

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q016

School Name:

P.S. Q016 THE NANCY DEBENEDITTIS SCHOOL

Principal:

ELAINE IODICE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 16 Q The Nancy DeBenedittis School School Number (DBN): 24Q016
Grades Served: K-5
School Address: 41-15 104 Street Corona, NY 11368
Phone Number: (718) 505-0140 Fax: (718) 505-0141
School Contact Person: Elaine Iodice Email Address: Elodice@schools.nyc.gov
Principal: Elaine Iodice
UFT Chapter Leader: Victoria Lee
Parents' Association President: Maria Vozzolo
SLT Chairperson: Linda Zwillick
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maria Vozzolo
Student Representative(s):

District Information

District: 24 Superintendent: Madeline Taub-Chan
Superintendent's Office Address: 98-50 50th Avenue , Corona, New York 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: (718) 592-3357 Fax: (718) 592-3770

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Blvd. , Long Island City, NY
Director's Email Address: lpender@schools.nyc.gov
Phone Number: (917)225-2020 Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elaine Iodice / Joan Weber	*Principal or Designee	
Victoria Lee	*UFT Chapter Leader or Designee	
Maria Vozzolo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Maria Vozzolo Maria E. Valencia (Alternate)	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linda Zwillick	Staff/ SLT Chairperson	
Susan Burnett	Staff	
Jennifer Velasco	Staff	
Efosina Perez	Parent	
Nube Urgiles	Parent	
Sonia Vega	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fidela Lucero	Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Nancy DeBenedittis School, P.S. 16 Q, is located in the Corona section of Queens, a densely populated area with a large immigrant population. Approximately 42% of P.S. 16's students are classified as English Language Learners (ELLs). As a result, our School offers a menu of options to its large community of ELLs. Parents of ELLs can choose from numerous models of instruction: Transitional Bilingual Education, Dual Language (English and Spanish), English as a Second Language (ESL) integrated classes or ESL push-in instruction. Instruction for ELLs is differentiated based upon student performance, the NYSESLAT Item Analysis, The ESL Standards and the Stages of Language Acquisition. At P.S. 16 we believe in building a strong partnership with parents. We regularly welcome parents to celebrations, provide parent workshops, host special community building events, and maintain parent contact through weekly Parent Engagement opportunities and quarterly meetings between parents, teachers and students.

Public School 16Q is a school where students want to be. With a recorded attendance rate of 95.8% and a year-to-date attendance rate (as of October 30, 2015) of 97%, our School continues to exceed both citywide and peer school averages.

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

- Internalizing the culture of our School, which includes: creating Standards-based classrooms and challenging our students through the use of higher order thinking questions and discussions
- Providing in-house mentoring for new teachers
- Affording our teachers multiple opportunities to attend workshops both inside and outside of our school
- Maintaining two curriculum coaches and a Data Specialist/Coach

In the 2014-15 school year, we began our focus on improving ELL progress, which resulted in a 2.1% increase in ELL population ELA proficiency and a 2.3% ELA increase in former ELL ELA population proficiency.

This year (2016), we will continue to target specific areas in need of improvement, specifically ELL progress through: a school-wide Instructional focus centered on building students' abilities to respond to higher-order thinking questions and building conversations; vertical Inquiry team meetings that provide opportunities to analyze student work, resulting trends and student outcomes; various professional development opportunities focusing on supporting our ELLs and regular additional ESL Team meetings.

24Q016 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1710	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	82.3%	% Attendance Rate		95.8%
% Free Lunch	75.1%	% Reduced Lunch		1.2%
% Limited English Proficient	42.7%	% Students with Disabilities		15.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		0.6%
% Hispanic or Latino	86.5%	% Asian or Native Hawaiian/Pacific Islander		10.8%
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.63
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	26.1%	Mathematics Performance at levels 3 & 4		39.2%
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Fountas and Pinnell (F&P) Benchmark Assessment System is the Universal Screening Tool utilized for our RtI (Response to Intervention). Students reading on a Benchmark Level 1 for more than one quarter are eligible to begin Tier II or continue on to Tier III RtI services. After reviewing our most recent completed F&P assessment data, the following was discovered:

- In October 2014, 30% of our students were reading on benchmark level 1
- In January 2015, 28% of our students were reading on benchmark level 1
- In June 2015, 13.4% of our students were receiving Tier II or Tier III RtI services

In June 2015, we conducted a school level needs assessment. Teachers felt that RtI services were imperative to moving students out of Benchmark 1. Therefore, progress of students receiving RtI services is an area of focus for our school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

According to our June 2015 F&P Assessment, 109 of our students will be eligible to receive Tier II or Tier III RtI services in September of 2015. By June of 2016, it is our goal to have 15% (16 or more) of our baseline Tier II or III students move out of RtI and return to Tier I instruction. This equates to a 15% decrease.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
School level Professional Learning sessions on RtI Response to Intervention (RtI) and Screening materials	Staff	Sept-June	Administration Data Specialist RtI Providers
Establishing a school level blocked schedule to allow for RtI services to occur during the school day Data Specialist to monitor RtI growth Creation of an interactive RtI database RtI Providers Bi-weekly meetings supporting the merging of RtI and PPT teams	Staff and at risk students	Sept - June	Administration Data Specialist RtI Providers
Parent Workshops on RtI Parent Workshops on strategies to support Literacy development	Parents	Sept-March	Administration Data Specialist RtI Providers Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
RtI Specialist(s), Data Specialist, Parent Coordinator, Intervention and Screening materials, Parent Workshops, Schedule Change to accommodate RtI services, RtI database, Administration,

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. By February 2016, 7% (8 or more) of our baseline RtI Tier II or III students will move to Tier I.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Upon analysis of various data sources, including the 2013-14 Learning Environment Survey and a school-based survey administered during our roll-out of The Framework for Great Schools, we discovered the following:

- In the area of school culture, when asked if teachers in the school trust each other, only 45% strongly agreed
- In a school-based survey in June 2015, 93.5% (86/92) of staff members felt that trust was an area of need in our School
- Through discussions based on survey results during the BQ Day roll-out of The Framework for Great Schools, teachers felt that trust and respect between parents and the school were imperative to student success

Therefore, we determined that Trust is an area of focus for our School.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

According to a school based-survey administered in June 2015, 93.5% (86/92) of staff members believe that Trust is an area of need in our school. By June 2016, it is our goal to have 83.5% or less of our staff members believe that Trust is an area of need in our school. This equates to a 10% decrease.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Team Building Professional Development</p> <p>Professional Learning structures to encourage varied vertical collaboration</p>	<p>Staff</p> <p>Staff</p>	<p>November</p> <p>Sept-June</p>	<p>Administration</p> <p>Literacy Coaches</p> <p>Data Specialist</p>
<p>Piloting a student/family Interest Inventory</p>	<p>Students and Parents</p>	<p>Sept-Oct</p>	<p>Administration</p> <p>Literacy Coaches</p> <p>Data Specialist</p> <p>Classroom Teachers</p> <p>Parent Coordinator</p>
<p>Culturally Based Parent/Guardian Visits</p>	<p>Parents</p>	<p>Sept-June</p>	<p>Administration</p> <p>Classroom Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Team Building Professional Development, Literacy Coaches, Data Specialist, Parent Coordinator, Family Surveys, Parent Visits, Administration, Classroom Teachers</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 88.5% or less of our staff members surveyed responding that Trust is an area of need in our school.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Upon analyzing data from various sources, including STARS and ATS, we discovered the following:

- 13.3% (231/1732) of students were late 18 or more times (10% of school days) in 2014-15
- According to January F&P assessment data, there is an 8.7% achievement gap between the school as a whole and students that are late 10 or more times (54.7% of all students reading on or above grade level and 46% of students that were late 10 or more times reading on or above grade level).

Therefore student lateness is an area of need in our school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

According to June 2015 ATS lateness records, 13.3% (231/1732) of students were late 18 or more times during the 2014-15 school year. By June 2016, it is our goal to have 10.3% or less of students that have a tardiness rate of more than 10% (18 or more times). This equates to a 3% decrease.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Lateness Monitoring System</p> <p>School Attendance Team and Data Specialist to monitor monthly lateness</p>	<p>Students</p>	<p>Sept-June</p>	<p>Administration</p> <p>Data Specialist</p>
<p>Student Rally (being on time and ready for the day)</p> <p>Timeliness Incentives</p>	<p>Students</p>	<p>Sept - June</p>	<p>Administration</p> <p>Guidance Counselors</p> <p>Attendance Team</p>
<p>Parent Workshops (the importance of being on time and ready for the day, tips for morning routines)</p> <p>Parent meetings for students with excessive absences</p> <p>Outreach to parents/guardians of students with more than 10% lateness on a monthly basis</p>	<p>Parents</p>	<p>Sept - June</p>	<p>Administration</p> <p>Classroom Teachers</p> <p>Guidance Counselors</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Data Specialist, Guidance Counselors, Parent Coordinator, Administration, Classroom Teachers, IEP Consultant, Pupil Personnel Secretary, Attendance Teacher, Parent Workshops, Student Rallies</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 11.8% or less of our students will be late 11 or more times.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	AIS: Level 1 Students as per the 2014 ELA (Grades 3, 4 &5)-AIS AIS Monitoring: Level 2 students scoring below the following Scale Scores: Grade 3-299, Grade 4-296, Grade 5-297 on the 2014 ELA Test Rtl: Benchmark Level 1 students as per our universal screening—the F&P Benchmark Assessment System AND Classroom overall ELA performance Level 1 OR Classroom overall ELA performance Level 1 on the 2012 ELA Test (Grades 4 and 5)	Common Core Aligned Literacy Instruction RAZ Kids Imagine Learning Leveled Literacy Intervention (LLI) Comprehension Toolkit Castle Learning	Whole class/small group/ one-to-one Individual Individual Small group Small Group Individual	During the school day Extended Day Saturday Academy
Mathematics	AIS: Level One Students as per the 2014 NYS Math Test (Grades 3, 4 &5) AIS Monitoring: Level 2 students scoring below the following Scale Scores: Grade 3-293, Grade 4-284, Grade 5-289, on the 2014 Math Test	Common Core Aligned Mathematics Instruction Castle Learning	Whole class/small group/one-to-one Individual	During the school day Extended Day Saturday Academy

