

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R016

School Name:

P.S. 016 JOHN J. DRISCOLL

Principal:

MICHELE RAMOS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: John J. Driscoll School Number (DBN): 31R016
Grades Served: Pre-K thru 5th Grades
School Address: 80 Monroe Ave. Staten Island, N.Y. 10301
Phone Number: 718 447-0124 Fax: 718-447-5398
School Contact Person: Caroline Conevery Email Address: cconeve@schools.nyc.gov
Principal: Michele Ramos
UFT Chapter Leader: Kathleen Bayer
Parents' Association President: Tina Collucci
SLT Chairperson: Anne Marie Maresca
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tina Collucci
Student Representative(s): N/A
N/A

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, N.Y. 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: District 31 Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Staten Island, N.Y. 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 718-556-8367 Fax: 718-391-6109

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)
Michele Ramos	*Principal or Designee	
Kathleen Bayer	*UFT Chapter Leader or Designee	
Tina Collucci	*PA/PTA President or Designated Co-President	
Anne Marie Maresca	DC 37 Representative (staff), if applicable	
Tina Collucci	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Rosemarie Parisi	Teacher	
Hillary Zablocki	Teacher	
Lisa Morlano	Teacher	
Berline Monroe	Parent	
Maria Polanco	Parent	
Crystal Green	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nieves Pavia	Parent	
Nancy Almazo	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.

Mission Statement:

The faculty and staff will dedicate itself to the intellectual, social and emotional growth of all our children in our multi-cultural, multi-ethnic school. We will provide the most updated technological tools and the arts to provide challenging educational activities and foster mutual respect for all students and staff in a safe learning environment.

Parents and guardians provide the first learning experiences for our children and parental involvement will be an integral part of our partnership.

Our teaching strategies will empower our children to become lifelong readers and critical thinkers. We are dedicated to providing a nurturing, caring environment where children are supported to develop self-esteem and a sense of responsibility.

Our expectations will be for every child to reach their highest potential through our home-school community.

Contextual information about your school's community

P.S.16 is located in a commercial/residential area near the Staten Island Ferry. Centered in "downtown" Staten Island, Borough Hall, the Public Library, the Court Houses, Staten Island Children's Museum, Staten Island Zoo, the 120th Precinct are all at our fingertips. Utilizing contacts made by our staff, we have developed an ongoing relationship with the Staten Island Museum and Snug Harbor Cultural Center. We are one school located within a campus setting. We share facilities with two other elementary schools.

The Arts are integral to the entire functioning of the John J. Driscoll Elementary School Community. The arts are embedded into the school day in grades K-2. In grades three, four and five our students have an opportunity to deepen and perfect their knowledge of one of the following art forms: drum corps, strings, visual arts, photography, dance and technology.

The Robin Hood Library is 'the hub of literacy activities'. It has taken advantage of its transformation and new philosophical model to support the development of independent-learning and information skills in all students while it creates an atmosphere of culture, knowledge, scholarship and wisdom for its community (students, staff and families of students).

Our Dual Language Program serves Kindergarten thru 5th grades. This program was initiated to meet the needs of the Hispanic subgroup not meeting the AMO. This two- way model integrates native English speakers and native language speakers for all or most of their content areas of instruction. All teachers are bilingual.

In addition we provide academic intervention services to all students who are not meeting grade level standards.

After School Programs include the following:

- o After school ELA and Math enrichment for third, fourth and fifth grade students.
- o After school Science enrichment for fourth grade students.

o After school and Saturday art and technology academy for 3rd, 4th and 5th grade students.

PS 16 enjoys collaborations with several community-based organizations. Curtis High School COOP (Co-Operative Education Program) provides students who are participating in a works study program in high school. Moreover, P.S. 16 partners with two local colleges, The College of Staten Island and Touro, to help prepare future teachers.

Curriculum

P.S. 16 utilizes Pearson's Ready Gen curriculum for ELA which is common core aligned. This curriculum is organized into units of study which are theme based and culminate in performance tasks. Additionally, the curriculum balances literature and informational texts that are grade level. Reading, writing, listening and speaking are integrated.

Go Math is used in all grades and is also common core aligned. The program provides time for whole group instruction, partner work and individual differentiated activities. Students are encouraged to explain and discuss their mathematical thinking.

Foss and Harcourt curricula are utilized in science which is a hands- on investigative approach to learning. Two science specialist teachers supplement this instruction using an inquiry -based approach in science, technology, engineering and math.

Harcourt curriculum is used to teach social studies content. The curricula is aligned to NYC scope and sequence.

Instructional technology enhances the curriculum in all area of instruction.

All students participate in art, music and physical education.

School Strengths

According to the 2014-2015 Quality Review:

Teacher teams are engaged in teacher-led structured inquiry based professional collaborations. There are established structures for staff input into instructional decisions as a result, instructional capacity has strengthened teacher collaborations that focus on standards. Teachers' input on instructional decisions has improved student learning.

The school utilizes a curricula aligned to the Common Core Learning Standards and instructional shifts which emphasize rigorous questions. Teachers make refinements to curricula and strategies so that all students have access. Using student data results when planning for rigor across the curricula result in the consistent engagement of students and school-wide instructional coherence.

The use of rubrics and common assessments provide teachers and students with actionable feedback on student progress towards set goals. Students and teachers get actionable feedback that provides them with an understanding of academic achievement. Data analysis results in adjustments in curricula and development of multiple strategies toward improving student achievement.

School leadership has created structures to communicate high expectations and uses feedback to hold teachers accountable. The school consistently communicates expectations and offers feedback to families to help parents understand their child's progress. School wide systems of accountability and ongoing feedback to all constituents are leading to improvement of student progress toward instructional expectations.

