to March 2015 January 2015 to May 2015
V. February 2015 to April 2015
VI. September 2014 to September 2015
VII. September 2014 to June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

I. Teacher, administrators', coach, librarian salaries, and curriculum materials
II. Teacher salary, admin salary, coach salary, school aides' salary and paper for copies
III. Teachers' and administrators' salaries , instructional materials, 48 licenses for Imagine Learning
IV. 47 per session hours for 6 teacher salaries and one administrator and instructional materials
V. Teacher, administrators', coach salaries and laptop computers
VI. Teacher, administrators', coach salaries and technology

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

I. Two Curriculum Nights, one in the fall and one in the spring, will be held to inform and update parents on the ELA curriculum and learning expectations. In addition, there are two parent/ teacher conferences, one in the fall and one in the spring, that inform parents of their child's progress. Furthermore, every Tuesday teachers consult with selected parents on student progress and social and emotional behavior. Immediately following PTA meetings, family literacy workshops are scheduled in the library. These workshops have been aligned with CCLS and promote literate environments in the home. P.S. 16 has a full service parent center, in which families can attend workshops and utilize our bilingual lending library. The Robin Hood library also supports the parents and children with open access to our school community and homework help Monday thru Thursday. We are averaging 15 to 20 families daily. Parent Handbook is distributed to inform families of ELA standards. Families are invited into classrooms for monthly Writing Celebrations to share academic achievements aligned to the CCLS.
II. N/A
III. Parent of struggling students are notified by letter that the child is receiving at risk services. Parents meet with both AIS and classroom teachers to discuss student progress during Parent Teacher Conferences. In addition on Tuesdays, AIS teachers contact parents of the students they service to update them about their child's progress.
IV. Inform parents by written communication of the goal of the program and the child's eligibility. Tuesdays are utilized for teachers to contact parents and discuss progress.
V. N/A
VI. N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**	**X**	**Title IIA**	**X**	**Title III**	**X**	**Set Aside**	**X**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Violence and prevention Grant, Technology Learning Grant, RESO A Funding

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, all students will demonstrate progress towards achieving state standards in Mathematics as measured by a 5% decrease from the previous year in levels 1 and 2, and a 3% increase in levels 3 and 4.

Comprehensive Needs Assessment

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

Comprehensive needs assessment N.Y. State Math Test and School Quality Snapshot

All Students Math 3rd Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	3	2013	118	273	69	58.5	43	36.4	6	5.1	0	0.0	6	5.1
31R016	3	2014	108	278	61	56.5	34	31.5	10	9.3	3	2.8	13	12.1

All Students Math 4th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	4	201#	153	281	76	49.7	59	38.6	16	10.5	2	1.3	18	11.8
31R016	4	2014	114	278	61	53.5	34	29.8	17	14.9	2	1.8	19	16.7

All Students Math 5th Grade					Level 1		Level 2		Level 3		Level 4		Level 3+4	
School	Grade	Year	Number Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%
31R016	5	2013	155	280	105	67.7	38	24.5	9	5.8	3	1.9	12	7.7
31R016	5	2014	158	288	83	52.5	52	32.9	16	10.1	7	4.4	23	14.5

Progress

The results of the School Quality Snapshot indicate that comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013, all students demonstrated good progress (65.0 median adjusted growth percentile) in MATH. Lowest performing students showed excellent progress (79.0 median adjusted growth percentile).

Student Progress : ELLs- Good

SWDs – Excellent

Lowest Performing Students- Excellent

Early Grade Progress 1.40 –Approaching Target

Snapshot rating- Excellent – Student Progress on State ELA test

Performance:

NYS Math Data (comparing 2013 to 2014 results)

The data indicates: Grade 3 there was a 2.0 decrease in Level 1, 4.9 decrease in Level 2, and a 7.0 increase in Levels 3 and 4.

Grade 4 there was a 3.8 increase in Level 1, 8.8 decrease in Level 2 and a 4.9 increase in Levels 3 and 4.

Grade 5 there was a 15.2 decrease in Level 1 and, 8.4 increase in Level 2 and a 6.8 increase in Levels 3 and 4.

We achieved and exceeded our goal (5% decrease) in Levels 1 and 2 and achieved decrease of 18.5, and exceeded goal (3% increase) by achieving 18.7 increase in Levels 3 and 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

I. Teachers in grades K through 5 continue implementing "Go Math" program. This program is aligned with the Common Core Learning Standards. The program emphasizes big ideas and depth of understanding through interactive lessons, research- based instructional approaches, best practices and differentiated resources to ensure success for all students. This will take place in a 60 minute math block in grades K-2 and 75 minute math block in grades 3-5 using the workshop model. Furthermore, all teachers will engage students in cognitively demanding mathematics tasks that require students to demonstrate their ability to model with mathematics, and/or construct and explore the reasoning behind arguments to arrive at viable solutions.

II. Teachers will engage in common planning two times a week in order to meet instructional needs of all students. As part of the planning protocol, teachers will utilize baseline assessment to plan math lessons. In addition, teachers in grades 3 - 5 will use data from the Common Core Learning Standards baseline assessment, previous NYS Assessments, and school net. Teachers in grades K - 2 will use data from the Common Core Learning Standard baseline assessment, informal assessments from the Go Math to differentiate instruction and plan lessons.

III. ESL and Special education teacher will push into classrooms during the math block to scaffold student learning.

IV. Math Bees will be conducted 3 times a year in grade 2-5 to increase automaticity and fluency in number sense and operations. In addition, classroom teachers will use fluency drills and activities to help support flexibility and understanding of number facts.
V. Technology, such as smart boards, iPads and iPods will be utilized to enhance all math instruction.
VI. After-school test sophistication program, targeting students in grades 3-5, will take place starting in January. This is used to familiarize student with test taking strategies.
VII. Supplemental Support after school program for level 1 student in grades 3-5. This program is to support and prepare students for the state Math test.
VIII. Teachers will meet in grade-level, cross functional teams, to review student data gathered from a variety of summative and formative assessments during common prep periods twice a week. Professional development will be provided by Go Math to instructional leads on utilizing Think Central and curriculum resources. They will turn key the information during PD on Monday (80 min.) or during day time PD.

2. Key personnel and other resources used to implement each strategy/activity

I. Teachers, administrators and coach and Go Math curriculum and consumables
II. Teachers and administrators
III. ESL teacher, IEP /SETTS teacher, administrators and coach
IV. Teachers, administrators, and coach
V. Teachers and coach and laptops and iPads
VI. 6 teacher and one administrator and instructional materials
VII. 6 teacher and one administrator and instructional materials
VIII. Teachers, administrators, and coach

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

I. Baseline and benchmark assessments and Go math end of chapter tests and performance tasks
II. After each chapter assessment monitoring is done through Google drive
III. Chapter test and performance tasks for AIS students
IV. Schedule for Math Bee.
V. Teacher observations
VI. Pre and Posttests.
VII. Pre and Posttests
VIII. Teacher observations

4. Timeline for implementation and completion including start and end dates

I. Baseline and benchmark assessments. September 2014, January and May 2015, End of chapter and performance tasks after each chapters
II. September 2014 to June 2015
III. September 2014 to June 2015
IV. January , march and June 2015
V. September 2014 to June 2015
VI. January to March 2015
VII. January 2015 to May 2015
VIII. September 2014 to June 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

I. Teacher salaries, administrators' salaries coach salary and Go Math curriculum resources. Consumable instructional materials for use during the school day and for our afterschool ELA and math enrichment and testing support programs.