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development is coordinated by the Administrative Team, Coaches, Network Support Specialists, Staff Developers and classroom teachers. Pedagogical staff (teachers, administration, paraprofessionals and service providers) are provided with:</p> <p>Planning and staff development periods and/or days to work together both within and across grades (Monday Professional Development Periods, Teacher Team Meetings, Common Preparation Periods, etc.)</p> <p>Professional Development focused on: Supporting English Language Learners, The Common Core State Standards, Danielson (with a strong focus on higher order questioning and discussion), and integrating best practices with the Common Core Curriculum.</p> <p>The Principal and Assistant Principals will continue to engage in ongoing feedback discussions with teachers regarding instructional practice and student outcomes.</p> <p>The Administrative Team, Leadership Team and Professional Development Committee meets regularly to reflect on and refine school-based practices and update the professional learning plans.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

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Part 4: SWP Schools Only

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

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

When making Periodic Assessment Selections, all teachers in grades 3-5 participated in a survey that focused on rating the value of each assessment and the frequency with which each assessment should be administered. Periodic Assessment selections were made based upon the survey results.

Teacher Team Meetings have, and will continue to, address the use of Performance Tasks, benchmark assessments and curriculum based assessments to assess progress towards meeting the Common Core Learning Standards. Grade level discussions regarding the Mathematics Curriculum, as well as the Math Common Core Learning Standards, have resulted in decisions around end of unit assessments (choosing multiple choice and constructed response options) and Performance Tasks (at the end of each Critical Area).

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	910,279.00	X	11, 13, 19
Title II, Part A	Federal	127,481.00	X	
Title III, Part A	Federal	88,108.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	9,186,023.00	X	11, 13, 19

¹Explanation/Background:

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

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

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

- 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.

²The **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 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 an 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 may not 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

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

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

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

Title I - Parent Involvement Policy (PIP) statement AND COMPACT

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

one school year;
 Title I Parent Committee;

relatives, grandparents and foster parents;

Monitoring of their children’s progress;

Instructional materials, and to the extent practicable in the languages that parents can understand.

Public School 16Q, The Nancy

SCHOOL-PARENT COMPACT

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

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

the school agrees to	the parent (guardian) student agrees to
<p>1-Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:</p> <ul style="list-style-type: none"> • using academic learning time efficiently; • respecting cultural, racial and ethnic differences; • implementing a curriculum aligned to the Common Core State Learning Standards; • offering high quality instruction in all content areas; • providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act; <p>2-Support home-school relationships and improve communication by:</p>	<ul style="list-style-type: none"> • monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; • ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age; • check and assist my child in completing homework tasks, when necessary; • read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes); • promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

<ul style="list-style-type: none"> • conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related; • convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved; • arranging additional meetings at other flexible times, e.g., morning, evening • respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education; • providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand; • involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact; • providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; • ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year; <p>3-Provide parents reasonable access to staff by:</p> <ul style="list-style-type: none"> • ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents; • notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member; • arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; • planning activities for parents during the school year, e.g., Parent-Teacher Conferences; <p>4-Provide general support to parents by:</p>	<ul style="list-style-type: none"> • encourage my child to follow school rules and regulations and discuss this Compact with my child; • volunteer in my child’s school or assist from my home as time permits; • participate, as appropriate, in the decisions relating to my child’s education; • communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district; • respond to surveys, feedback forms and notices when requested; • become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; • participate in or request training offered by the school, district, central and/or State Education Department and learn more about teaching and learning strategies whenever possible; • take part in the school’s Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams; • share responsibility for the improved academic achievement of my child; • Student Responsibilities : <ul style="list-style-type: none"> o attend school regularly and arrive on time; o complete my homework and submit all assignments on time; o follow the school rules and be responsible for my actions; o show respect for myself, other people and property; o try to resolve disagreements or conflicts peacefully;
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<ul style="list-style-type: none"> • creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians; • assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend); • sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; • supporting parental involvement activities as requested by parents; • ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; • advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs; 	<ul style="list-style-type: none"> o always try my best to learn.
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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: <u>Nancy DeBenedittis -PS 16Q</u>	DBN: <u>24Q016</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>126</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

I: Direct Instruction

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

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

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

Three out of eight classes will have Advanced ELLs and will receive 1.5 hours of ESL instruction with an ESL push-in teacher on Saturdays. One third grade class has eight out of seventeen students with an IEP and will receive support from a certified Special Education teacher on Saturdays.

Instructional Materials for Saturdays consist of the following: Intensive English kits from Santillana, Turbo Math kits from People's Education and songs/CD's to support our International Performance. In grades 1-5, our English Language Learners will also have the opportunity to participate in an After School program to attain the English Language through Imagine Learning a computer based program. The students meet every Wednesday and Thursdays from 2:40 PM till 4:40 PM from January through June. There will be five classes for approximately 30 sessions. These five classes are taught by certified Bilingual or ESL teachers.

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

Part C: Professional Development

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

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

Part C: Professional Development

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

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

* Use of Thinking Maps in the content areas

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

Parents have the opportunity at this time to learn about the Bilingual, ESL, and Dual Language

Part D: Parental Engagement Activities

Programs. Parents are also informed about the new performance standards, curriculum and the strategies they can use at home to improve language learning.

The parent coordinator provides parents with a program of workshops that facilitate a closer relationship between the school and the community. Parents are informed about all the current instructional programs available to their children and support services available to the parents. The parent coordinator assists in educating them about parental skills, and family literacy programs. They are also informed and shown how to understand the school data and assessment results in ARIS. Parents are informed of workshops, activities and special events via monthly calendars and newsletters. Calendars and newsletters are sent in English, Spanish and Chinese. In addition, the school provides translation services through in outside agency during parent teacher conferences. We also have several staff members that speak Spanish/Chinese who translate workshops, conferences and meetings.

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

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

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

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

Parent/community involvement:

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

(Sessions and number of participants)

The parents are invited for class visits on a monthly basis, at least 1 monthly workshop by grade is provided to them on Math, ELA, testing strategies, and in Technology. In addition, parents are also invited to workshops on the utilization of reading strategies, word study and mathematical concepts, in order to support their children at home. Throughout the year we have approximately 10 – 15 sessions, and in attendance we have an average of 50 participants. We gear our workshops to the different needs of our parents by having the classroom teachers develop activities that are hands-on and useful for parents to utilize at home.

Part E: Budget

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

Allocation Amount: \$87190

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 016
School Name The Nancy DeBenedittis 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 ENL teacher, and one parent.

Principal Elaine Iodice	Assistant Principal Elisa Gomez
Coach Xiomara Leguisamo	Coach Alicia Toscano
ENL (English as a New Language)/Bilingual Teacher Xiomara Leguisamo	School Counselor Penny Pappas
Teacher/Subject Area Norah Wilkinson / ESL	Parent type here
Teacher/Subject Area Johanna Quinde / Bilingual	Parent Coordinator Martha Jimenez
Related-Service Provider Susan Burnett	Borough Field Support Center Staff Member Giuvella Leisengang
Superintendent Madelene Chan	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	20	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	12	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	10	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	1709	Total number of ELLs	708	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	1	1	1								0
Dual Language	2	2	2	2	2	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	708	Newcomers (ELLs receiving service 0-3 years)	610	ELL Students with Disabilities	166
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	59	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	105	4		0						0
DL	50			0						0
ENL	455	1	146	59		20				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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	25	21	13	16	14	16								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	13	14	16	13	10	17	4	24	5	21	0	27							0	0
SELECT ONE	17	9	16	15	8	23	7	24	4	23	0	27							0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>237</u>	Number of students who speak three or more languages: <u>2</u>
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Freestanding English as a New 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	83	93	87	83	64	59								0
Chinese	9	5	8	1	3									0
Russian														0
Bengali			1		1									0
Urdu		1												0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi					1	1								0
Polish														0
Albanian														0
Other	1		3			2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	48	8	4	13	9	10								0
Emerging (Low Intermediate)	31	21	17	5	14	4								0
Transitioning (High Intermediate)	31	29	23	15	19	8								0
Expanding (Advanced)	38	92	81	77	59	52								0
Commanding (Proficient)	49	23	83	76	57	40								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		23	83	76	57	40								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	67	25	6	0	0
4	74	25	4	0	0
5	54	14	3	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	49	16	39	5	2		2		0
4	48	6	50	7	8		0		0
5	46		19		10		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	2	29	15	56		16		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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	33	99	0				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 16 utilizes the Fountas & Pinnell assessment tool in reading for all ELL students. The assessment is done in English and for grades K-2 it is also done in Spanish. The ELL students in Bilingual and Dual Language programs in grades 3 -5 are also assessed with the DRA in Spanish to ascertain their Spanish reading level since Fountas & Pinnell is not available in Spanish for those grades.
 Insights:
 - ELL students who are proficient readers in their native language tend to increase in English reading level at a faster rate.
 - ELL students who are illiterate in their native language have lower reading levels in English and progress at a slower pace.
 - ELL students have difficulty with inference.