Key Areas of Focus

Across classrooms, teaching strategies reflect inconsistencies in demonstrating the school's core beliefs on how students learn best as informed by the Danielson Framework for Teaching, as a result, work products and student responses that enable higher order thinking are uneven across classes.



31R016 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	625	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
School Composition (2013-14)				
% Title I Population		90.7%	% Attendance Rate	90.8%
% Free Lunch		91.8%	% Reduced Lunch	3.4%
% Limited English Proficient		27.3%	% Students with Disabilities	25.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	25.1%
% Hispanic or Latino		55.9%	% Asian or Native Hawaiian/Pacific Islander	4.8%
% White		13.4%	% Multi-Racial	0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
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)		0.1%	Average Teacher Absences (2013-14)	7.28
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		9.6%	Mathematics Performance at levels 3 & 4	14.6%
Science Performance at levels 3 & 4 (4th Grade)		71.3%	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			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	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	YES
White		NO	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	YES
White		NO	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	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.

CCLS- Aligned ELA Benchmark

Grade 5	# of Students	75-100%	50-74%	25-49%	0-24%
Fall	104	1.0	24.0	41.3	33.7
Spring	100	14.0	32.0	34.0	20.7
	Progress	+ 13.0	+8.0	-7.3	-13.0
Grade 4	# of Students	75-100%	50-74%	25-49%	0-24%
Fall	90	2.2	22.2	41.1	34.4
Spring	103	4.9	15.5	34.0	45.6
	Progress	+2.7	-6.7	-11.1	+11.2
Grade 3	# of Students	75-100%	50-74%	25-49%	0-24%
Fall	94	7.3	20.8	49.0	22.9
Spring	104	3.8	33.7	40.4	22.1
	Progress	-3.5	+12.9	-8.6	-0.8
All Grades	# of Students	75-100%	50-74%	25-49%	0-24%
Fall	288	10.6	67.0	131.4	91.0
Spring	307	22.7	81.2	108.4	88.4
	Progress	+12.2	+14.2	-23.0	-2.6

Results of data from Fall to Spring shows the following:

1. Levels 3 and 4 had an increase of 26.6%
2. Level 2 had a decrease of 23.6%
3. Level 1 had a decrease of 2.6%

CCLS- Aligned Math Benchmark

Grade 5	# of Students	75-100%	50-74%	25-49%	0-24%

Fall	101	1.0	10.9	49.5	38.6
Spring	104	.0	3.8	41.3	54.8
	Progress	- 1.0	-7.1	-8.2	+16.2
Grade 4	# of Students	75-100%	50-74%	25-49%	0-24%
Fall	103	0	7.8	49.5	42.7
Spring	104	0	.0	30.8	69.2
	Progress	0	-7.8	-18.7	+26.5
Grade 3	# of Students	75-100%	50-74%	25-49%	0-24%
Fall	102	2.0	3.9	40.2	53.9
Spring	102	0	2.9	46.1	51.0
	Progress	-2.0	+1.0	+5.9	+2.9
All Grades	# of Students	75-100%	50-74%	25-49%	0-24%
Fall	306	3.0	22.6	139.2	135.2
Spring	310	.0	6.7	118.2	175.0
	Progress	-3.0	-15.9	-21.0	+39.8

Results of data from Fall to Spring shows the following:

1. Levels 3 and 4 had an decrease of 18.9%
2. Level 2 had a decrease of 24.6%
3. Level 1 had a increase of 39.8%

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.

By June 2016, all students in grades 3 through grade 5 will demonstrate progress by achieving a 10% increase in the level 3 on the New York State Language Arts and Math Assessments.

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?
Teachers will engage in grade level curriculum mapping to embed higher order thinking strategies, questions, and tasks.	All teachers, and paraprofessionals	September to June	Teachers and administrators
<p>Teachers will be trained on the use of technology as an instructional tool to support all learners including students with disabilities and English language learners.</p> <p>After school enrichment program in ELA and Math for 3-5 grade students.</p> <p>After school enrichment program in ELA and Math for English Language learners</p> <p>After school enrichment program in ELA for English language learners in primary grades</p>	<p>Select teachers</p> <p>Students in grades 3-5</p> <p>English language learners in grades 3-5</p> <p>English language learners in grades 1-2</p>	<p>September to June</p> <p>October to March</p> <p>October to May</p> <p>October to March</p>	<p>Technology specialist, and administrators</p> <p>Program teachers and administrators</p> <p>Select teachers, administrators</p> <p>Select teachers, administrators</p>
Teachers and paraprofessionals will engage in professional book clubs in order to deepen their understanding of research-based instructional strategies that impact student learning.	All teachers and paraprofessionals	September to June	PD team
Families will be invited to Parent as Partners in Education sessions to learn about common core aligned instruction in ELA and Math	Parents	September to June	Teachers and administrators

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.
Teacher salaries, administrator salaries, technology specialist salary, professional books, teacher and administrator per session, teacher per diem for planning and preparation.
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	X	Title III, Part A		Title III, Immigrant
X	C4E	X	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.</p> <p>ELA- Fountas and Pinnell benchmark assessment - March 2016, PBAs from Ready Gen- February 2016</p> <p>Math- Baseline - Feb. 2016 and Benchmark assessments - Feb. 2016</p> <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>
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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.

According to the latest NYC School Survey 77% of parents and teachers rated positive on the School Culture component.

Strengths:

95% of the parents feel welcome in the school

96% of parents say that the school communicates with them in a language that they can understand

96% of teachers feel supported by other teachers at the school

89% of teachers believe that all students can learn, including English language learners and students with disabilities

Needs:

Parents want the school to communicate what they need to do to prepare their child for college, career, and success in life and after high school.