II. Teacher salaries, administrative salaries and curriculum materials
III. ESL teacher salaries, IES Setts teacher salaries, administrative salaries and coach salaries
IV. Teacher, administrator and coach salaries
V. Laptops
VI. 47 per session hrs. for 6 teachers and one administrator
VII. Teacher salaries
VIII. Teacher salaries

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

I. Two Curriculum Nights, one in the fall and one in the spring to inform and update parents on the Math curriculum and learning expectations. In addition, there are two parent t teacher conferences one in the fall and one in the spring that inform parents of their child' progress. Furthermore every Tuesday teachers consult with selected parents on student progress and social and emotional behavior. The Robin Hood library also supports the parents and children with open access to our school community and homework help Mondays thru Thursday. We are averaging 15 to 20 families daily. Parent Handbook distributed to families. Families are invited into classrooms for monthly Math Celebrations to share academic achievements aligned to the CCLS.
II. N/A
III. ESL and SETTS teacher communicate with parents on Tuesdays to discuss student progress
IV. Parents will be invited to participate in math bees.
V. N/A
VI. Inform parents by written communication of the goal of the program and the child's eligibility. Tuesdays are utilized for teachers to contact parents of progress.
VII. N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**	**X**	**Title IIA**	**X**	**Title III**		**Set Aside**	**X**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Violence and prevention Grant, Technology Learning Grant, RESO A funding

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015 there will be an increase from 77% to 90% in the area of School Culture as measured by School Quality Guide.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Data from the Learning Environment Survey indicated that our School Culture results for the 2013-2014 school year were 77%, which was significantly lower than both peer and citywide averages. We felt that this was an important area which needed to be addressed.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

I. School leadership will engage in analysis of the schools' Environment Learning Survey in order to identify areas of strength and areas of concern. In addition, school administrators conduct "State of the School" meeting with teachers in order to both inform them of the schools' results and elicit suggestions on how to improve results.

II. An assistant principal will be assigned as the schools' point person for all discipline issues. Additionally, the assistant principal will meet with the cabinet to discuss OORs reports monthly in order to monitor school wide discipline issues. A SAVE ROOM teacher will be available on Thursdays and Fridays for students who disobey the NYC DOE Disciple Code to provide strategies for coping skills.

III. Operation Respect Violence Prevention Program will be provided twice a week to select classrooms based on OORs data. This program instructs students in conflict resolution strategies. In addition, this program provides a social worker who works with small groups of students in crisis. Furthermore, an Arts Enrichment Saturday Program (Violence Prevention Grant) will be provided to improve student confidence and their social, emotional well-being.

IV. Fifth grade classroom teacher will facilitate sessions with a Student Council to encourage student participation in school service and leadership. As one of the responsibilities this council will plan and implement school wide events.

V. 3 teachers will conduct conflict resolution and anti- bullying lessons in select classrooms in grade K-5 based on need.

VI. Guidance Counselor will support at-risk students and students in crisis by providing strategies for coping with difficult situations.

VII. Wheels for Success Program allow us to spotlight many of our students' achievements in academics and/or citizenship. The assemblies will be conducted on a bi-monthly basis. The two bicycles will be given out during the assemblies.

VIII. Student Mentors will be trained and supervised by a teacher for the purposes of providing support to fellow students during morning arrival and lunch time activities.

2. Key personnel and other resources used to implement each strategy/activity

I. Administrator
II. Administrator and teacher
III. Teachers, administrator and social work, per session and contracted vendor
IV. Teacher
V. 3 AIS teachers
VI. Guidance Counselor
VII. Teacher
VIII. Teacher

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

I. Monthly OORs report
II. Save Room Log

III. OORS Report
IV. School wide event calendar
V. OORs Report
VI. Guidance Counselor log
VII. N/A
VIII. Mentor roster and OORs Report

4. Timeline for implementation and completion including start and end dates

I. September 2014 to June 2015
II. September 2014 to June 2015
III. January 2015 May 2015
IV. September 2014 to June 2015
V. September 2014 to June 2015
VI. September 2014 to June 2015
VII. September 2014 to June 2015
VIII. September 2014 – June 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

I. Administrator salary
II. Administrator and teacher salary
III. Three Per session hours for 6 teachers for 15 days, four per session hours for 15 days for one administrator, contracted vendor and social worker salary
IV. Teacher salary
V. 3 teacher salaries
VI. Guidance Counselor salary
VII. Teacher salary
VIII. Teacher salary

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

I. N/A
II. Parents receive Discipline Code informing them of acceptable behavior and outlines consequences for transgressions. Additionally, parents are informed of behavior expectations and protocols in the school's parent handbook. Ongoing communication with parents of students in crisis will occur on an "as needed" basis. Parents are informed of school's programs that support healthy social-emotional behavior.
III. Parents are informed of the goals for the Saturday program through written communication.
IV. Parents are informed of purpose of the Student Council through written communication, and are encouraged to attend events planned by the Student Council.
V. Parents are informed of the goals of the RFA Program though curriculum conferences.
VI. Guidance Counselor maintains open communication with parents of students in crisis.
VII. Parents are invited to participate in the assemblies.
VIII. Parents are informed of their child's participation in student mentor program.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.
Violence and Prevention Grant

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
IX. Strategies/activities that encompass the needs of identified subgroups
1.
X. Key personnel and other resources used to implement each strategy/activity
1.
XI. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
XII. Timeline for implementation and completion including start and end dates
6.
XIII. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
IX. Strategies/activities that encompass the needs of identified subgroups
1.
X. Key personnel and other resources used to implement each strategy/activity
1.
XI. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
XII. Timeline for implementation and completion including start and end dates
1.
XIII. Describe programmatic details and resources that will be used to support each instructional strategy/activity
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

Type of Academic Intervention Service (AIS)	**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.)***
ELA	Reading Recovery / K and 1	One-to-one	During the day
	Leveled Literacy focusing on fluency, vocabulary, oral language and comprehension.	Small group	During the day
	Speech Literacy Support Kindergarten	Small group	During the day
	ELA -Reading Basics Test Prep Grades 2 and 3	Tutoring 15:1 ratio	After School
	ELA Test Prep Grades 3 thru 5	Tutoring 15:1 ratio	After school
	ELA Supplemental Support Grades 3 thru 5	Tutoring 20:1 ratio	After School
	ELA Reading for ELL Students grades 1 and 2	Tutoring 15 to 1 ration	After school
Mathematics	RTI activities embedded in curriculum Math games	Small group	During school day
	Math Test Prep Grades 3 thru 5	Tutoring 15:1 ratio	After school
	Math Supplemental Support Grades 3 thru 5	Tutoring 20:1 ratio	After school