We have also developed a quarterly assessment to track ELL progress in the four modalities of language acquisition. Teachers utilize the Second Language Acquisition Assessment as another tool to gather individual ELL data and to inform instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - NYSITELL: Students who scored at an Advanced level usually test out within the first administration of the NYSESLAT.
 - NYSITELL: Students who scored at an Intermediate level usually progress to an Advanced level and some test out within the first administration of the NYSESLAT
 - NYSITELL: Students who scored at a Beginner level usually remain Beginners or move up to Intermediate on the first administration of the NYSESLAT. Also, students who have had prior academic experience in their native language and who do not pass the NYSITELL usually perform at a proficient level on the Spanish Lab.
 - NYSESLAT: It becomes increasingly difficult for students to pass the NYSESLAT as they move up in grade.
 - NYSESLAT: Some students remain an Advanced for two consecutive administrations of the NYSESLAT.
 - NYSESLAT: Newcomers from other non-English speaking countries rarely pass the NYSESLAT the first 2 – 4 years of

administration. However, if the ELL is literate in his/her native language, then they can possibly reach a Proficient within the first or second NYSESLAT administration.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The information that is gathered from the AMAQ tool has helped us to identify ELL students that are in need of additional services such as Response to Intervention (RtI), Imagine Learning, ELL Afterschool program and ELL Saturday Academy. The data revealed for our school:

* Results for AMAQs 1 & 2 for student progress and student attained proficiency: 76 students did not meet AMAQ1 and 169 did meet AMAQ1

* AMAQ1 = 132 students (19.21%) attained proficiency on the NYSESLAT

* AMAQ2 = 502 students (73.07%) made progress in English Language Acquisition

* prediction of meeting AMAQ in future years

* which ELL students are at risk level 3 or greater: 139

* which ELL students scored at or below the 25th growth percentile and scored at levels 1 or 2 on the ELA and in Math: 30 students

* ELLs held over in past 3 years: 19

* ELLs with 2 or more Years of Service but scored at first quartile on the NYSESLAT: 63

We separated the data to show us students with at-risk factors 1 or more risk factors who did not meet AMAQs 1 & 2 and we used this data to create our afterschool and Saturday school, as well as bring these students to the attention of our RtI team so that these students begin to receive additional specific academic intervention.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. Patterns across proficiencies and grades based on the 2014 - 2015 NYSITELL Administration and the 2014 NYSESLAT administration:

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

Dual Language ELLs: NYSITELL and NYSESLAT = score at Intermediate and Advanced levels in the NYSITELL and Advanced and Proficient in the NYSESLAT

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

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

B/C. We currently ordered the ELL Periodic Assessments for 2015-2016. We did not participate in the ELL Periodic Assessments for 2014-2015, however we reviewed the assessment for usability in our school as a tool for teachers of ELLs in grades 3 - 5 to gauge student needs, therefore it was ordered for 2015-2016. We use the NYSITELL, NYSESLAT, and Fountas and Pinnell results to plan instruction. We also administer a mock NYSESLAT in preparation for the actual administration of this test and as another assessment tool for teachers to utilize future

We are now awaiting the scores for the administration of the 2015 NYSESLAT that uses the new 5 level language proficiency continuum system: Entering (formerly Beginning), Emerging (formerly Low Intermediate), Transitioning (formerly Intermediate), Expanding (formerly Advanced) and Commanding (formerly Proficient)

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

An RTI team is in place to identify and serve ELL students that have academic difficulty and who continue to have academic struggles after other interventions have failed. The RtI team members are:

* Lisa Zuccalmaglio, AP

* Alicia Toscano, Data Specialist

* Brenna Gormley, RtI Intervention Specialist

* Anna Katos, RtI Intervention Specialist

* Jourdan McGee, SETSS Teacher

* Susan Burnett, IEP Consultant

Our school begins with the Universal Screening, which is administered to all students. As the Universal Screen, our school uses Fountas & Pinnell Benchmark Assessment System. The NYC Baseline Performance Assessment is used as part of the Universal Screen. Beyond the information from the HLIS, the Universal Screening is used to flag students whose literacy skills are below grade level. English Language Learners are flagged as needing additional support in literacy in conjunction with language services.

Tier I Instruction

English Language Learners receive Tier I instruction by the general education teacher and a certified ENL teacher. We have two models for Tier I instruction of English Language Learners. We have several self-contained English as a New Language classes taught by a certified ENL teacher as well as classes using the push-in model. An ENL teacher pushes into English classes in order to provide the ENL services to those students in need of them, for the time mandated as determined by students' NYSITELL and NYSESLAT score. Both the classroom teacher and ENL teacher provide differentiated targeted instruction based on the needs of both the literacy and language needs of the students. Based on research to best meet the needs of linguistically diverse populations, ELL students are exposed to a curriculum that teaches both language and literacy across content areas. Lessons are made meaningful through hands-on and authentic experiences. ELLs are given instruction that is cognitively challenging, but with instructional supports such as picture cues, total physical response, peer support, and scaffolded instruction. English language learners develop language through conversations with the teacher and with peers.

Tier II Instruction

Using data from the documentation of Tier I instruction and the Universal Screen, the RtI team determines if the ELL student needs more intensive support in Tier II. We use a pull-out/push-in RtI model. ELLs who are determined to be in need of more intensive differentiated instruction will receive Tier II instruction three times a week for a minimum of 30 minutes in small groups of no more than five students from a highly qualified teacher. As part of the Tier II instruction, we use The Comprehension Toolkit Reading Intervention Program, which is a research based literacy program addressing the following literacy components: sight word instruction, comprehension, phonics, vocabulary instruction, and fluency. Additionally, in order to meet the language needs of ELLs we have incorporated On Our Way to English, which is an oral language development program. ELLs are monitored for progress once a month and changes are made to instruction based on the assessments. The RtI team meets monthly to discuss student progress. Parents are notified via a letter in their preferred language that their child has been placed in Tier II.

Tier III Instruction

English Language Learners who are not thriving after a minimum of nine weeks in Tier II are then brought to the attention of the RtI team. The RtI team discusses data from the progress monitoring assessments given during Tier II. The RtI team uses the data to discuss how Tier III interventions can help the student overcome his/her difficulties. We use a pull-out RtI model. ELLs who are determined to be in need of more intensive differentiated instruction will receive Tier III instruction four times a week for 45 minutes in small groups of no more than three students from a highly qualified teacher. As part of the Tier III instruction, we use The Comprehension Toolkit Reading Intervention Program, Great Leaps, The Fluent Reader (Tim Rasinski) and Scholastic's Text Talk which are research based literacy programs addressing the following literacy components: sight word instruction, comprehension, phonics, vocabulary instruction, and fluency. Additionally, in order to meet the language needs of ELLs we have incorporated Imagine Learning, which is a software program focusing on language development. ELLs are monitored for progress once a month and changes are made to instruction based on the assessments. The RtI team meets monthly to discuss student progress. Parents are notified in writing, in their preferred language, of their child's placement in Tier II.

If the student continues to demonstrate persistent difficulties despite the additional interventions in Tier II and Tier III over a suitable period of time, the child is recommended to our School Based Support Team (SBST) in order to determine if the child is in need of a comprehensive multidisciplinary evaluation. We view RtI as a problem solving model, rather than a special education pre-evaluation and make every effort to determine specific language/literacy challenges faced by individual English Language Learners who are not making sufficient progress. We believe in a focused problem-solving model that provides students with increasingly intensive, targeted instruction and ongoing progress monitoring that is created to meet their individual language/literacy needs.

The RtI cycles vary from 8 -12 weeks for Tier I and from 10 - 20 weeks for Tiers II and III. The RtI team meets on a monthly basis to discuss and evaluate student progress and issues.

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

In order to support language development, shared reading has been increased in Kindergarten and first grade classes. The purpose of this instructional shift was to increase oral language development as well as increase growth in reading levels for our ELL population. Across all grade levels teachers and students develop individual student and class goals in all content areas. One of the elements necessary to provide a balanced literacy program for English Language Learners is for them to use their primary language. ReadyGen translated books were purchased in order to support ELL students primary language. The kindergarten through third grades Dual Language classes are using Sistema de evaluacion de la Letra por Letra by Fountas and Pinnell. They are also using the Estrellitas Phonics Program in kindergarten and first grade TBE classes.

As teachers assess their students through informal observations, unit assessments, running records and the Second Language Acquisition Rubric, they modify their instruction and in TBE classrooms, by either decreasing or increasing the new language for all ELLs or for targeted subgroups within their class.

Teachers also receive in-house professional development with the ELL Coordinator and Literacy Coaches on sensitivity towards ELLs and using students' cultures and knowledge of their social/educational backgrounds to get to know the student holistically so that students' needs are better addressed.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 - a: E.L.E. exam, Fountas & Pinnell(F&P) in K-2 and DRA in 3-5, as well as in-class assessments.