Most teachers do not believe that order and discipline are maintained at the 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.

By June 2016, the school will receive a 90% or higher on the School Culture component on the NYC Survey as reported by teachers and parents.

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>A behavior management specialist will work with classroom teachers to implement positive behavior strategies.</p>	<p>Select classroom teachers</p>	<p>September to June</p>	<p>Counselor, administrators</p>
<p>Academic Intervention teachers will work with selected classes in conflict resolution strategies.</p>	<p>Selected classrooms</p>	<p>September to June</p>	<p>AIS teachers and administrators</p>
<p>Arts enrichment after school for students in grades 3-5</p>	<p>Students in grades 3-5</p>	<p>October to May</p>	<p>Resident artists, select teachers, and administrators</p>
<p>Guidance counselor will facilitate counseling sessions for “at risk” students in order to provide them with coping and resilience strategies.</p>	<p>At risk students</p>	<p>September to June</p>	<p>Guidance counselor and administrators</p>
<p>Parent workshops will be conducted on student behaviors that lead to success in school and life and how to nurture and support these behaviors.</p>	<p>Parents</p>	<p>September to June</p>	<p>Counselor and administrators</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>Counselor from Operation Respect Violence Prevention Program, guidance counselor salary, AIS teachers’ salaries, resident artist from Arts Connection, teacher and administrator per session, materials and books</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
	C4E	X	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.</p>
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By February 2016, there will be a 25% decrease in school occurrences as reported by OORS

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.

Strength: base on results from Quality Review 2014-2015 Schools

Instructional capacity has strengthened teacher collaborations that focus on standards.

Teachers' input on instruction decisions has improved student learning.

Teachers are engaged in teacher-led structured inquiry based professional collaborations.

Teachers engaged in common planning with grade level colleagues to improve and enhance instruction.

Need; based on results from Quality review 2014-2015

Teaching strategies need to reflect the school's core belief on how students learn best by the Danielson Framework for teaching.

Teachers need to develop teaching strategies to serve as entry points for students with disabilities and ESL students.

Teacher need to collaborate to move their instruction from mostly direct instruction to higher order thinking.

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.

By June 2016, 80% of the students will show progress on PBA and end of unit performance based assessments in ELA and Math and progress reports.

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>
<p>Teachers will engage in common planning with grade level colleagues and implement higher order thinking strategies.</p>	<p>Classroom teachers</p>	<p>September to June</p>	<p>Teachers and administrators</p>
<p>Teachers will engage in inquiry to analyze student work, determine trends, and adjust curricula and instruction.</p>	<p>Classroom teachers</p>	<p>September to June</p>	<p>Teachers and administrators</p>
<p>A literacy consultant will engage teachers in professional development to support them with higher order thinking in writing.</p>	<p>Teachers</p>	<p>September to June</p>	<p>Consultant and administrators</p>
<p>Parents will be invited to participate in personalized session with teachers regarding their child’s learning.</p> <p>Student-led parent meeting about progress.</p>	<p>Parents</p>	<p>September to June</p>	<p>Teachers, students, and administration</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>Teacher salaries, administrator salaries, and consultant fees</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
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.</p>
<p>By February 2016, 80% of students will show progress on PBA and end of unit math assessments and student progress reports.</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 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

- 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.

A review of teacher observation data revealed that all teachers were observed in a timely manner, including beginning and end of year conferences. Teachers also received feedback in a timely manner to assist in their professional growth.

Strengths

Observations conducted in a timely manner

Feedback given to all teachers in a timely manner

Feedback is specific to the teachers’ needs

Needs

Provide teachers with more examples of exemplary practices that result in student learning

Provide teachers with targeted feedback and next steps that improves student learning outcomes

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–Effective School Leadership. 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.

By June 2016, the school will earn a “well-developed” on indicator 1.2 (Instructional Core) as measured by the Quality Review or Principal Performance Overview.

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>
Administrators will provide teachers with focused feedback on higher order thinking strategies	Teachers	September to June	Administrators
Create a Google Docs document to track strengths and needs of individual teachers	Teachers	September to June	Administrators
Monthly meetings to review observations by the administration to identify school, grade, and individual trends	Teachers	September to June	Administrators
Administrators will provide teachers with resources to support their growth.	Teachers	September to June	Administrators

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>										
Administrator salaries										
<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
	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.</p>
By February 2016, Advance tool will reflect 50% of observations completed.
<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 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.

According to the latest School Learning Survey, only 72% of parents feel that they have been invited to an event at the school 5 or more times. Even though the school holds parent events at least 2 times a month, the turnout is very limited. Additionally, the school holds these events both in the morning and the evening to accommodate parent needs.

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.

By June 2016, 80% or more of the parents will respond on the indicator of the LES that they have been invited to an event at their child’s school 5 or more times.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Parent coordinator will create a parent distribution list where she will communicate all school events.	Parents	September to June	Parent Coordinator
Posters will be created and posted on entrances advertising upcoming events.	Parents	September to June	Parents Coordinator and school aides

Parent coordinator will post upcoming school events on school's Face book account.	Parents	September to June	Parent Coordinator
Parent coordinator will tweet upcoming events on the school's Twitter account.	Parents	September to June	Parent Coordinator and principal