Science	Science Test prep	Tutoring 15;1 ratio	After school
Social Studies	N/A		
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Focus is placed on topics such as coping skills, and anti-bullying	Small group and one-to-one	During school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

2. All elements of the *All Title I Schools* section must be completed*.

2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.
High-quality and ongoing professional development, aligned with the Common Core Learning Standards, is utilized to support our teaching staff. The Professional Development Team (Teachers, Assistant Principals and Principal) is a vertical as well as a horizontal structure that meets once a month to define the school-wide shared beliefs of structure in place for teacher support, instructional practices and goals for student achievement. We also have professional book clubs in place for teachers and Para Professionals to support their pedagogy. The Inquiry Teams are facilitated by lead teachers to analyze student work samples to plan and refine instruction that engages all students in challenging academic tasks. The lead teachers meet with perspective grades to deepen the process and production of the instructional goals and strategic decisions made throughout the school to support rigorous curriculum for engagement of all learners. ▪ P.S.16 participates in the teacher preparation programs through Wagner College, College of Staten Island and St. John's University. Administrators and cooperating teachers work closely with the teaching supervisors and the student teachers to ensure that the student teachers are well prepared to become qualified teachers. ▪ Our assistant principal is on the advisory committee at Staten Island College. She is receiving PD in the new edTPA which is a summative, subject-specific portfolio- based assessment of teaching performance, completed during a preparation program within a clinical field experience. This program is designed to assess a teaching candidates' readiness for licensure. ▪ Mentors are assigned to support struggling and un-qualified teachers. At the present time we have four teachers that are participating in the mentoring program.

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).
High-quality and ongoing professional development, aligned with the Common Core Learning Standards is utilized to support our teaching staff. The Professional Development Team (Teachers, Assistant Principals and Principal) is a vertical as well as a horizontal structure that meets once a month to define the school-wide shared beliefs of structure in place for teacher support, instructional practices and goals for student achievement. We also have professional book clubs in place for teachers and Para Professionals to support their pedagogy. The Inquiry Teams are facilitated by lead teachers to analyze student work samples to plan and refine instruction that engages all students in challenging academic tasks. The lead teachers meet with perspective grades to deepen the process and production of the instructional goals and strategic decisions made throughout the school to support rigorous curriculum for engagement of all learners.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in Temporary Housing: • Guidance Counselor on staff that meets with the students if they feel they need someone to talk to. • A liaison (DOE employee) that works with the families and keeps us updated about any needs the students may have. • Provide them with uniforms and school supplies • DOE bussing is provided for the students to transport them to and from school daily. Violence Prevention Programs: • Operation Respect Violence Prevention Program- (Violence Prevention Grant) Social worker - twice a week. One day works with 5 pre-selected classes based on need. Conducts conflict resolution lessons. One day a week works with small groups of students identified by teachers and administration. Also has established a male group to deal with issues common to them. Arts Enrichment Saturday Program (Violence prevention Grant) Arts education improves student confidence. When children participate in art activities with peers, the feedback they give to each other builds self-respect by helping them learn to accept criticism and praise from others. The specific arts activity the children will be participating in is music (drums), visual arts, musical theater and dance. Children are sure to learn important real-world skills including critical and creative thinking, and social skills like taking turns, sharing, and negotiating.

SWP Schools Only

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.).
Every spring we invite our neighborhood SBO to bring their pre- school students and their parents to our school to see our kindergarten program. We also have a kindergarten orientation in May for new incoming students and parents. During this time members of our administration, teachers and parent coordinator present our school vision, mission, academic programs and many of our extra-curricular programs.

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.
The administration, coaches and teachers have formed a MOSL Team that selects assessments for evaluative purposes for our school's teaching staff. Additionally, they meet monthly to reflect on the assessments we are using and to make any changes or adjustments to them. The school has a Professional Development Team comprised of teachers, paras and administration. They decide on the professional development plan for the school for the current year.

TA Schools Only

Use of Program Resources

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

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).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

Parent Involvement Policy (PIP)

P. S. 16 John J. Driscoll

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

. General Expectations

Public School 16 agrees to implement the following statutory requirements:

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

- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

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

1. Public School 16 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Monthly literacy and/math workshops, classroom writing and math celebrations involving parents – all with translation made available, written and oral.
2. Public School 16 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Title I Parent Advisory Committee (as subcommittee of the PTA), monthly SLT meetings, and on-site family center
3. Public School 16 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Homework Help, after school enrichment activities, Family Night Events, Parent Literacy Workshops, Writing Celebrations, Math Celebrations, Family Math after- School Workshops and Science Fair Tutorial Parent and Student Workshops.

4. Public School 16 will use the results of the NYC School Survey Report, an annual evaluation of Academic Expectations, Communications, Engagement and Safety and Respect to assist in improving school quality. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. Public School 16 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
    a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
        i. State's academic content standards – parents will be informed of State Standards across the content areas during curriculum conference day and evening meetings in September 2011.
        ii. State's student academic achievement standards – students will be given the school report and clearly informed of Standards and its implications of the daily classroom instruction within our school.
        iii. State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Ongoing dissemination by the classroom teacher, parent coordinator and administration of requirements set forth by the NYS Standards in all content areas. The family center supports this initiative with copies of the school CEP, School Report Card and School Environment Survey.
    b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as well as monthly literacy and/math workshops, and classroom writing and math celebrations. All written materials will be translated into Spanish. Translators will be provided at all meetings and workshops so that parents will have a good understanding of the materials being addressed.
    c. The Robin Hood Library also supports our parent involvement efforts with books in Spanish and with open access to our school community.
    d. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Parents are offered the opportunity to work with and attend workshops given by Educators for Social Responsibility in order to support the school's initiative of changing school climate
    e. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Pre-school Youngsters, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The family center supports this initiative with copies of the school's CEP, School Report Card and school Environment Survey. Parents also can go on the ARIS Website Parent Link to view their child's academic progress as well as school activities. The resource center will be

available for parents to access including books on parenting, tips to work with their child at home, all or most in English and Spanish.

f. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: The proposal to have a staff member that is familiar with the school items translate simultaneously would be beneficial in communicating to our Spanish speaking parents. The after-school or evening meetings would be enhanced by the presence of a Spanish speaking staff member's availability at these meetings/workshops. This should yield a better communication between the school and parents.