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

At the start of the school year, the ESL department reviews the results of the NYSESLAT data and distributes this information to all classroom teachers, cluster teachers and other providers such as resource room teachers. The ESL/Bilingual Coordinator schedules a grade meeting with each grade to inform teachers on how to interpret the various NYSESLAT reports and how to utilize them to drive and differentiate instruction. This year, the Combined Modality report is unavailable, however, we used a combination of the NYSESLAT score, the September - October reading level assessments, and teacher evaluations to determine if ELL students are progressing.

The school report card and other NYSED standardized testing information disaggregated to show how ELL students performed are also used to assess the success of our programs for ELLs. We also utilize:

- * Fountas & Pinnell reading level assessments provided on a quarterly basis
- * Writing benchmarks and subsequent writing pieces
- * Unit assessments in math, science and social studies
- * P.S. 16Q created Second Language Acquisition Rubric which is used by all pedagogues servicing ELL students. This rubric is used to measure progress of ELLs in the four modalities on a quarterly basis. Teachers use this to drive instruction and small group work.
- * Teacher observations and conferencing notes

P.S. 16Q has been recognized by the NYCDOE OELL as a model dual language school. We received a grant for \$10,000 and were visited by Deputy Chancellor Milady Baez who commissioned a video of our program. As a model dual language school, we are currently developing a one per month tour and Q & A session for visitors from other schools who are planning an opening a dual language program in their schools or who are looking to improve their dual language program.

As a school community, several meetings are held to discuss the data and to inform changes that will address ELL student achievement

We have met AYP _____.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

P.S. 16 follows the New York State ELL Identification Process which includes 4 steps:

Step 1: Screening during enrollment by administering the Home Language Survey which parents fill out in addition to the Informal Interview with the parent and the student, if possible in the Native Language, to determine the student's home language. If the Home language and/or Native language is other than English then we go on to

Step 2: Eligibility to take the NYS Identification Test for English Language Learners (NYSITELL) to those students whose Home Language is not English. If the student scores at the Proficient level, the student is not a LEP (ELL). If a student scores at the Beginning, Intermediate, or Advanced level the student is a LEP (ELL). During this step, a determination for further assessments to determine SIFE status is made.

Step 3: Administering of the NYSITELL. If the student scores at the Proficient level, the student is not a LEP (ELL). If a student scores at the Beginning, Intermediate, or Advanced level the student is a LEP (ELL). After the NYSITELL exam is administered, answer documents

are scanned into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). Several Parent Orientation are held to explain to parents the different programs available to English Language Learners and their availability within the school. Parents complete the Parent Survey and Program Selection form in which they choose the program they would like for their child to participate in for the year.

Step 4: The administration of the Spanish Lab to newly identified ELLs whose home language is Spanish.

We also identify students who are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years. For these students we must complete the entire ELL Identification Process outlined in the NYS ELL Identification Process by beginning with the determination of the home language. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

As parents come to register their child at P.S 16, they are given an admission package which includes: The Parent/Guardian Home Language Identification Survey in their language of preference, the Program Selection Form, Residency Questionnaire, Parent/Guardian Student Ethnic Identification Form, and the Child And Adolescent Health Examination Form.

A license pedagogue interviews the parents/guardians using the Home Language Identification Survey. Additionally, the students is intrviewed using an informal screening assessment created in the school. This initial assessment identifies those students who may possibly be ELLs. Upon having established that the student's home language is that other than English, a certified pedagogue administers the NYSITELL within ten days. The NYSITELL measures students' level of English language proficiency, identified as entering, emerging, transitioning, expanding and commanding. If the NYSITELL results show that a child is an ELL and their Home Language Identification survey indicates that Spanish is the home language, the Spanish LAB-R is administered to determine language dominance. The Spanish LAB-R is administered by a Spanish speaking licensed pedagogue. Parents and students are interviewed by one of the following pedagogues: An Assistant Principal or a trained ESL licensed personnel. Whenever a translator is necessary to conduct the informal interview, we utilize teachers from our staff who speak the language as well as the DOE translation phone services.

The following personnel ensure that the proper documentation is gathered and that the procedures for coordinating and administering the NYSITEL and Spanish Lab-R adhere to the New York City and State regulations

* The ESL/ Bilingual Coordinator has State Certification in TESOL and is responsible for the initial informal interview and screening, and administering the HLIS. Xiomara Leguisamo, the ESL/Bilingual Coordinator, also conducts the LAB-R assessments on an on-going basis. As an ESL Push-in Teacher that is State Certified in TESOL. Ms. Leguisamo also conducts the initial informal interview at the time of registration of new entrants. The following teachers are also trained in the ELL Identification process and assist with parent and students interviews and NYSITELL testing:

* Norah Wilkinson - TESOL certified

* Denise Baerga - TESOL certified, Bilingual: English/Spanish

* Pamela Keshishian - TESOL certified, Bilingual: English/Spanish

* Edith Hubar - TESOL certified, Bilingual: English/Tagalog

* Caterina Rovito-Duarte - TESOL certified, Bilingual: English/Italian

* Teresa Adriana Lopiano - TESOL certified, Special Ed. certified, Bilingual: English/Italian

* Ana Nieves - TESOL certified, Bilingual: English/Spanish

In addition, the following personnel is available for translation and interpretation within the school:

* Ana Benitez, AP - Bilingual: English/Spanish

* Elisa Gomez, AP - Bilingual: English/Spanish

* Bond Ng, AP - Bilingual: English/Cantonese

* Chien Hui Ying, Paraprofessional - Chinese/Mandarin/Cantonese/English. Ms. Ying will assist a pedagogue or AP if necessary during the intake process.

In the event that a parents preferred language is a low-incidence language and we do not have a staff member that can speak the parent's prefered language, we then utilize the Translation & Interpretation Unit to assist. The yellow Translation & Interpretation Unit postcards are posted in every supervisory, service provider and main offices. It is also available by the security desk.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We utilize the LEP Identification process as delineated in the revised CR-Part 154 as the first step in identifying a student as an ELL. In the interview portion of the LEP Identification process, we ascertain student's prior schooling with the parent(s) input. Then we

administer the SIFE Oral Questionnaire to students in grades 3 - 5 followed by the LENS. We also employ teacher feedback and student work to determine SIFE status.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

- * Student has an IEP and Home language is other than English
- * The Language Proficiency Team (LPT) reviews evidence of the student's English language development.
- * If the LPT recommends the student take the NYSITELL then the student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students.
- * If the LPT recommends the student NOT take the NYSITELL in which case the LPT's recommendation is sent to the principal for review and upon review, the principal determines the student should NOT take the NYSITELL. The Principal's determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days of the decision. Then, upon review, the superintendent or designee determines the student should NOT take the NYSITELL. The parent is notified and the ELL Identification Process terminates. If, upon review, the principal determines the student should take the NYSITELL then the student takes the NYSITELL to determine ELL status. The ELL Identification Process continues as with all students.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL/Bilingual Coordinator, Xiomara Leguisamo, ensures that entitlement letters are distributed to the parents of those children who were administered the NYSITELL and whose results indicate an ELL status within 5 days. This entitlement letter also informs parents of the date of the Parent Orientation that has been scheduled for them to attend. The Parent Survey and Program Selection forms are collected and cross referenced against the official class list and an ELL list of students school wide. The coordinator checks off the receipt of the Parent Survey and Program Selection form. If a parent has not returned the form, the ENL/Bilingual Coordinator will invite the parent to another Parent Orientation meeting at another date or schedule an individual meeting. Non-entitlement parent notifications are also distributed within 5 days to those students who were administered the NYSITELL and passed. The letters are back-packed to the home.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

We initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

There are two phases for the Re-identification process:

PHASE 1:

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

PHASE 2:

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

Continuation letters are distributed to the parents of those students who that did not pass the spring administration of the NYSESLAT of the current year. Before the Continuation letters are sent home to parents, a copy is made to be kept on file in the school. All Parent Program Selection Surveys and Continuation Letters are kept in the office of the Assistant Principal - Elisa Gomez - Room 301 as proof that parents were informed of their child's entitlement and continued entitlement status as an ELL.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL/Bilingual Coordinator, with the assistance of TESOL certified push-in teachers, maintain a master list of ELLs by class. These lists are sectioned to include a check-off for which parents have attended a Parent Orientation & date, which parents have completed a Parent Survey and Program Selection form, and when data was entered in ATS - ELPC screen and if appropriate, the UYRE screen.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters in the parents preferred language are distributed to the classroom teacher to send home with the student via back-pack. Xiomara Leguisamo, the ELL Coordinator, along with the assistance of the ENL push-in team, is responsible for adapting the letters that are available via the NYCDOE intranet, processing them (writing students' names and distributing them to each classroom teacher) and making copies for the city and state. We are considering revising the placement parent notification letters to include a tear-off section in which the parent indicates receipt of the document through a signature and returning the tear-off the school.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All copies of ELL documents are retained by year and kept in the records room. The copies of ELL documents for the year just finished are kept in room 301 for one year and then moved to the records room. Originals of all ELL documents are placed in the student's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered to all ELL students in the school via a collaborative effort with the ESL Push-in Team, IEP Consultant and Classroom teachers. All state testing guidelines are followed to ensure security and proper administration of the NYSESLAT. ATS reports (RELC, RSFE,)are used to confirm ELL status. ELL students are identified by class to facilitate testing accommodations including special education status. For special education ELLs, the IEP consultant, Susan Burnett, is consulted to enable provision of the accommodations set forth in a student's IEP. All staff receives professional development on NYSED testing handbook. Teachers administering the NYSESLAT are provided training with the ESL Coordinator on administering the NYSESLAT.
The Assistant Principal, Elisa Gomez, is responsible for creating the memorandum that includes:
- Students to be tested by grade and modality
 - Testing rooms
 - Holding rooms
 - Proctors
 - Suggested time for administering each modality as per NYSED
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement letters are distributed to the parents of those students who that did not pass the spring administration of the NYSESLAT of the current year. Before the Continuation letters are sent home to parents, a copy is made to be kept on file in the school. All Parent Program Selection Surveys and Continuation Letters are kept in the office of the Assistant Principal - Elisa Gomez - Room 301 as proof that parents were informed of their child's entitlement and continued entitlement status as an ELL. Non-Entitlement and Non-Entitlement Transition letters are also copied and kept on file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in program choices indicates an increase in parents requesting the Dual Language program. Twenty-five (25) parents of incoming Kindergarten students have requested the Transitional Bilingual program. A total of more than 100 parents have opted for the Freestanding ENL program. This program continues to be the program of choice for most parents with Dual Language as the second highest program requested.
- The programs offered at P.S. 16Q are in alignment with the choices that parents request. Parents are informed during the Parent Orientation of what programs are offered and how classes are formed. They are also informed of the steps that are taken if the school does not offer the program, for example, a bilingual program in Urdu/English is not offered at P.S. 16Q since parental requests for such a program does not meet the criteria of 15 students opting into the program. Parents are offered to have the school investigate what other school(s) offer(s) the program of their choice and have the school set up transfer and transportation or they can opt to have their child attend a Freestanding ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