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.											
Parent coordinator salary, school aides' salaries, materials for posters											
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	X	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.											
By February 2016, 50% parents surveyed will agree that they have been invited to a school event 5 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)	Bottom 10% of 1 st grade Bottom 20% of grade Level 1s Level 2s Level 2s	Reading Recovery Grade 1 Leveled Literacy – focusing on fluency, vocabulary, oral language and comprehension ELA Reading Basics-grades 2 &3 ELA Enrichment Grades 3-5 ELA Enrichment ELLs-Grades 1 &2	One to one Small Group Tutoring 15:1 ratio Tutoring 15:1 ratio Tutoring 15:1 ratio	During the school day During the day After School After school After school
Mathematics	All students Level 2s	RTI activities embedded in curriculum (math games. Grades K-5 Math Enrichment Grades 3-5	Small group Tutoring 15:1 ratio	During the day After school
Science	Level 2 in ELA	Science Enrichment-4 th grade ELLs	Tutoring 15:1 ratio	After school
Social Studies	Level 2 in ELA	RTI activities embedded in curriculum.	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students having coping and bullying issues.	Counseling	Small group and one to one	During school

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.
<ul style="list-style-type: none"> • High-quality and ongoing professional development, aligned with the Common Core Learning Standards, is utilized to support our teaching staff. The Professional Development Team (Teachers, Assistant Principals and Principal) is a vertical as well as a horizontal structure that meets once a month to define the school-wide shared beliefs of structure in place for teacher support, instructional practices and goals for student achievement. We also have professional book club in place for teachers and Para Professionals to support their pedagogy. The Inquiry Teams are facilitated by lead teachers to analyze student work samples to plan and refine instruction that engages all students in challenging academic tasks. The lead teachers meet with perspective grades to deepen the process and production of the instructional goals and strategic decisions made throughout the school to support rigorous curriculum for engagement of all learners. ♣ P.S.16 participates in the teacher preparation programs through The College of Staten Island and Touro. Administrators and cooperating teachers work closely with the teaching supervisors and the student teachers to ensure that the student teachers are well prepared to become qualified teachers. ♣ Our Assistant Principal is on the advisory committee at Staten Island College. She is receiving PD in the new edTPA which is a summative, subject-specific portfolio- based assessment of teaching performance, completed during a preparation program within a clinical field experience. This program is designed to assess a teaching candidates' readiness for licensure. ♣ Mentors are assigned to support struggling and un-qualified teachers. At the present time we have four teachers that are participating in the mentoring program.

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>Our Professional Development goals and decisions are directly aligned with the goals for our students and teachers for greatest impact on learning. A collaborative PD team devised a plan to support staff in their continued learning. Our school utilizes surveys to promote reflective practices, self-actualizing, and encouraging teacher leadership. As a school we differentiate the professional development to meet the needs of the various adult learners, interests and needs. The PD goals came as a result of input from teacher feedback and surveys from this school year.</p>

1. **Online PD Self Directed:** Develop self-guided learning environment to meet the needs of various learning styles and deepen teachers content knowledge in ELA specifically around our school-wide instructional focus. (Jennifer Seravallo created sessions)
2. **Teacher/Paraprofessional Directed:** Create leaders to develop, implement and assess professional development according to the variety of surveys afforded to the staff. Share best practices in teaching pedagogy based on interest and/or need. These planned sessions are designed by the teacher leader and administration.
3. **Administrative :** Enhance work is currently in place and provide staff with updated administrative information
4. **Book Study:** Teacher/Paraprofessional facilitated and self-affiliated with differentiated book study that will deepen the knowledge of best practices in ELA instruction. Books to be determined.
5. **Daytime Inquiry Team Work :** Learning new protocols to enhance looking at student work initially led by our Network Liaisons as facilitators to move into the role of observers
6. **Outside Professional Development Workshops :** Teachers and Paraprofessionals participate in a variety of workshops offered by the District/, Central or other sources with the anticipation that they will be the “all knowing other” to turn-key relevant information. Each PD session is followed up with a Debrief with Administrative Team after completing workshop to plan teacher led sessions for colleagues based on grade/school-wide goals..
7. **Instructional Rounds:** Teachers inter-visit their colleagues classrooms during instructional practice, taking low inference notes, followed by a debrief in order to deepen their knowledge of effective practice. Teachers share their own take-aways and provide next steps in order to increase student achievement.

In our continued effort to improve student writing, a writing consultant, Erik Lepis, provides support in the development and creation of units of study in order to expose students to the writing process throughout various genres and text types. Students are provided choice on how they plan to showcase their writing through paper choice and/or the use of technology to demonstrate their understanding of writing within a specific genre. This is in addition to the writing portion of Ready Gen to ensure support and structure as students deepen their ability and understanding of writing within various text types.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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

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.
The administration, coaches and teachers have formed a MOSL Team that selects assessments for evaluative purposes for our school’s teaching staff. Additionally, they meet monthly to reflect on the assessments we are using and to make any changes or adjustments to them.
The school has a Professional Development Team comprised of teachers, paraprofessionals and administration. They decide on the professional development plan for the school for the current year. As a school we differentiate the professional development to meet the needs of the various adult learners interests and needs. Example: online PD self-directed, teacher/ para professional directed and book study.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes ¹ . To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . On the chart below , indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’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	446,585.00	X	13, 15,17, 19, 21
Title II, Part A	Federal	196,424.00	X	

Title III, Part A	Federal	18,508.00	X	21
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,111,194.00	X	13,15,17,19,21

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.

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 the school. **[The John J. Driscoll 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 the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[The John J. Driscoll School]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The 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. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

[The John J. Driscoll School] , in 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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>John J. Driscoll</u>	DBN: <u>31R016</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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>120</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
of certified ESL/Bilingual teachers: <u>8</u>
of content area teachers: <u>0</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: Our Title III after school program provides direct instruction which supplements the mandated minutes of ESL instruction students are receiving during the regular school day as per CR part 154. This program is offered to select students, in grades one through five, with a focus on improving Literacy and Math skills for English Language Learners. All instruction for all programs will be in English.