III. Discretionary School Parental Involvement Policy Component

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request. Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

SCHOOL-PARENT COMPACT
P.S. 16
JOHN J. DRISCOLL

School Responsibilities

Public School 16 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Monthly curriculum newsletter, monthly literacy and/math workshops, classroom writing celebrations involving parents – all with translation made available, written and oral.
2. Hold parent-teacher conferences (at least semi-annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2013 and March 2014 (both dates offering day and evening sessions)
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: The school will support parent contact through written and oral translations whenever possible
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Curriculum night, parent teacher conferences, by appointment before, during or after the school day, by telephone conference or through written correspondence
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parents attend Writing and math Celebrations at least 4 times a year, parents to join class trips, parents to participate in PTA events, etc.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in math, and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I

Parent/Guardian Responsibilities:

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

- Monitoring attendance.

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

Student Responsibilities:

Student Responsibilities (revise as appropriate to grade level)

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

Students will support their academic achievement, such as:

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

A.

DBN: 31R016

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$451,067.76	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$194,945.00	X	See action plan
Title III, Part A	Federal	$23,496.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$3,157,473.00	X	See action plan

[1]**Explanation/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:

- 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.
- 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.

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

- **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).

- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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 <u>may not</u> be consolidated:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 016
School Name THE JOHN J. DRISCOLL SCHOOL		

B. Language Allocation Policy Team Composition ⓘ

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 Vincenza Gallassio	Assistant Principal M. Ramos, C. Conevery
Coach Sally Martinez	Coach Jackie Patanio
ESL Teacher Tara McGuigan	Guidance Counselor Lucy Cipolla
Teacher/Subject Area J. Spitzbarth (3rd S.C. ESL)	Parent Tina Colucci (PTA)
Teacher/Subject Area M. Borras-Penna (1st D.L.)	Parent Coordinator Rita Diaz-Maniglia
Related Service Provider Stacy Teller	Other Lara Scaringella-ESL
Network Leader(Only if working with the LAP team)	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.	6	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	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 not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	689	Total number of ELLs	198	ELLs as share of total student population (%)	28.74%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☒	No☐	If yes, indicate language(s): SPANISH

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
self-contained		1	1	1										3
Push-In	11	4	3	0	12	12								42
Total	12	6	5	2	13	13	0	0	0	0	0	0	0	51

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	198	**Newcomers (ELLs receiving service 0-3 years)**	123	**ELL Students with Disabilities**	21
SIFE	0	**ELLs receiving service 4-6 years**	62	**Long-Term (completed 6+ years)**	3

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. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	39			2			0			41
ESL	124		13	33		8	0			157

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	163	0	13	35	0	8	0	0	0	198
Number of ELLs who have an alternate placement paraprofessional: ____										

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 _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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 _____	10	15	7	15	9	13	5	13	7	15	3	21							41	92
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	10	15	7	15	9	13	5	13	7	15	3	21	0	0	0	0	0	0	41	92

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 91	Number of third language speakers: ___

Ethnic breakdown of EPs (Number):
African-American: 0 Asian: 0 Hispanic/Latino: 91
Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	17	26	16	27	31								140
Chinese		1		1		1								3
Russian														0
Bengali	1		1		1									3
Urdu			1											1
Arabic		1		1	2	3								7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												1
Albanian														0
Other		1		1										2
TOTAL	**24**	**21**	**28**	**19**	**30**	**35**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**157**

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)	6	3	1	1	2	8								21
Intermediate(I)	8	9	14	4	17	11								63
Advanced (A)	20	16	22	19	18	19								114
Total	**34**	**28**	**37**	**24**	**37**	**38**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**198**

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	30	6			36
4	29	1			30
5	31	7			38
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	27		8						35
4	28		6						34
5	31		8						39
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	6		11		16				33
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				
Foreign Language				
Government				
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)	2	1	3	3	9	4	7	15
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Other than the NYSESLAT, New York State does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge early literacy skills. At P.S. 16 we use the Teacher's College Reading Writing Project (TCRWP) from Columbia University. TCRWP offers a number of assessments to support our

teachers in this critical work. Our students are assessed in Concepts of Print (for emergent readers), Letter-Sound Identification, High-frequency Words, and for their independent reading levels in fiction and non-fiction text.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns across proficiency levels (as per LAB-R and NYSESLAT) indicate that the majority of our students enter our school on all grade levels with strong listening and speaking skills. Student reading and writing proficiency levels tend to lag behind their listening and speaking counterparts. When looking at NYSESLAT data it is revealed that there is a close correlation between the number of years of service and increased ESL proficiency in each of the four modalities. The data has shown that students in all grades perform the greatest in the speaking and listening components of the NYSESLAT. Conversely, the data reveals that our students are obtaining lower scores on the reading and writing modalities. Most of the Beginner students are in Kindergarten. The majority of Intermediate students are in Second and Fourth Grade. The majority of Advanced students are in the upper grades.

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)

In an attempt to use these results to inform instruction, we realize that more of an emphasis needs to be placed upon strengthening our students reading and writing skills. The reading and writing-lag pattern effects instructional decisions in that teachers will augment additional methodologies and techniques to the Readers' and Writers' Workshop model to better integrate students' higher level proficiency skills (listening/speaking) into all content area lessons, and to limit the isolation of learning modalities, particularly reading and writing, in instructional delivery. We plan to achieve this goal by using graphic organizers, educational websites, books, professional development, conferencing, small group instruction, and various means of technology in order to strengthen reading comprehension and help organize ideas for writing assignments. In addition, materials will be presented using methodologies found most effective in educating ELLs. An importance will be placed on choosing teaching texts that fulfill certain criteria to make content more accessible to ELLs. We will use books that have numerous illustrations that help clarify the text, story plots that are action based, high- frequency vocabulary and useful words, simple sentence structures and repetitive, predictable phrases. Additionally, techniques and methodologies that further develop student reading and writing skills will be employed both throughout the regular school day and in afterschool programming catered explicitly to ELLs. The RNMR (modality analysis report) is not available for 2013 NYSESLAT exam.

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?

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

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

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*.)

   Students will receive a pre test and then the student will be given six weeks of small group intervention. After the six weeks a post test will be given to evaluate progress.

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

   A child's second language development is considered in intrusctional decisions by presenting materials using methodologies that are found most effective in educating ELLs. We will use books that have numerous illustrations that help clarify the text, story plots that are action based, high- frequency vocabulary and useful words, simple sentence structures and repetitive, predictable phrases. Teachers will base their instructional decisions according to the childs level of proficiency.

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?

In the Dual Language program at PS 16, English Proficient (EP) students are assessed in Spanish (their 2nd or target language) by means of Spanish TCRWP reading assessments, the ELE (Spanish Reading Test), as well as informal assessments of student portfolios and teacher anecdotal evidence. EP reading levels in Spanish trend several levels below their English reading levels, and furthermore trend below their ELL classmates' English reading levels; however, despite these trends, EP students demonstrate consistent growth in target language-comprehension and reading stamina as they progress upward through the grades. We believe these EPs' 2nd language development contributes to advanced levels of cognitive flexibility as Dual Language EPs, alongside their ELL counterparts, represent some of our highest performing students. Dual Language EP's including recently exited ELL's and English Dominant in Grade 4 scored on City and State assessments between 2.0 and 3.39. Dual language EP's including recently exited ELL's and English Dominant in Grade 5 scored on City and State assessments between 2.15 and 3.13.