a. Freestanding ENL program.

Students are grouped heterogeneously by mixed proficiency levels in the self-contained freestanding ENL classes. In Freestanding ENL classes that are serviced by a push-in ENL specialist, students are grouped homogeneously by NYSESLAT proficiency level in order to provide the mandated units of ENL service. All instruction in this program is delivered in English.

For proficiency level Beginner/Entering, Integrated and standalone ENL delivery equals a total of 360 minutes per week with 180 minutes each for Standalone and Integrated ENL/ELA.

For proficiency level intermediate/emerging, ENL equals a total of 360 minutes per week: Standalone = 90 minutes, Integrated ENL = 180 minutes, and a Flexible 90 minutes which can be used with Standalone, Integrated ENL/ELA or any other content area.

For proficiency level intermediate/transitioning, ENL equals 180 minutes per week: Integrated ENL/ELA = 90 minutes and a Flexible 90 minutes which can be used with Standalone, Integrated ENL/ELA or any other content area.

For proficiency level advanced/expanding, ENL equals 180 minutes per week all in Integrated ENL/ELA or other content area.

For proficiency level proficient/commanding, ENL equals 90 minutes per week all in Integrated ENL/ELA or other content area.

b. TBE program. *If applicable.*

Students are grouped heterogeneously by mixed proficiency levels. Instruction in this program is delivered in English and Spanish as per proficiency levels of the students. The TBE Language Allocation is as follows and are organic according to the progress made during the year. The TBE Language Allocation is expected to change as ELL students acquire proficiency and are assessed by the teacher utilizing formal and informal instruments such as our own developed ELL Language Acquisition Assessment, F&P or DRA, end of unit assessments, and writing rubrics:

- * beginner/entering = 25% English / 75% Spanish model is used
- * low intermediate/emerging = 40% English / 60% Spanish model is used
- * intermediate/transitioning = 50% English / 50% Spanish model is used
- * advanced/expanding = 75% English / 25% Spanish model is used

At P.S. 16Q, ELL students in a TBE program receive Math and Social Studies/Science in Spanish (within their regular class) and ELA in English. Traditional enrichment or prep courses (Art, Music, Physical Education, Library, Social Studies, Science and Computer Lab) are delivered in English.

For proficiency level beginning/entering, 360 minutes per week of Standalone and Integrated ENL are provided.

For proficiency level low intermediate / emerging, 360 minutes per week: 90 minutes of Standalone, 180 minutes of Integrated ENL and 90 flexible minutes to be used in either Standalone or Integrated.

For proficiency level intermediate / transitioning, 180 minutes per week of Integrated and Flexible programming are provided: 90 minutes for Integrated ENL and 90 minutes flexible.

For proficiency level advanced / expanding, 180 minutes per week in Integrated ENL.

ELL students in the TBE program also receive 1 HLA class across all English proficiency levels. Bilingual instruction in Math and Social Studies/Science is delivered across all English proficiency levels with a change from 2 to 1 content area subject once students reach the intermediate/transitioning and advanced/expanding levels.

c. DL program. *If applicable.*

Students are grouped heterogeneously by mixed proficiency levels. Integrated and standalone ENL are implemented in the English component of the Dual Language program. There are twelve (12) Dual Language classes: two in Kindergarten (K-2DL & K-3DL), two in first grade (1-2DL & 1-3DL), two in second grade (2-2DL & 2-3 DL), two in third grade (3-2DL & 3-3DL), two in fourth grade (4-2DL & 4-3DL) and two in fifth grade (5-2DL & 5-3DL).

Dual Language program is implemented using a 50- 50 model. Classrooms include students who are native English speakers

and native Spanish speakers. Students in each class alternate between Spanish and English on alternate days: for example the 3-2 DL will begin week one with the English teacher on Mondays, Wednesdays, and Fridays and the Spanish teacher on Tuesdays and Thursdays. The 3-3DL will begin week one with the Spanish teacher on Mondays, Wednesdays, and Fridays and the English teacher on Tuesdays and Thursdays. The following week the groups alternate.

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

For proficiency level beginning/entering, 360 minutes per week of Standalone and Integrated ENL are provided.

For proficiency level low intermediate / emerging, 360 minutes per week: 90 minutes of Standalone, 180 minutes of Integrated ENL and 90 flexible minutes to be used in either Standalone or Integrated.

For proficiency level intermediate / transitioning, 180 minutes per week of Integrated and Flexible programming are provided: 90 minutes for Integrated ENL and 90 minutes flexible.

For proficiency level advanced / expanding, 180 minutes per week in Integrated ENL.

ALL students are initially placed by parental choice as stated in the Parent Survey and Program Selection form. All time allocations for each program adhere to the mandates set forth in the NYS CR Part-154 including the new amendments to be implemented beginning 2015 and forward.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Explicit ESL is delivered in each program as follows:

- **Transitional Bilingual Programs:** There are five (5) Transitional Bilingual classes in grades K-5. Students in these classes are placed heterogeneously and grouped within the class according to ability in reading and native language arts to meet individual needs. Academic instruction is in both English and the native language which at P.S. 16 is Spanish. Classroom libraries consisting of children's literature in Spanish including fiction, poetry, and non-fiction books that appeal to a variety of different interests are present.

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

Students starting with limited English spend either 30 or 40 percent of their time in English language development with instruction in the native language starting at 70 or 60 percent. As mandated by Regulation Part 154, advanced ELLs receive 180 minutes (4 periods per week) of instruction in Native Language Arts and 180 minutes (4 periods per week) of ESL instruction. Also, beginner and intermediate ELLs receive 360 minutes (8 periods per week) of ESL instruction and 180 minutes (4 periods per week) of Native Language Arts. Any content area instruction in English, in subjects such as math, will utilize ESL methodologies and other supports. The ratio of English to native language instruction increases according to the student's English language proficiency until the student is ready to exit the program. Additional ESL support is provided after school and on Saturdays. Exit from this program is targeted at three years or less.

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

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

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

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

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

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

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

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

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

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

3. Describe how core content is delivered in each program model. 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.

In our TBE & DL programs - Math, Science and Social Studies are delivered in the native language of Spanish. The math program is GoMath in all grades.

Social Studies in Spanish:

- * First Grade - Houghton-Mifflin Harcourt - Estudios Sociales Familias de Hoy y Ayer: Ciudad de Nueva York
- * Second Grade - Houghton-Mifflin Harcourt - Communities
- * Third Grade - Houghton-Mifflin Harcourt - Ciudad de Nueva York: Comunidades del Mundo Actual y Del Pasado
- * Fourth Grade - Houghton-Mifflin Harcourt - Ciudad de Nueva York: Historia Y Gobierno de Nueva York
- * Fifth Grade - Houghton-Mifflin Harcourt - Ciudad de Nueva York: Estados Unidos, Canada, y America Latina

In our Dual Language program - core content is delivered in both English and Spanish according to alternating schedule.

In our Freestanding ENL program - core content is delivered in English at all times.

TBE and DL language classes utilize the Teachers College Literacy Program. Freestanding ENL classes utilize the ReadyGen Literacy Program. All programs utilize the GoMath program.

All grades and programs utilize the FOSS Kit for Science. In addition, NYC Scope and Sequence in Science and Social Studies are utilized for planning and assessing student knowledge.

Instructional approaches embed ENL methodologies to make content comprehensible, foster language development and enable alignment to the Common Core Learning Standards:

- * Use of best practices from ReadyGen, Teachers College and Go Math
- * Use of student's cultural background and experiences
- * Simplified directions, repetition, rephrasing
- * Small group instruction
- * Close/Cloze reading
- * Thinking maps/Graphic organizers/Semantic webbing, Timelines
- * Vocabulary with visuals
- * Illustrations, diagrams, outlines

- * Math manipulatives
- * Physical models
- * Fiction and non-fiction libraries in the native language (first language)
- * Peer tutoring
- * Total Physical Response (TPR)/Role Playing/Play-acting
- * Modeling
- * Use of technology: Promethean boards, iPads, overhead projector
- * Use of software programs: Imagine Learning

All instruction is delivered by appropriately highly-qualified certified teachers. All classroom teachers and out of classroom teachers are provided with staff development focused on how to provide effective instruction for ELLs.