Results on the 2013-2014 state ELA and Math tests indicate that a majority (82.5) of ELL students in grades 3 thru 5 scored a level one in ELA and 76.5 students scored a one on the Math. 17.5 scored a two in ELA and 21.4 scored a two in Math. Therefore this school year, we are expanding our programs to serve not only grades 3 thru 5 but also grades 1 thru 3 to ensure that they receive supplement instruction to assist in increasing English proficiency and strengthen literacy and math skills.

Our first program will serve 60 students in grades three, four and five. They are invited to participate in an enrichment program in ELA and Math on Thursdays and Fridays from Jan. 15, 2015 to March 22, 2015. There will be 21 sessions of 1.5 hrs.. Three teachers (one per grade) will be conducting the instruction The focus of this instruction will be to assist students in developing better comprehension and math skills. ELL students from the Dual Language classes will be part of the students invited to this program. The English Proficient students will be attending another program in English.

The second group of students we are targeting are (40) 2nd and 3rd grade students. These students were selected based on their TCRWP levles. Most of them were levels E to I, which translate to end kindergarten to mid first grade levels. These students will be receiving instruction in basic reading. The focus of the instruction will be to develop understanding of letter/sound combinations to identify unknown words leading to reading comprehension (Bridging the Gap). There are 32 sessions with two teachers, on Wednesday, Thursday and Friday for 1.5hrs. These sessions will run from. Oct.1, 2014 to Dec. 12, 2014.

The third group of students are (30) 1st and 2nd grade students who are reading on a kindergarten level. The instruction for these students will have two parts. One will be Guided Reading and the second part will be using the literacy software program "Imagine Learning". The license has already been purchased from other resources. This program accelerates ELL literacy. It is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and staregtic first language support. There are 21 sessions with two teachers, on Thursday and Friday for 1.5 hrs. These sessions will run from Jan. 15, 2015 to March 22, 2015.

Also, our after school Title III program is offered to fourth grade ELLs to familiarize them with the content and format of the New York State Science assessment which they will take in the Spring of 2015. These students (20) have been chosen to participate in this program as a result of classroom and content area teacher recommendation. This program will utilize the New York State Coach Science Test Preparation Materials. The science content program will allow the students to improve on their literacy strategies and skills and the four modalities. It will run from Jan 14, 2015 through May 27, 2015, meeting each Wednesday for 1.5hrs.. There will be one class and one teacher.

All materials to be utilized are aligned to the Common Core State Standards and performance indicators. Materials will be purchased using the 20% allocated from the TitleIII monies.

All instruction will be provided in English. A supervisor will be Paid out of Title 111 funds for the Thursday and Friday ELA and Math programs and the science program on Wednesdays. since these are the only programs running in the building. The supervisor will be paid as follows:

ELA/Math (Thursdays and Fridays) 31.5 hrs. 21 sessions. 1.5 hrs. per session

Part B: Direct Instruction Supplemental Program Information

Science (Wednesdays) 25.5 hrs. 17 sessions. 1.5hrs. per sessions.

-

Part C: Professional Development

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

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

Begin description here: Our schools professional development program for Title III teachers includes ESL teachers meeting with classroom teachers. This is accomplished through having scheduled two common preps. During this time, ESL teachers meet with classroom teachers in the grades they provide services to plan and collaborate instructional strategies to meet the needs of the students. As part of our Title III plan we will conduct a book study with our Dual Language teachers. The teachers will be paid from the 10% of the Professional Development monies in the Title III budget. Our Dual Language lead teacher will facilitate the book study. We currently have 6 licensed Bilingual teachings in grades K-5. The book selected for the study is " Scaffolding Language, Scaffolding Learning", second edition. With clear directions and classroom tested strategies for supporting students' academic progress, the author shows how the teaching of language can be integrated seamlessly with the teaching of content, and how academic achievement can be boosted without sacrificing our vision of education. This book study will be 5 session, on Wednesdays, Nov. 12 and 19 and Dec. 3, 10 and 17/ 2014, for 1.5hrs per session. After the book study is completed these 6 teachers will turnkey the strategies to our general education teachers during the required 80 minutes PD on two Mondays in Janaury- Jan. 5th and 12th. In addition, teachers will attend professional development workshops sponsored by our CFN that highlights instructional strategies and best practices for all ELLs. These workshops will be in the months of Dec.,Feb., and March 2015. We will also be aware of professional development opportunities offered by the Office of English Language Learners.

Part D: Parental Engagement Activities

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

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

Begin description here: Our school offers many activities focused for parents of English Language Learners in order to promote academic achievement among ELLs. P.S. 16 has a full service parent center, in which families can attend workshops and utilize our bilingual lending library. These workshops are provided in English and Spanish. Our school employs a full-time bilingual Parent coordinator, and two day a week school social worker and psychologist. We utilize our bilingual staff to make content at parent meetings accessible to all. Meetings and workshops are held twice a month and address a variety of topics. Some scheduled topics include; Welcome Back (an informational meeting for Ell parents to learn about the curriculum,

Part D: Parental Engagement Activities

specific academic strategies and skills that will be implemented to make sure that their children will succeed as well as information concerning NYSESLAT, ELA, Math testing and modifications for ELL students. Educational Workshops on Health and Nutrition conducted throughout the school year. Monthly from Oct. 2014 to May 2015. Topics include, Astma, Flu and germ prevention, stress management and lead poisoning. On Feb. 10, 2015 there will be a workshop on Cyber bullying. These workshops are facilitated by Rita Maniglia-Diaz, our bilingual parent coordinator. There is also a PTA meeting held once a month, on the third Wednesday of the month, with alternating day/ evening times. Following each day time PTA meeting there is a Family Literacy workshop provided for parents, with home language interpreters present. Homework help is available from October through May every Monday, Tuesday, Wednesday and Thursday in the school library, from 2:45 to 3:45, by Vicki Tsoungros the Library Media Specialist. Families are notified in a variety of ways of upcoming events in both English and Spanish. Flyers and school calendars are sent home with students, posted on dismissal and arrival doors, and posted on the bulletin board outside the parent center.