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

   At PS 16, the successes of programs for ELLs are measured using a combination of hard and soft data. Hard data from statewide content-area examinations are sorted and disaggregated, then measured against results from previous years, those of our English Proficient population and subgroups, and further measured against those of ELL populations in schools whose demographics resemble our own. NYSESLAT test results, provide some measure of comparison of success between program models in assessing programs' facilitation of English language acquisition. This hard data is conjoined with faculty anecdotal evidence, running records for literacy, and informal assessments of student work and development to create a broad representation of program and individual student success.

   In order to provide our English Language Learners with a standards-based, quality education, the P.S. 16 community will align all programs with the Common Core State Standards in all content areas , implement effective monitoring and assessment for both programs (Dual, ESL), provide professional development opportunities for all our teachers in effective practices that meet the needs of our students who are at various proficiencies in English language learning, and keep communication lines open with all our families and inform them of the school's expectations and instructional practices.

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.)

At PS 16 English Language Learners (ELLs) are identified through a multi-step process beginning with the administration of the Home Language Identification Survey (HLIS) by a pedagogue at the time of student registration. These HLISs are administered in the student/family's home language when applicable or with the assistance of a translator. Which language to administer the HLIS form is also determined by informal oral interviews and/or family documents. In the event that pedagogues are not available at the time of registration, one of two Assistant Principals (M. Ramos, C. Conevery) may be called upon to aid families in completing the survey, and or conduct interviews. Surveys are then formally assessed by the ESL team (T. McGuigan and L. Scaringella), who are all TESOL certified teachers, and students' are assigned an OTELE code identifying their home language. If the student's home language is anything other than English, said student is then administered the LAB-R formal assessment. Students are administered the LAB-R within 10 days of registration. The ESL pedagogues, T. McGuigan and L. Scaringella, administer the LAB-R. Spanish speaking students are also tested within 10 days of registration by our ESL Spanish speaking pedagogue, S. Martinez. All students who are administered the LAB-R formal initial assessment will receive notice to be taken home to parents informing them as to whether they have tested out of LEP status, making them non-entitled to ESL services. Parents/ guardians whose child's LAB-R score entitles them to mandated ESL services are notified in writing. They are notified in their native language of such, via the Entitlement Letter, on which the ESL department indicates the child's score. The aforementioned students are entitled to ESL services in accordance with their English language proficiency until they achieve a designation of "Proficient" on the annual New York State English as a Second Language Achievement Test (NYSESLAT), at which point said students will receive a notice that they are no longer entitled to services (Non-Entitlement).

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

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].)

Entitlement letters are distributed by the ESL pedagogues T. McGuigan and L.Scaringella. Entitlement letters are given out to eligible students based upon the Lab_R and annual NYSESLAT scores. Parent Survey and Program selection forms are distrubted at the Parent Orientation. Two Parent Orientations are held, one in the morning and one in the afternoon, for parent convenience. If parents do no attend the orientation both phone calls are made and forms are sent home with the student. Parent survey , choice , and selection forms are returned to the ESL pedaguges. The original form is placed in the student's cummulative folder and a copy is made and put into a data binder that is stored with the ESL department. Students that register after September are screened at the time registration, if elligible, the parent is given the pamphlet/video and the Parent Coordinator explains the three choices in their native language. Then the Parent Program Selection form is completed at that time.

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

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.

Placement letters and continuted entitlement letters are distributed by the ESL pedagogues, T. McGuigan and L. Scaringella.

Placement letters are given out based upn the Parent Program Selection. Continuted Entitlement letters are given out based upon the annual NYSESLAT scores. Then the ELPC screen in ATS is updated within 20 days of the Parent Program Selection.

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

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 Lab-R results are used along with the RLER report. To ensure all sections of the NYSESLAT are administered the ESL pedagogues, T. McGuigan and L. Scaringella, administer the speaking section to all the ELL's across every grade. The listening, reading, and writing sections are administered school-wide by ESL pedagogues in self contained and dual lanaguge classrooms.

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.

As mentioned earlier, program selection over the last several years has been trending toward Freestanding ESL and away from Transitional Bilingual Education. Currently PS 16 has 157 ELLs enrolled in the Freestanding ESL program and 41 ELLs enrolled in the Dual Language program. These program models are aligned with parent/guardian requests. To build better cohesion between these families' requests and program offerings, ESL students are currently serviced in their monolingual classroom by TESOL certified teachers in a collaborative team-teaching (CTT) model. Students in Dual Language programs receive ESL services from their classroom teachers who hold Bilingual Extension licenses. Additionally teachers and staff work to attain 10+ hours of ESL training. Bilingual para-professionals are also employed to service these students' needs where available in accordance with their IEP.

Part 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])?

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

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)?

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

Freestanding ESL

PS 16 employs a faculty of 6 teachers currently working under their TESOL license. We have three self-contained ESL classrooms (1st grade, 2nd grade, 3rd grade). In grade K-5 we have push-in model of ESL instruction. When necessary students who are unable to be placed in ESL designated classes on the grade level such as self contained special education and CTT students, receive ESL services as per their IEP via small group "pull out". Students are grouped homogeneously into designated ESL classes on each grade where ESL service providers work collaboratively with classroom teachers to meet the needs of these ELLs. Grouping the students homogeneously allows for the most effective scheduling for the ESL push in personnel.
Instructional practice: ESL teachers use a "push-in, pull-out" model to meet the required time allotment for English Language Learners. Students whose English proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advanced receive 180 minutes per week of English as a Second Language. Teachers use the workshop model and the collaborative team teaching model, with ESL methodologies to instruct students.

For the 2013-2014 school year, classrooms will be set up so that ESL teachers will be able to primarily use the "push-in" model, and "pull-out" model when necessary to instruct ELL students. During these "push-in" periods, providers will implement methodologies proven to be especially effective when educating English Language Learners, such as scaffolding, picture supports, etc. By "pushing-in" providers and classroom teachers are able to collaboratively give students content area and language based instruction, thus further developing academic language acquisition. ESL teachers spend about half of the time pushing-in during ELA instruction and the other half in math or content areas. This provides support in all disciplines. On occasion, we are not always able to place students in the ESL designated class. This can be due to class size regulations and other programming needs (i.e. CTT, self-contained special education). Therefore, students may be serviced through a pull-out model of instruction. In this event students are pulled-out in groups based upon their grade level, language proficiency, and IEP mandates. This small group instruction ensures that the teachers are able to hone in on each student's individual strengths and needs.