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

ELLs are appropriately evaluated in their home language with assessment tools that are used according to specific grade:

For Kindergarten through 2nd Grade the Fountas & Pinnell language/literacy assessment in Spanish is utilized.

For Grades 3 - Grade 5, the Spanish DRA 2. We currently do not have a native language assessment for the low incidence languages.

In addition, for Grade 3 - Grade 5 bilingual and dual language classes, the E.L.E. in Spanish is used in the Spring of the current school year.

Our K - 2 TBE and DL Spanish Component teachers also utilize the Estrellita phonics program. Estrellita is a supplemental, phonics-based, accelerated beginning Spanish reading program for bilingual classrooms. Based on scientific learning and reading principles, Estrellita provides multisensory, in depth instruction in phonemic awareness, phonics and fluency. Because it was designed to meet the needs of children at all skill levels, layers of differentiated instruction are built into the program to accommodate Tier 1, 2 and 3 students.

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

We developed and currently utilize a Second Language Acquisition Assessment that is aligned to the NYSESLAT and ensures that individual ELL students' progress is tracked throughout the year. The assessments are administered by the ENL push-in teachers and the self-contained ENL classroom teachers on a quarterly basis. The assessments are then given to the ENL Supervisor, Elisa Gomez, and the Data Specialist Alicia Toscano, to review.

We also

We provide professional development for all our teachers with a focus on planning with language goals embedded within the lessons. The language goals target the four modalities of language acquisition. Through several professional development days with Mary Capellini, we were able to modify the F&P/DRA running records to embed teacher observations of second language acquisition patterns.

We also provide students with NYSESLAT practice books. We are currently exploring the possibility of purchasing an ENL literacy program for the ENL push-in teachers.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

For the school year 2015-2016 approximately 5 students were identified as SIFE. In order to meet their needs, the following actions will be taken:

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

Thursdays.

In the school year of 2015-2016 approximately 610 students were identified as NEWCOMERS. In order to meet their needs, the following actions will be taken:

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

In the school year of 2015-2016 approximately 59 students were identified as Developing ELLs Receiving service of 4-6 years on the BESIS Survey. In order to meet their needs, the following actions will be taken:

- AIS in reading and mathematics within small group instructional setting
- Extended Day Programs for ELLs (Wednesdays - Thursdays)
- Saturday Academy for ELLs in the Content Area and Getting Ready for the NYSESLAT
- Great Leaps in Reading
- ESL push-in model within a small group instructional setting using research-based ESL methodology
- Leveled Libraries in English and native language
- Reading/Writing/ Mathematics Portfolios to track progress
- Peer Assisted tutoring
- Readers/Writers Workshop models for ELLs in Bilingual and Dual Language Classrooms and ReadyGen in Freestanding ESL classrooms
- Technology based listening activities in the computer lab
- Three Guidance counselor focusing on developing a personal profile of students. Alba Zamot - grades K & 1, Paul Ramos - grades 2 & 3 and Penny Pappas grades 4 & 5.
- Parent Coordinator focuses on developing and maintaining communication between the school and parents

In the school year of 2015-2016 approximately 0 students were identified as Long Term ELLs. In order to meet their needs, the following actions would be taken:

- RTI Tiered interventions
- Extended Day Programs for ELLs (Tuesdays - Thursdays)
- Saturday Academy for ELLs in the Content Area and Getting Ready for the NYSESLAT
- Great Leaps in Reading
- ESL push-in model within a small group instructional setting using research-based ESL methodology

Leveled Libraries in English and native language

- Reading/Writing/ Mathematics Portfolios to track progress
- Peer Assisted tutoring
- Readers/Writers Workshop models or ReadyGen
- Technology based listening activities in the computer lab
- Guidance counselor focuses on developing a personal profile of students
- Parent Coordinator focuses on developing and maintaining communication between the school and parents

In the school year of 2015 - 2016 approximately 279 Former ELLs were identified as having tested proficient on the NYSESLAT 2014 or Commanding on the NYSESLAT 2015. They will continue to receive explicit ELL instruction when placed in a self-contained freestanding ESL classroom. Former ELLs receive, for the next two years, testing accommodations as per NYSED on City and State exams as well as in classroom assessments. Now, with the amendments made to the CR-Part 154, former ELLs will also be entitled to ENL services for the next two years since passing the NYSESLAT. These students will receive .5 units per week (2 periods/per week) of ENL in ELA. They are also invited to the Afterschool and Saturday academic programs

targeting Literacy and Math.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

P.S. 16Q will adhere to the following amendment in CR-Part 154 - Phase 2 of the Re-identification process:

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

To ensure that the student's academic progress has not been adversely affected by the re-identification, the formal and informal assessments implemented as standard operating procedures in our school are followed as appropriate: Literacy assessments via Fountas & Pinnell, DRA, Estrellita, Unit assessments, baseline writing, conferencing with teacher, teacher observations, ELL interim, and parent involvement. Additionally, teachers utilize parental engagement as a means of keeping parents informed of student progress.

8. 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?

For ELLs identified as having Special Needs/Students with Disabilities, the following strategies and grade-level materials are utilized:

- Eight (8) self-contained Special Education classes with ELLs.
- Twelve (12) ICT classes containing ELLs with IEPs.
- Resource Room intervention in reading and mathematics within a small group instructional setting as well as RTI Tiered Interventions
- ESL push-in with small group instructional setting using research-based ESL methodology. Also use of technology such as Promethean Board, iPads, videos and software (Imagine Learning).
- Extended Day Program (Wednesdays - Thursdays)
- One-to-One tutoring
- Peer assisted tutoring
- Familiarization with students IEP to be aware of students learning disabilities and modifications
- Regular ongoing conferencing with Speech and other related service personnel that student receives services from to better track student's progress and target needs are also addressed through differentiated instruction using ReadyGen and GoMath

Materials used in Tier 3 are used by the classroom teacher in self-contained Special Education classes which include Great Leaps, The Fluent Reader (Tim Rasinski) and Scholastic's Text Talk which are research based literacy programs addressing the following literacy components: sight word instruction, comprehension, phonics, vocabulary instruction, and fluency. Additionally, in order to meet the language needs of ELLs we have incorporated Imagine Learning, which is a software language development/acquisition program, during afterschool on Wednesdays and Thursdays.

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

Twelve (12) full-day ICT classrooms in Grades K - 5 and five (5) Resource Room monolingual classrooms in Grades 1, 2, 3, 4, and 5 contain ELL-SWD students who are designated to be in the least restrictive environments. For ELL-SWD students in ICT classrooms in Grades 1, 3, and 4 a State Certified Teacher who holds a TESOL license co-teaches with a State Certified Special Education teacher. General Education non-ELL students are grouped with heterogeneous grouping of ELLs in the ICT class so as to adhere to the values of the program. In classrooms where students are receiving SETT services, a State Certified Special Education teacher provides services to these students. The Special Education Supervisor, Lisa Zuccalmaglio, flexibly schedules ELL-SWD students as per their IEPs.

Chart

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

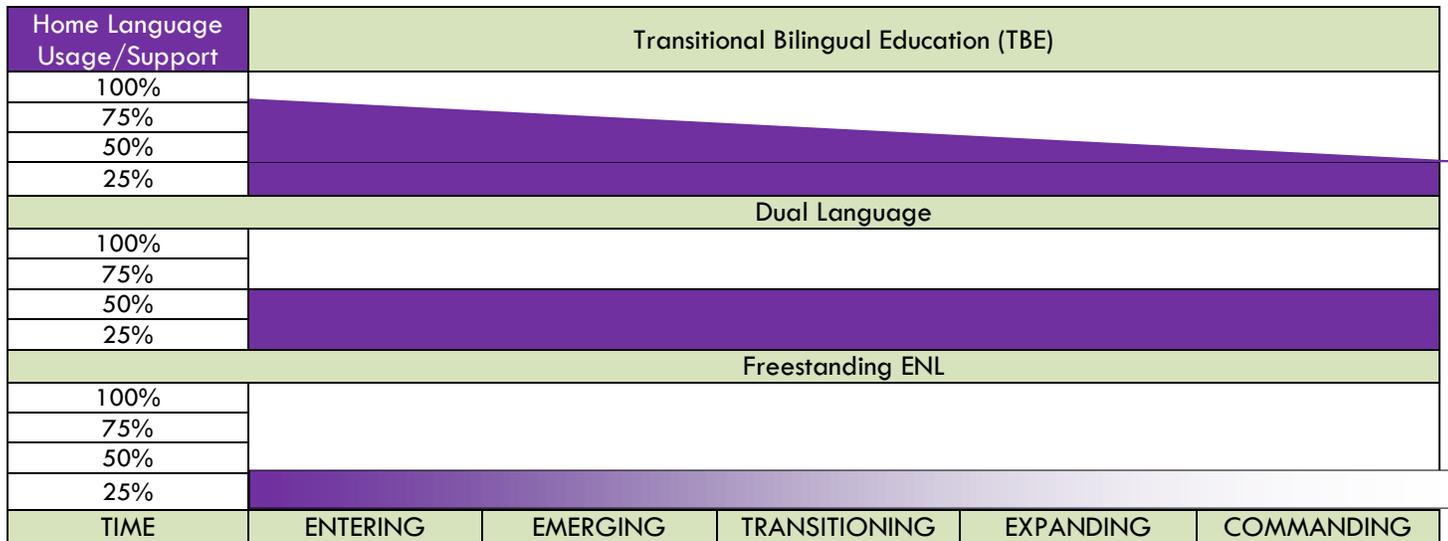


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

ELL students identified to be at-risk, receive additional support in after school classes three days per week. Students work on First in Math, web-based program, to further skills development in Mathematics. Cluster teachers also provide 6 periods of academic intervention, pushing into classrooms utilizing Khan Academy. These services are provided in English however Bilingual and Dual Language students have resources and instruction available in their Native Language (Spanish). All ELLs in grades 2-5 are provided Extended Day Intervention. ELLs in Grades 3-5 are also offered participation in an After-school program that offers support in ELA and Mathematics instruction.