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Part E: Budget

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

Allocation Amount: \$ _____

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

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](#).

A. School Information

District 31	Borough Staten Island	School Number 016
School Name The John J. Driscoll School		

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

Principal Michele Ramos	Assistant Principal Christopher Allen
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Tara McGuigan	School Counselor Jennifer Colon
Teacher/Subject Area Lara Scaringella/ENL	Parent Tina Collucci (PTA)
Related-Service Provider Stacy Teller	Borough Field Support Center Staff Member Nilda Pabon-Kraft
Superintendent Anthony Lodico	Other (Name and Title) type here

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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	6	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	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	533	Total number of ELLs	143	ELLs as share of total student population (%)	22.14%
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This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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"/>

A. ELL Programs

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
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														0
Dual Language	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	143	Newcomers (ELLs receiving service 0-3 years)	129	ELL Students with Disabilities	22
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	14	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										
Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		

TBE	0	0	0	0	0	0	0	0	0	0	0	0	0
DL	46	0	0	1	0	0	0	0	0	0	0	0	47
ENL	83	1	18	13			4						96
Total	129	1	0	14	0	1	0	0	0	0	0	0	143
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>													

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														0
														0
														0
TOTAL	0													

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	14	11	7	15	8	16	6	14	5	19	1	19							0	0
																			0	0
																			0	0
TOTAL	14	11	70	15	8	16	6	14	5	19	1	19	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									0	0
									0	0
									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):

Number of students who speak three or more languages:

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	18	19	26	17	27	16								123
Chinese														0
Russian														0
Bengali	4				1	1								6
Urdu	1													1
Arabic				1	1									2
Haitian														0
French														0
Korean														0
Punjabi														0

Polish															0
Albanian															0
Other	2	2	3	2	1	1									11
TOTAL	25	21	29	20	30	18	0	143							

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	3	2	3	0	3								14
Emerging (Low Intermediate)	2	2	8	4	9	2								27
Transitioning (High Intermediate)	6	8	7	1	5	2								29
Expanding (Advanced)	13	8	12	11	15	10								69
Commanding (Proficient)	6	1	0	3	2	4								16
Total	30	22	29	22	31	21	0	155						

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														

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		0	5	5	3	3								16

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	27	3			30
4	12	30			42
5					
6					0
7					0
8					0
NYSAA					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	HL	English	HL	English	HL	English	HL	
3	15		6		2				0
4	12		1						0
5									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	1		7		3				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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	

ELE (Spanish Reading Test)	6				35			
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.

Other than the NYSESLAT, New York State does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge early literacy skills. At P.S. 16 in the Fall of 2015, we started utilizing Fountas and Pinnell to measure progress in all areas of ELA.. Fountas and Pinnell offers a number of assessments to support our teachers in this critical work. Emergent readers, in grades K-2 are assessed in Concepts of Print (for emergent readers), Letter-Sound Identification, High-frequency sight words, writing vocabulary, hearing and recognition of sounds, word features and in their independent reading levels for both fiction and nonfiction text. For grades 3-5 students are also assessed in Fountas and Pinnell. However, the elements of focus for grades 3-5 expand into assessing accuracy, reading rate, fluency, and comprehension and word features

After analyzing the data from the TCRWP used last year, we realize that students identified as being ELLs in the lower grades are performing close to their native English counterparts. However, as reading requirements become more demanding in the upper grades, the disparity between students identified as ELLs and their monolingual peers begin to widen. Inquiry work has shown that our Ell's struggle with vocabulary as well as with meaning and proper syntax when decoding. Also inquiry teams have found that a large portion of our ELLs drop end-word morphological affixes. Again, proving the use of proper syntax to be paramount in understanding. This has encouraged a new focus on building vocabulary and improving "accuracy" in our literacy instruction. More attention to semantic structuring of both fiction and nonfiction texts is needed. Informal assessments also seem to indicate that our ELLs struggle with new vocabulary-often altering their comprehension of longer fiction texts as well as understanding content in non fiction text. pictures/topics.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data patterns across proficiency levels (as per NYSITELL and NYSESLAT) indicate that the majority of our students enter our school on all grade levels with adequate language skills. Although, these students tend to lag behind in the area of academic vocabulary, making it harder to access nonfiction content.

Overall, NYSITELL proficiency levels have shown ongoing progress, but this year there has been a decrease in each area of the modalities. Results usually show a stronger area of progress in the modalities of listening and speaking than with reading and writing. But, this year, due to the updated testing format, student listening and speaking proficiency levels have significantly decreased as well. The new, longer and more intricate listening passages have proved to be a complex challenge for our ELLs.

Overall, when looking at NYSESLAT data it is revealed that there is a close correlation between the number of years of service and increased ENL proficiency in each of the four modalities. Most students proficiency levels have increased overall from previous years. Data reveals that as students progress through the years their proficiency level also increases. The data has shown that students in all grades perform the greatest in the speaking and listening components of the NYSESLAT, with the exception of 2015.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data yielded from the AMAO tool is used to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The factors that can be analyzed include years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, credit accumulation, holdover status, grade level, ELA/math performance and progress. Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels. The vast availability of data has significantly increased data driven design of our instructional program for ENL students at PS16. The AMAO tool specifically is being utilized to identify areas of strength and need according to strand, specifically revealing percentile growth. Groups of students are identified in order to appropriately design instructional implications. The use of the tool pinpoints at-risk students. In doing so, mainstream and ENL teachers are able to collaborate to design instructional strategies and modifications to ensure that all students needs are being met as indicated by the data analysis. In addition, the identification of areas of growth over time through the AMAO tool has impacted the use of materials and resources to substantially support instructional practices and overall student achievement.