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

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

Dual Language Program

The dual language program is available from kindergarten thru fifth grade. The Dual Language Program at Public School 16 consists of 50% of English Proficient students and 50% Spanish Proficient. There is instructional equity in both languages

throughout all areas of the curriculum. Bilingual Certified teachers ensure all Limited English Proficient receive there mandated instruction in English through support and utilization of ESL strategies and techniques to meet their language needs.

All Dual Language classes use a self-contained 50:50 weekly model in which they alternate literacy and content in both languages.

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.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The students who are eligible for ESL services and whose native language is Spanish are administered the Spanish LAB-R upon registration. In the Dual Language program teachers administer formal and informal assessments in Spanish. Throughout the year students take several NYS assessments in Spanish such as the ELE, TCRWP, and EL SOL. Students are entitled to a version of NYS assessments in their home language when applicable. If no version exists in the students' home language we have access to interpreters through the Translation and Interpretation Unit.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Listening, speaking, reading and writing is implemented as a daily practice. Checkpoints throughout the lesson allow the teacher to gage progress. one to one conferencing allows the teacher to plan effectively for areas of deficiency. TCRWP monitors students progress in reading and phonetic awareness. Baseline assessments and Performance tasks serve as a cummulative assessment in all areas. Finally, NYESESLAT results are also used.

6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

PS 16 differentiates instruction for a variety of ELL subgroups:

Students with Interrupted Formal Education, students receiving 4-6 years of services and Newcomers will receive targeted instruction through guided reading, small group skill and strategy lessons, and one on one conferencing with the classroom teacher. These teaching methods allow teachers to meet children at their level of proficiency and guide and coach them to greater levels of proficiency. Teachers will use TCRWP assessment as a diagnostic tool to track progress in reading and to match readers with "just right" books (books they can read and want to read). Leveled books in fiction and nonfiction will be used in all grades. The Good Habits Great Readers program will be used as supplemental instructional materials. This also will include books on tape and leveled texts that are themed-based, which offer the students a framework and reference for their reading. SIFE and students receiving 4-6 years of services will be closely monitored by the classroom teacher, ESL teacher and the PPT team. These pedagogues will track and monitor these students' progress and make educational recommendations for them as needed. In addition to classroom support, students will receive extended day Supplemental Educational Services and Academic Intervention Services. A Title III after school test preparation program will help support ELL students in small classes to boost students' academic performance and language development. This program is especially geared towards new students, due to NCLB's requirement that states ELLs in grades three through five must take the ELA after one year and are never exempt from taking the state math and science exam. Also all ELLs grades K-5 are required to take the NYSESLAT each spring, these Title III programs help acclimate them to the format of the exam and its content. Whenever possible Newcomers and SIFE may be assigned "buddies" who speak their native language in order to help them navigate the school building, to help become accustomed to school rules, and also to aid in communication with teachers and other students. All students are working towards college and career readiness via academic tasks based upon Common Core State Standards. Currently there are 3 long-term ELLs at P.S. 16. Long term ELL's are recieveing Response to Intervention services to reach English Proficiency and master the skills needed for grade level. RTI is given within the classroom, during ESL sessions, and extended time. Former ELLs are supported by remaining in a Self Contained or an ESL classroom for up to 2 years. Former ELLs also receive testing accomodations, time and a half and a separate location, for up to 2 years.

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?

Some instructional strategies found to be most effective when educating ELL students with disabilities include but are not limited to

using graphic organizers, visual representations, modeling, role-playing, total physical response, and cooperative flexible grouping. Materials used with these strategies are grade and English proficiency level appropriate. These instructional strategies and grade-level materials provide access to academic content areas and aid in accelerating English language development. Our school ensures ELL-SWDs receive all services mandated on their IEPs because the classroom teacher holds a hard copy of the IEP and can also look online on SESIS. The classroom teacher must ensure that their student recieves all services mandated.

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?

In order to meet the needs of our ELLs identified as having having disabilities, our staff is comprised of a variety of support specialists. This includes a bilingual psychologist, a bilingual physical therapist, as well as hearing, occupational, and speech therapists, one of which is bilingual and here on a part-time basis. In addition, monolingual and bilingual paraprofessionals are assigned to our ELLs when appropriate. ELLs that are identified as SWD have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student and recommends specific interventions. These services are monitored by the Department of Education and the Administrators of Special Education to ensure, that special education ELL students are placed in the legally-mandated least restrictive environment. The criteria used to place ELL-SWDs in ICT classes is a decision based upon testing done by the school psychologist and social worker.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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.

Intervention

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

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

Our current program is a collaborative effort between the classroom teacher and the ESL teacher. Academic langugae is supported in the classroom to teach within the content areas of Math, Science and Social Studies. The ESL teacher also provides strategic interventions for the students in order to develop oral language Differentiated instruction and the use of ESL methodolgies such as scaffolding, picture supports, labling, role play, realia, turn and talks, and vocabulary menus, help meet the needs of the ELLs. Oral language is developed through speaking and listening exercises. Students can choose orally present writing publishments via an online resrouce. In grades K-2 the emphasis is on initial, medial, and final sound placement for CVC, CCVC, and CVCC words.Content is enriched through developing vocabulary in tier 2 and tier 3 content words . Social studies and science content is taught through the literacy block . In 3-5 oral language is developed through word study, speaking, listening, reading , writing. The focus is on comprehension , and exploring word, roots, pefixes, suffixes, synonyms, and antonyms. Background knowledge is activated through immersion in content before a new unit is presentedv. Technology is used to support small group work and provide visual support for struggling learners.

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

New Programs

PS 16 encourages ELL attendance and participation in afterschool enrichment programs in the following subject areas: ELA, math, and science, as well as a NYSESLAT preparation program. All the aforementioned programs will be staffed by certified ESL providers. The cross content curriculum ELL programs that are offered in PS 16, aide in the development of each students reading, writing, listening, and speaking abilities by enhancing background knowledge and including various hands-on activities. TESOL certified teachers have ongoing articulation with the classroom teachers in order to meet or exceed CCSS for all ELL students.
Four supplementary after school programs will be continued this school year for ELL students. The programs include a NYSESLAT Test Preparation Program, beginning in March, ELA & Math Test Preparation ELA beginning in November and an ESL/SSL afterschool science program. The objectives of the four test preparation programs are for the ELL students to gain test taking skills as well as an understanding of the format of the tests. We will have approximately 15 students in each group and they will be grouped according to grade level. According to Robb and Ercanbrack, proficiency of language learners cannot be judged by one test if the students are not properly prepared. Being familiar with a test format and the expected outcomes can extensively alter the test results. Test preparation increases the success rate since it is confirming the importance of the exam. Invitations and parent information regarding programs will be sent home in the child's home language unless the parent/guardian indicates otherwise in order to afford equal access to all ELLs.

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

Learning Program has an ELL component to meet the needs of our ELL students.