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

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

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

The targeted intervention programs are in English with the exception of Estrellita, used in Grades K - 2 TBE and Spanish DL classrooms.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is our third year with the ReadyGen Literacy and GoMath programs. Regular grade team meetings and inquiry team meetings discuss the efficacy of each program in terms of planning and student progress. Challenges are discussed and solutions are proposed so that each program meets the needs of all students with a focus on making each program accessible to all ELLs. Teachers were surveyed and the overwhelming responses indicate that teachers feel that the rigor and close reading available through ReadyGen was instrumental in increasing student comprehension and movement in reading levels. At this moment, we are considering utilizing TC once again to target student independent reading. Teachers are being polled to help determine if a switch back to TC is made or how can certain components of TC can work in conjunction with ReadyGen.
12. What new programs or improvements will be considered for the upcoming school year?
- We are researching an ENL literacy program for the use of the ENL push-in providers with their ELL students. The program is called English Now - on hold due to budget.
- ENL teachers meet with the Principal once a month to discuss issues concerning assessing ELLs on an ongoing basis, whether the Second Language Acquisition is working, results of Imagine Learning reports on student usage and progress tracking, plan parent workshops focusing on helping their ELLs at home, and professional development opportunities.
13. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any of the programs we have in place for ELLs except the Saturday program due to budgetary reasons. We are adding more support for them throughout the regular school day and After-school program.

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

ELLs are an integral part of PS 16Q. We are a school of current ELLs, Former ELLs and very little non-ELLs. All of our students are immigrants or children of immigrants. It is our policy that all students can learn and all students can and will achieve. Every classroom has access to art, chorus, drama, physical education, readers theater, field trips, residencies, technology and a wide variety of intervention programs during regular day school and After-school.

2)

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

- Destination Math (link on GoMath) (All ELLs)
- Imagine Learning (All newcomers and Bilingual)
- Award Reading (All ELLs)
- Spotlight on English & Intensive English (All ELLs)
- Benchmark leveled readers (Spanish and English) (Dual Language, Special Education and Bilingual ELLs)
- Kaplan English Language Arts (All ELLs)
- Kaplan Math test preparation (All ELLs)
- Reader's theatre (All ELLs)
- DRA Spanish Assessments (Dual Language, Special Education and Bilingual ELLs)
- Fountas & Pinnell (Dual Language, Special Education and Bilingual ELLs)
- Words their Way (All ELLs)
- Wilson Program (Special Education and Bilingual ELLs)
- Headsprout (All ELLs)
- RAZ kids (All ELLs)
- Great Leaps (All ELLs)
- * Estrellita (K -2 ELLs in TBE & Spanish component DL)

Content Area Materials for ELLs

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native Language support is delivered according to the NYS mandates

TBE: Math and Science are delivered in a student's native language (Spanish) with an ongoing emphasis on reading and writing.

Depending on students' literacy levels and needs, a model of 2 days English and 3 days Spanish is implemented with a shift to 3-4 days English and 1-2 days Spanish as the year progresses.

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

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

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

Curriculum and unit letters to parents are translated and available in Spanish and Chinese.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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

The materials utilized in each classroom are grade and age appropriate and are research-based and Common Core aligned. Teachers are provided with pacing calendars and are able to modify the pacing as necessary to address their students' needs. Teachers are also strongly encouraged and professionally developed, on a continuous basis, to scaffold and differentiate content material and instruction.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

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

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

B. Professional Development and Support for School Staff

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

The following topics will be addressed during staff development Mondays in the 2015-2016 academic school year for all teachers. It is our beliefs that the strategies and instructional approaches that help

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers will be given the opportunity to attend professional development addressing the needs of our ELLs via the OELL workshops offered throughout the year. In addition, teachers are provided with in-house professional development through our literacy coaches, math coach and ENL coordinator.

Upon review of the data analysis, P.S. 16 provides ELL students with more educational opportunities for language acquisition through its Title III programs offered at different times: After-school Programs and Saturday Academy which is currently on hold due to budgetary reasons.

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

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

3)

Through Title III funding, the P.S. 16 Professional Development Program for teachers of ELL students will address both teachers working in the supplementary program as well as mainstream educators. The professional development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners which will be based upon current research in the field of Second Language methodology. Professional Development will also address ways to prepare ELLs to meet and exceed standards according the New York State Standards and NYC guidelines. Teachers participating in these workshops will be paid at the training rate. Teacher trainers and facilitators will receive per session rate.

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

1. Strategies needed to prepare ELLs for success on the NYSESLAT.
2. Instructional strategies for differentiated learning.

3. Incorporating Word Study through ENL methodology into the Teacher's College Model.
4. Increasing Native Language literacy skills.
5. Scaffolding across the Disciplines in each Content Area.
6. Using Mathematical Instructional Strategies to enhance student performance on the city and state assessments.
7. Building on students' prior knowledge of language and content.
8. Incorporating vocabulary into the Reader's and Writer's workshop.
9. Developing effective oral language skills in the ENL classroom.
10. Connecting children and culture to literacy learning.

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

Additional Resources and Support

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

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

- 3) We utilize the Professional Development opportunities provided by the Office of English Language Learners for both Teachers and Supervisors.

Timeline:

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

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

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Highly qualified, regularly licensed teachers in ESL provide ELL students with differentiated instruction and scaffolding techniques aligned with research-based ENL methodology to help students acquire language and proficiency in English. Teachers are also given information support through the guidance counselor, Penny Pappas, in preparing students for the articulation process of transitioning into intermediate school. Students are also scheduled by class to go on a tour of the different intermediate schools that P.S. 16 feeds into such as I.S. 61, I.S. 73, and I.S. 5.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

The administration ensures that all staff receives the mandated time for ELL training during staff development days, in-house differentiated professional development, and study groups. Differentiation of Instruction for ESL students is an in-house ELL training workshop presented by staff developers. The above workshop included how to scaffold and differentiate instruction, stages of language acquisition, activities related to the different stages of language acquisition and questioning techniques to ensure that each child understands what is being taught. The administration collects a language acquisition checklist from all teachers working with ELLs. Another workshop provided to the staff was full day and half-day sessions with Mary Capellini. Ms. Capellini supported teachers in tracking ELL progress through careful and intense observation of each students speaking and writing components. The ENL teachers as well as the assistant principals provide on going staff development throughout the school year. Staff development presentations provided by the literacy coach include: Shared Reading, Universal Design for Learning, and Foundations. All teachers at P. S 16Q have been provided with resource materials that they have been studying and using extensively for their classroom instruction. Administrators, lead teachers and staff developers, consistently model teaching strategies and learning process for specific grades.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers schedule individual conferences with parents of ELLs in order to discuss their child's language development progress and language development needs in all content areas. Teachers use Tuesday Parental Engagement time to meet individually with students' parents. Teachers keep individual records of meetings/phone calls/letters in order to ensure that all ELL parents/guardians meet at least once individually with the teachers.

Spanish and Chinese interpreters are available upon request using the request system in place as stated in our Language Interpretation and Translation Policy document.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

The ENL/Bilingual Coordinator has a year-long workshop called Parents as Partners. Parents attend a series of workshops aimed at helping parents understand the demands and expectations that their ELL child deals with and has to meet. The workshops are interactive and hands-on. For some of the workshops, the ELL child/student attends and works with his/her parent. The Coordinator purchases the materials which the parents are able to keep after each workshop.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

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

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

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

P.S. 16Q has residencies with the following Community Based Organizations:

- * The New York Hall of Science
- * The Queens Botanical Garden
- * Lincoln Center
- * The Queens Public Library - Corona branch
- * The New York Historical Society
- * ArtWorks

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

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

5. How do you evaluate the needs of the parents?

At the beginning of the year, a parent survey is back-packed to the home. Parents are asked what kinds of workshops/activities they would be interested in attending at the school. Also, after each workshop/meeting, parents are given an exit evaluation which includes the opportunity to state their opinion about the workshop/meeting they just attended and what they would like to attend in the future.

PTA meetings and regular meetings with the PTA cabinet and Parent Coordinator ensure that parental needs expressed during PTA meetings and/or individual consultations with PTA and PC are brought to the attention of the Principal and his/her Cabinet so that these needs are evaluated and addressed.

Translation services are also available:

Spanish interpreters are provided at all school-wide meetings, PTA meetings, parent workshops and School Leadership Meetings. Our PTA President provides translation at PTA meetings and SLT Meetings. Our Parent Coordinator or Bilingual Specialist provides interpretation at Parent Workshops. School staff (three qualified members) and one PTA member provide interpretation services in Chinese as requested. Phone interpretation services, via the Office of Translation & Interpretation, are posted in all offices and utilized as needed.

Interpretation services have been requested for meetings and will continue to be requested for meetings where school staff or volunteers are unable to provide services or when the school is unable to meet the high demand.