4. For each program, answer the following:

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

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

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

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

For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, we determine the additional support services to provide the student, taking into consideration evidence such as the following:

- Number of years of instruction in a bilingual education or English as a new language program
- English and home language literacy
- Content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency assessment exam
- Bilingual education or English as a second language teacher recommendation
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Bilingual educational evaluation, if the student has or is suspected of having a disability.

Students in K-2, who score below grade level on benchmark assessments for ELA through fountas and Pinnell are provided with Academic Intervention Services (AIS). The program uses Students will receive a pre test and then the student will be given six weeks of small group intervention. After the six weeks a post test will be given to evaluate progress and the student's independent reading level will be reevaluated.

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

A child's second language development is considered in instructional decisions by presenting materials using methodologies that are found most effective in educating ELLs. We will use fiction and nonfiction books that have numerous illustrations, and text features to help clarify student thinking. Topics of some books focus on multicultural themes and preserve their native cultural backgrounds. We have spanish copies for most texts in the building and our social studies units align themselves with multicultural content focusing on family, and communities within a multicultural perspective. Topics in these books help clarify ideas in the text. For fictional texts, we will use story plots that are action based, high- frequency vocabulary and simple sentence structures with repetitive and predictable phrases.

Teachers base their instructional decisions according to the child's level of language proficiency, as well as, their reading level. In early primary K-3 language development is assessed by the MONDO oral language development program. Data retrieved from the assessments in this program target the area of language development and the student's areas of need are used to drive

instructional decisions regarding ESL students. Language acquisition is developmental and is considered in the planning and implementation of all ELA and content area lessons. Our curriculum maps have been realigned to our instructional ELA program and each lesson includes a language objective, as well as, a content objective. The language objective ensures that language development is also considered and delivered when implementing content lesson objectives. Vocabulary is supported by pictures and language objectives. Students who are lagging behind their fellow monolingual counterparts are met with instructional modifications to meet the language needs direct and indirect teaching of language in a stimulating environment. The culture of each student is celebrated through classroom activities and preserved by utilizing language objectives in areas of multicultural study.

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. The Spanish TCRWP are utilized to determine reading accuracy and comprehension. Students demonstrate writing proficiency through process pieces and writing on demand, in the target language. All content, including Math, Social Studies and Science is assessed in the target language as well through chapter, unit and task aligned assessments.

b. The level of language proficiency varies throughout the grades. Most students are beginning to proficiently conduct discourse in the target language by grade 3.

c. English Proficient students within the dual language program typically perform at a similar to higher levels as compared to their monolingual peers.

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

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

In order to provide our English Language Learners with a standards-based, quality education, the P.S. 16 community will align all programs with the Common Core Learning Standards in all content areas, implement effective monitoring and assessment for both programs (Dual, ESL), provide professional development opportunities for all our teachers in effective practices that meet the needs of our students who are at various proficiencies in English language learning. In addition ongoing efforts to sustain and increase communication with all our families and inform them of the school's expectations and instructional practices. PS 16 evaluates the success of our program for our ELL students by analyzing the breakdown of our students' scores on the different modalities of the NYSESLAT. We examine the data closely to see if progress was made in overall proficiency, or in one or more of the modalities. We find this information by looking at each child's testing history on ATS to see the individual breakdown of their score in the four different modalities. We cross reference their performance with the NYSESLAT cut scores to determine proficiency in each modality. This allows us to see what areas each child needs to work on individually. The ENL teachers look at the overall general performance and data trends on the NYSESLAT to reflect upon the current structure of the program. This data is reviewed and suggestions are made for changes in scheduling, grouping, and materials used to continue to foster progress at a greater rate. In closing the achievement gap, ELL students made good progress on the ELA and math compared to other students who scored at the same level the year before.

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.

At PS 16 English Language Learners (ELLs) are identified through a multi-step process beginning with the administration of the Home Language Identification Survey (HLIS) by a pedagogue at the time of student registration. These HLISs are administered in the student/family's home language when applicable or with the assistance of a translator. Which language to administer the HLIS form is also determined by informal oral interviews and/or family documents. In the event that pedagogues are not available at the time of registration, the Principal (M. Ramos) may be called upon to aid families in completing the survey, and/or conduct interviews. An interview with the child must be conducted in both languages, their native/home language and also in English. The parent coordinator (R. Diaz-Maniglia) supports the pedagogue during the interview and provides Spanish language interpretation when necessary. The HLIS are then formally assessed by the ENL team (T. McGuigan and L. Scaringella), who are TESOL certified teachers. Students' are assigned an OTELE code identifying their home language. If the student's home language is anything other than English, and the student's home language form shows eligibility for testing, the student is then administered the NYSITELL. Students are administered the NYSITELL within 10 days of registration. The ENL pedagogues, T. McGuigan and L. Scaringella, administer the NYSITELL.

Spanish speaking students, who are administered the Spanish LAB, are also tested within 10 days of registration by our ENL Spanish speaking pedagogues, S. Martinez or L. Vasquez. All students who are administered the NYSITELL, will receive a notice to be taken home to parents informing them as to whether they have tested out of LEP status, making them non-entitled to ENL services. Parents/guardians whose child's NYSITELL score entitles them to mandated ENL services are notified in writing. They are notified in their native language of such, via the Entitlement Letter, on which the ENL department indicates the child's score. The aforementioned students are entitled to ENL services in accordance with their English language proficiency level until after they achieve a designation of Commanding on the annual New York State English as a New Language Achievement Test (NYSESLAT) or score at "expanding" level on the NYSESLAT AND level 3 or 4 for grades 3 to 5 on the NYS ELA exam within the same school year, at which point students will receive a notice that they are proficient and will receive 90 minutes a week of services for the next 2 years.