12. What programs/services for ELLs will be discontinued and why?
    No ELL support services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All students are afforded equal access to school programs regardless of ELL status. Students participate in a variety of programs including- band, chorus, art, photography, physical education, drama, and technology which take place during and after the school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    We are a Balanced Literacy school and instruction is delivered primarily through the Workshop model using materials such as big books and poems for shared reading, leveled guided reading books, charts, manipulatives, word study and literacy station activities as well as books on tape/cd. Writing instruction makes use of the Writing Fundamentals curriculum and Teacher Manuals provide activities geared particularly for ELL's. The Dual Language also uses Cancionero a Spanish phonics program during the literacy block. Go Math is is used to instruct students in mathematics and will be available in Spanish for the Dual Language classes. TCRWP is available in both English and Spanish and is used to assess students in decoding and reading comprehension. FOSS is a science curriculum that provides hands on materials in both English and Spanish. Our Social Studies program (Houghton Mifflin Harcourt) Social Studies New York City which is also available in Spanish for our Dual Language classes. All students in testing grades receive Coach test-prep materials for ELA and Math. Hands-on manipulatives create an opportunity for teachers to attend to ELL student's learning styles. Students work at their level and are assessed in order to meet their needs in a small group setting. Classrooms will be equipped with personal computers, Lenovo netbook laptops, listening centers, and teachers trained to deliver ESL instruction with them. When available ELL classes will further be equipped with Smartboards, ELMO/Document Cameras, Leapfrog materials, Play Station Portable with educational technology and teachers trained to deliver ESL instruction. Programs such as IZONE (Time to Know for 4th grade, Compass Learning for 5th grade) will be accessed by students via Lenovo laptops. Teachers present IZONE lessons through use of the SMART Board
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native Language Support
    Free Standing ESL Native Language Arts materials are available in Robin Hood Library, classroom libraries, school personnel will provide native language support in translation services.
    Dual Language students will receive Language Arts and content area instruction using the 50:50 model. Students whose proficiency levels are Beginning and Intermediate receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is Advanced receive 180 minutes per week of English as a Second Language.
    As mentioned previously the Literacy, Math, Social Studies, and Science curriculum materials are readily available in English and Spanish. For state assessment purposes students will be offered to take the exam in their native language when possible, or through the use of a translator. For other formal assessments given in Spanish we utilize the TCRWP, EL SOL, and the ELE.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Required support and resources correspond to ELL's ages and all grade levels. Students are placed in the appropiate grade according to their age level. ESL support services are provided as per their English Proficinicely Level. Beginners and Intermediate students receive 360 minutes a week. Advanced students receive 180 minutes a week.

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.
    The school's bilingual Parent Coordinator helps guide and assist newly ELL students and families towards community based services and opportunities before the beginning of the school year. She also organizes and facilitates bilingual Spring orientations for all incoming pre-K and kindergarten families.
18. What language electives are offered to ELLs?
    Currently language electives are not offered at P.S.16.
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)?

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

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.

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

During the 2013-2014 school year, ongoing professional development will be provided for ESL, bilingual, and monolingual teachers as well as school administrators. In addition to P.S. 16 personnel, regional and central ELL administrators will be invited to attend and participate in all professional development meetings. The professional development will include study groups, conferences, school inter-visitations and workshops based on second language acquisition theories and methodologies of high quality teaching practices for LEP students. We are continuing to conduct on-going professional development to meet the required minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P.

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

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

PD Topics (to be given and/or adjusted as necessary to address the strengths and needs of our classroom teachers' and school staffs development) provided by Network CFN604 include: Academic Literacy for ELLs Aligned to Common Core Standards, Scaffolding Instruction for ELLs, Reading and Writing Informational Text Aligned to CCSS, Looking at Student Work, Team Teaching in the ESL Program, and Curriculum Mapping. Records are maintained in teacher files. Agendas from training are brought to the school secretary and filed in the teachers file and placed in a secure cabinet.

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?

Our bilingual parent coordinator offers parent workshops which are held each month. Parent workshops for entitled students focus on the five dimensions of reading, which enables parents to know what their child is learning that month in the classroom. The workshops throughout the 2013-2014 school year will include homework tips for parents, strategies for reading and math, as well as hands-on activities. These workshops are offered in English and Spanish in order to meet the needs of our large Spanish speaking population. Our parent coordinator encourages the parents to feel comfortable enough to express their concerns and needs regarding their child's education.

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

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

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

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

Parent needs are evaluated via the annual parent component of our school's Learning Survey as well as less formal means. Continuing throughout the 2013-2014 school year, ESL teachers, Dual Language teachers, and the school Librarian will facilitate parent workshops to increase the knowledge of language acquisition, assistance to their children at home with reading and writing, as well as assistance with the communication with the classroom teacher.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: The John J Driscoll School			**School DBN:** 31R016
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R016 **School Name: The John J. Driscoll School**

Cluster: 06 **Network: N604**

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.

In order to assess our school's written translation and oral translation needs each parent/guardian is given a home language survey when their child registers for PS 16. This survey includes the opportunity for parents/guardians to indicate the language in which they prefer information to be given. Also, if parents indicate a different language preference other than English, they are informed in writing (in their native language) of our schools translation and interpretation services.

Additionally, translated letters are sent home to families prior to Parent-Teacher Conferences asking if they would like the service of an interpreter during conferences. If the parent indicates their interest, a interpreter is found and provided.

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.

Our school has required the translation/interpretation services of Spanish speakers. We are fortunate to have many staff members who are bilingual and are willing to help when a parent is in need. This finding was reported to the school community through the School Leaderhsip Team and PTA.
There are are 358 parents that speak English, 7 parents that speak Arabic, 9 that speak Bengali, 3 that speak Chinese, 1 Haitian Creole, 1 that speaks German, 1 that speaks Gujarati, 1 that speaks Jamaican-Creole, 3 that speaks Mandarin, 1 that speaks Mandinka, 3 that speak Polish, 1 that speaks Russian, 1 that speaks Sinhalese, 275 that speak Spanish, 2 that speak Swahili, 2 that speak Tamil, 2 that speak Urdu, 1 that speaks Vietnamese, 1 that speaks Wolof, 1 that speaks Yoruba, and 55 that are other.Spanish parents receive written and oral translation. All other languages receive either written translation when available.

Part B: Strategies and Activities

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

Written translation services for documents such as letters, notices, flyers, permission slips, consent forms, parent handbooks, hearings, suspension letters and any other information needed to be disseminated to an ELL parent or any other written communication will be provided in their native language whenever possible. Translations are completed by school staff members or we utilize the services provided by the NYCBOE Translation Department. To ensure timely provision documents needed for translation are translated a week before the document needs to be distributed. Therefore all documents, English and other languages, are all given out at the same time.

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.