The Parent Coordinator, the Bilingual/ENL Coordinator, and 2 Bilingual(Spanish) Assistant Principals, 1 Bilingual (Chinese) Assistant Principal and 1 Bilingual (Spanish) secretary, as well as Bilingual Paraprofessionals and School Aides assist with interpretations services during Parent Teacher Conferences (PTC), Tuesday Parent Engagement, At-Risk Meetings, Parent Interactive Visits, Parent Workshops and individual parent meetings throughout the year.

6. How do your parental involvement activities address the needs of the parents?

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

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

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

D. Additional Information

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

All classrooms have:

- Leveled libraries
- Promethean Boards

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

School Name: P.S. 16Q**School DBN: 24Q016**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elaine Iodice	Principal		10/31/15
Elisa Gomez	Assistant Principal		10/31/15
Martha Jimenez	Parent Coordinator		10/31/15
Xiomara Leguisamo	ENL/Bilingual Teacher		10/31/15
	Parent		10/31/15
Norah Wilkinson	Teacher/Subject Area		10/31/15
Denise Baerga	Teacher/Subject Area		10/31/15
Alicia Toscano	Coach		10/31/15
	Coach		10/31/15
Penny Pappas	School Counselor		10/31/15
Madelene Chan	Superintendent		10/31/15
Gary Goldenback	Borough Field Support Center Staff Member		10/31/15
Giuvella Leisengang	Other <u>Borough Support</u>		10/31/15
Johanna Quinde	Other <u>Bilinual Teacher</u>		10/31/15
Susan Burnett	Other <u>Related Services</u>		10/31/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q016** School Name: **PS 16**
Superintendent: **Madelene Chan**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Data used includes:

- * Home Language Identification Survey (HLIS)
- * RAPL report from ATS indicating the home language of the parents and the language in which they wish to receive all correspondence and phone calls.
- * RHLA report from ATS indicating the incidence of different languages in our school
- * A parent letter asking parents to confirm their language preference for communication with the school is also utilized

The ESL/Bilingual Coordinator:

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

The Parent Coordinator

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

This data reflects the 2015-2016 school year:

Bengali = 2
Burmese = 2
Cantonese = 2 with 1 parent choosing Chinese for written communication
Cham = 1
Chinese = 9
Mandarin = 16 with 1 parent choosing Chinese for written communication
Tagalog = 2
Punjabi = 2
Spanish = 674
Tibetan = 1
Urdu = 1

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Start of the Year Welcome Letter - September
Entrance and Dismissal Schedule - September
School Uniform Policy - September
Grade Supply Lists - June and September
Meet the Teacher - September
Video/Photography Consent - September
Walking Trips Consent - September
Individual Teachers' Welcome Letters to Parents including Overview of Curriculum and Expectations - September
Parent Overview of ELA and MATH Exams - September and March
Invitation for Parents of ELLs to the Parents as Partners workshops - October - May
Parent Environmental Survey Participation Letter - March
PTA - September - June
Monthly Calendar/Newsletter - September - June
Monthly Breakfast/Lunch Menu - September - June
Interactive Parent Classroom Visits - September - June
Monthly Trip letter - September - June
Title III Letter Enrichment Programs: Afterschool and Saturday ELL Academy - September/October

Targeted Afterschool and Saturday Academy - September/October
 Music and Drama Clubs - October - June
 PTC Announcements and Appointment Letters - September/November/March/May
 NYS Testing Calendar - September, March and April
 Candy Sale - Fall/Spring
 Picture Day - Fall/Spring
 Book Fair - March/April
 Science Fair - March
 Art Fair - March/April
 Drama and Music Shows - Ongoing
 5th Grade Graduation - June
 5th Grade Senior Trip - November, February, March, May
 5th Grade Senior Dues - November
 Kindergarten Stepping Up Ceremony - June
 Safety Concerns - Foods Posing Choking Hazard - Ongoing

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PTC - September, November, March, May
 At Risk Parent Meetings - October, November, January, March, May, June
 Curriculum Nights - September and May
 Tuesday Parent Engagement - September - June
 Interactive Parent Classroom Visits - September - June
 Disciplinary Parent Meetings with Dean/Guidance Counselors/Teachers - Ongoing

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

d. There is also a need for occasional translators for Chinese, Punjabi, Urdu, Tagalog, Bengali and Burmese. The DOE Translation and Interpretation Unit is used for these instances.

The Parent Coordinator, the Bilingual/ENL Coordinator, and 2 Bilingual(Spanish) Assistant Principals, and 1 Bilingual (Spanish) secretary assist with the translation of documents created/generated by the school and 1 Bilingual (Cantonese) Assistant Principal assist with oral interpretations when necessary.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

a. Spanish interpreters are provided at all school-wide meetings, PTA meetings, parent workshops and School Leadership Meetings. Our PTA President provides translation at PTA meetings and SLT Meetings. Our Parent Coordinator or Bilingual Specialist provides interpretation at Parent Workshops. School staff (three qualified members) and one PTA member provide interpretation services in Chinese as requested. Phone interpretation services are posted in all offices and utilized as needed.

b. Interpretation services have been requested for meetings and will continue to be requested for meetings where school staff or volunteers are unable to provide services or when the school is unable to meet the high demand.

The Parent Coordinator, the Bilingual/ENL Coordinator, and 2 Bilingual(Spanish) Assistant Principals, 1 Bilingual (Chinese) Assistant Principal and 1 Bilingual (Spanish) secretary, as well as Bilingual Paraprofessionals and School Aides assist with interpretations services during Parent Teacher Conferences (PTC), Tuesday Parent Engagement, At-Risk Meetings, Parent Interactive Visits, Parent Workshops and individual parent meetings throughout the year.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Language Interpretation Cards that are laminated are available in the following locations:

- * Main office
- * Principal's office
- * All Assistant Principals' offices
- * All Classroom Teachers
- * Cluster Teachers
- * Safety Agents' desk
- * SBST office
- * Guidance office
- * Main Entrance
- * Related Services providers' office

Staff members are informed via the Faculty Conference in September and the Faculty Handbook on how to request translation and interpretation services through the school and through the over-the-phone interpretation service. For the Tuesday Parent Engagement segment of the extended day, teachers request interpretation services through a school created request log that is available in the main office.

The request log includes the purpose of each parent meeting. A similar request log is used for parent meetings that are not scheduled for Tuesdays. In the event of a last minute parent meeting that requires an interpreter, the staff member will contact his/her immediate supervisor.

In-house training for Staff members involved with standardized NYSED testing is provided so that pedagogues and low-incident language translators are aware of the policies regarding translation during testing and how to implement proper translation protocol. We are considering scheduling a workshop/training in January and March so that all staff members are reminded of the protocols involved in translation and interpretation for testing and in general, what services are available to them during Parent Teacher Conferences, Tuesday Parent Engagements and other school related events (IEP meetings, parent workshops).

Translation of teacher created materials: teachers are asked to submit their request via email to their immediate supervisor within 2 weeks of the letter's distribution. Teachers who are able to translate their own materials must also submit both letters to the supervisor for review/revision. The bilingual (Spanish) Assistant Principals will review and revise. The Parent Coordinator, bilingual (Spanish) secretary and Bilingual/ENL Coordinator will assist with requests.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The School Cabinet will oversee that language of preference for each family is documented and recorded within the first 30 days of school. The ATS RHLA report will be updated through a parental survey. The results will be kept on file in our copy room and the Principal's office. The HLIS and RAPL will be also be continuously updated

- * Centrally Produced Critical Documents will be sent home in the language of preference of families. (English and Spanish > 10%)
- * Student Critical Documents will be sent home in the language of preference of families.
- * If unable to provide translation, a note informing parents how to request free translation will be attached to the document.
- * Interpretation services will be provided by School-based staff in Spanish and Chinese.
- * Phone Interpretation services will be provided for other languages, as posted in all offices.
- * Where School-based translation or interpretation is not available, it will be planned and requested through the NYC DOE Translation and Interpretation Unit.
- * All notices of translation and interpretation services are posted at the main entrance and on file, in an accessible and labeled binder on the counter of our Main Office.
- * Translation and Interpretation funds will be utilized to support the above-bulleted efforts

- * Three Bilingual (Spanish) school aides are assigned to the main office. They assist the Pupil Accounting Secretary with registration and other school-related administrative issues concerning parents. Their responsibilities include making teacher/nurse/supervisor-requested phone calls to parents, as well as answering the phones.

* The Bilingual/ENL Coordinator and two other Bilingual TESOL teachers are available for the Parent Interview upon registration of new students. They also provided Parent Orientations in both English and Spanish. Translations of the video for low-incidence languages are provided to parents using a laptop or in the computer lab. The NYCDOE Translation and Interpretation Unit is also utilized during individual Parent Orientations, which are scheduled in advance, so that the parent has the opportunity to understand the information being presented.

Another resource that we utilize to acquire information and notification documents is the Translation & Interpretation intranet site: http://intranet.nycboe.net/schoolsupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent feedback is necessary to continue to improve and innovate the quality and availability of services. The mechanisms in place to assure that parents have the opportunity to provide feedback include:

- * The Parent Environmental Survey
- * Parent Feedback Surveys after parent workshops/meetings including PTC
- * Parent Coordinator outreach to parents
- * We are currently working on scheduling a parent focus group inclusive of all cultures and languages represented at P.S. 16Q to gather feedback from parents on issues that they feel are important and would like addressed.