During Parent Teacher Conferences, as well as informal meetings set up by parents or staff members, interpreters are often utilized. When available these interpreters are part of the school staff, or parent volunteers. Additionally, the DOE provides an interpretation hotline which employs interpreters in over 150 languages. This servive is available during business hours.

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, the school policy to notify parents of the services that the school offers. We meet this requirement by making sure all parents whose primary language is not English are aware that we offer translation and interpretation services. When it is established that the parents have another primary language then they are verbally notified of the services. Also, written notification in their primary language is sent home as well as a posted notice in many different languages on the PTA bulletin board.

Department of Education
Carmen Fariña, Chancellor

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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: John J. Driscoll	DBN: 31R016
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 120 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☒5

Part B: Direct Instruction Supplemental Program Information
☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 0
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Our Title III after school program provides direct instruction which supplements the mandated minutes of ESL instruction students are receiving during the regular school day as per CR part 154. This program is offered to select students, in grades one through five, with a focus on improving Literacy and Math skills for English Language Learners. All instruction for all programs will be in English. Results on the 2013-2014 state ELA and Math tests indicate that a majority (82.5) of ELL students in grades 3 thru 5 scored a level one in ELA and 76.5 students scored a one on the Math. 17.5 scored a two in ELA and 21.4 scored a two in Math. Therefore this school year, we are expanding our programs to serve not only grades 3 thru 5 but also grades 1 thru 3 to ensure that they receive supplement instruction to assist in increasing English proficency and strengthen literacy and math skills. Our first program will serve 60 students in grades three, four and five. They are invited to participate in an enrichment program in ELA and Math on Thursdays and Fridays from Jan. 15, 2015 to March 22, 2015. There will be 21 sessions of 1.5 hrs.. Three teachers (one per grade) will be conducting the instruction The focus of this instruction will be to assist students in developing better comprehension and math skills. ELL students from the Dual Language classes will be part of the students invited to this program. The English Proficient students will be attending another program in English. The second group of students we are targeting are (40) 2nd and 3rd grade students. These students were selected based on their TCRWP levles. Most of them were levels E to I, which translate to end kindergarten to mid first grade levels. These students will be receiving instruction in basic reading. The focus of the instruction will be to develop understanding of letter/sound combinations to identify unknown words leading to reading comprehension (Bridging the Gap). There are 32 sessions with two teachers, on Wednesday, Thursday and Friday for 1.5hrs. These sessions will run from. Oct.1, 2014 to Dec. 12, 2014. The third group of students are (30) 1st and 2nd grade students who are reading on a kindergarten level. The instruction for these students will have two parts. One will be Guided Reading and the second part will be using the literacy software program "Imagine Learning". The license has already been purchsed from other resources. This program accelerates ELL literacy. It is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and staregtic first

Part B: Direct Instruction Supplemental Program Information
language support. There are 21 sessions with two teachers, on Thursday and Friday for 1.5 hrs. These sessions will run from Jan. 15, 2015 to March 22, 2015. Also, our after school Title III program is offered to fourth grade ELLs to familiarize them with the content and format of the New York State Science assessment which they will take in the Spring of 2015. These students (20) have been chosen to participate in this program as a result of classroom and content area teacher recommendation. This program will utilize the New York State Coach Science Test Preparation Materials. The science content program will allow the students to improve on their literacy strategies and skills and the four modalities. It will run from Jan 14, 2015 through May 27, 2015, meeting each Wednesday for 1.5hrs.. There will be one class and one teacher. All materials to be utilized are aligned to the Common Core State Standards and performance indicators. Materials will be purchased using the 20% allocated from the Titlelll monies. All instruction will be provided in English. A supervisor will be Paid out of Title 111 funds for the Thursday and Friday ELA and Math programs and the science program on Wednesdays. since these are the only programs running in the building. The supervisor will be paid as follows: ELA/Math (Thursdays and Fridays) 31.5 hrs. 21 sessions. 1.5 hrs. per session Science (Wednesdays) 25.5 hrs. 17 sessions. 1.5hrs. per sessions.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Our schools professional development program for Title III teachers includes ESL teachers meeting with classroom teachers. This is accomplished through having scheduled two common preps. During this time, ESL teachers meet with classroom teachers in the grades they provide services to plan and collaborate instructional strategies to meet the needs of the students. As part of our Title lll plan we will conduct a book study with our Dual Language teachers. The teachers will be paid from the 10% of the Professional Development monies in the Title lll budget. Our Dual Language lead teacher will faciliate the book study. We currently have 6 licensed Bilingual teachings in grades K-5. The book selected for the study is " Scaffolding Language, Scaffloding Learning", second edition. With clear directions and classroom tested strategies for supporting students' academic progress, the author shows how the teaching of language can be integrated seamlessly with the teaching of content, and how academic achievement can be boosted without sacrificing our vision of education. This book study will be 5 session, on Wednesdays, Nov. 12 and 19 and Dec. 3, 10 and 17/ 2014, for 1.5hrs per session. After the book study is completed these 6 teachers will turnkey the

Part C: Professional Development
strategies to our general education teachers during the required 80 minutes PD on two Mondays in Janaury- Jan. 5th and 12th. In addition, teachers will attend professional development workshops sponsored by our CFN that highlights instructional strategies and best practices for all ELLs. These workshops will be in the months of Dec.,Feb., and March 2015. We will also be aware of professional development opportunities offered by the Office of English Language Learners.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: . Our school offers many activities focused for parents of English Language Learners in order to promote academic achievement among ELLs. P.S. 16 has a full service parent center, in which families can attend workshops and utilize our bilingual lending library. These workshops are provided in English and Spanish. Our school employs a full-time bilingual Parent coordinator, and two day a week school social worker and physchologist. We utilize our bilingual staff to make content at parent meetings accessible to all. Meetings and workshops are held twice a month and address a variety of topics. Some scheduled topics include; Welcome Back (an informational meeting for Ell parents to learn about the curriculum, specific academic strategies and skills that will be implemented to make sure that their children will succeed as well as information concerning NYSESLAT, ELA, Math testing and modifications for ELL students. Educational Workshops on Health and Nutrition conducted throughout the school year. Monthly from Oct. 2014 to May 2015. Topics incldue, Astma, Flu and germ prevention, stress management and lead poisoning. On Feb. 10, 2015 there will be a workshop on Cyber bullying. These workshops are facilitated by Rita Maniglia-Diaz, our bilingual parent coordinator. There is also a PTA meeting held once a month,on the third Wednesday of the month, with alternating day/ evening times. Following each day time PTA meeting there is a Family Literacy worshop provided for parents, with home language interpreters present. Homework help is available from October through May every Monday, Tuesday , Wednesday and Thursday in the school library, from 2:45 to 3:45, by Vicki Tsougros the Library Media Specialist. Families are notified in a variety of ways of upcoming events in both English and Spanish. Flyers and school calendars are sent home with students, posted on dismissal and arrival doors, and posted on the bulletin board outside the parent center. _____

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.
Allocation Amount: $_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____