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). In order to identify the SIFE students within 30 days the Language Proficiency Team will interview the parent and administer the oral interview questionnaire. At this point the student will be identified as a newly entering ELL and will be placed in the appropriate setting. Initial SIFE determination begins with looking at the HLIS on the page where the parent is asked to indicate prior schooling. If the child is in grades 3-5 and has scored Entering or Emerging level of proficiency on the NYSITELL, they will be administered the SIFE oral interview questionnaire (from the office of ELL's). If the student has a home language of Arabic, Bengali, Chinese, Haitian -Creole, or Spanish, the literacy evaluation for newcomers SIFE (lens) is administered. The data collected from the HLIS interview and lens is then used to make a record of initial SIFE status in ATS using the BNDC screen within the first 30 days.
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).
If a student has an IEP and Home language other than English, The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. LPT recommends the student either take, or does NOT the NYSITELL. A certified ENL teacher, T. McGuigan or L. Scaringella, along with the IEP teacher, S. Teller and the student's parent or guardian will meet to review the evidence. Interpretation for the parent is provided in their language of preference for oral and/or written purposes. If it is determined by the LPT team that the student take the NYSITELL, the NYSITELL will be administered in order to determine ELL status. ELL Identification Process continues as with all students. If it is determined that the student does NOT need to take the NYSITELL, the parent is notified and the ELL identification process is terminated. LPT's recommendation is sent to the principal for review. Upon review, principal determines whether the student should or should not take the NYSITELL. Principal's determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. The timeline to accept or reject the LPT recommendation is 20 days. If the student has a home language of Arabic, Bengali, Chinese, Haitian -Creole, or Spanish, the literacy evaluation for newcomers SIFE (lens) is administered. The data collected from the HLIS interview and lens is then used to make a record of initial SIFE status in ATS using the BNDC screen within the first 30 days.
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.
Entitlement letters are distributed by the ENL pedagogues, T. McGuigan and L. Scaringella. A ROCL list is generated from ATS and used to check off the names of students who are eligible for services. The list is dated, as it is used to monitor who has received Entitlement and Non-Entitlement letters within the mandated time allotment of 5 days. Entitlement and Non-Entitlement letters are given out to students who are eligible and non eligible based upon the NYSITELL and annual NYSESLAT scores. All letters are sent in the parent's' preferred language.
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).

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) and feels that they have been misidentified as an ELL or Non-ELL, may go through the ELL Re-identification process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. Parents are notified and informed of their rights and that this option is available to them during the Parent Orientation.

If the Parent or teacher of an ESL student or the student himself (age 18 years of age and older) feels he or she has been misidentified as an ELL, they can request a re-identification process. All documents related are issued in the parents preferred. The process begins with the a written letter . The letter can be submitted by the ESL student him or herself (age 18 and older), parent, or teacher of the ESL student. This letter may request that the student be reevaluated and a re-identification process is completed within 10 days upon the written request to re identify the student.

The LPT team and ENL pedagogues L. Scaringella and T.McGuigan review all documents related to the initial or re entry identification process detailed above. The school reviews the student's work in English and in the home language. Our school will determine whether or not to 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. The copies of the letters are maintained in a binder and the date of the distribution of these letters are kept in a log. ENL contact information is provided so parents can call with any questions.

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.

Within two weeks of the determination of ESL student eligibility, two Parent Orientations are held. One meeting is held in the morning and the other in the afternoon, for parent convenience. Both meetings are held in English and Spanish, conducted by ENL pedagogues, T.McGuigan and L.Scaringella (interpreted by PC Rita Maniglia-Diaz), in order to accommodate our population. If parents do not attend the orientation, a phone call is made in parent native language, with the help of the DOE language interpretation team, translation is provided for all parents and forms are sent home along with the student in the parent's native language.

Students that register after September are screened at the time registration also, and if eligible, the parent is given the pamphlet/video in their language of preference and the trained pedagogues L.Scaringella and T.McGuigan (interpreted by Parent Coordinator) explain the three program choices. The Parent Program Selection form is given to the parent in their preferred language of choice and completed at that time.

Parent survey , choice , and selection forms are returned to the ENL pedagogues. The original form is placed in the student's cumulative folder and a copy is made and put into a data binder that is stored with the ENL department.

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 program selection and survey forms for all students who are eligible for ESL services are kept on a handwritten tracking sheet. This sheet houses the student's name, student OSIS, date of admission, Home Language, NYSITELL entrance score, Spanish LabR score, and Parent option choice. This sheet also monitors if the entitlement and non-entitlement letters were returned, as well as, the date that the form was returned to the school. If the forms are not returned in a timely manner, parents are called by a member of the ESL team or parent coordinator (in native Language) and asked to return the form.

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

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

The program selection and survey forms for all students who are eligible for ESL services are kept on a handwritten tracking sheet. This sheet houses the student's name, student OSIS, date of admission, Home Language, NYSITELL entrance score, Spanish LabR score, and Parent option choice. This sheet also monitors if the entitlement and non-entitlement letters were returned as well as, the date that the form was returned to the school. If the forms are not returned in a timely manner, parents are called by a member of the ESL team or parent coordinator (in native Language) and asked to return the form.

9. Describe how your school ensures that placement parent notification letters are distributed.
Letters are distributed to classroom teachers who place the letter in the student take-home folder. The distribution and collection of the forms are monitored on a tracking sheet in the ENL binder. If for any reason a letter does not return back to school, a phone call is made home to the parent and a convenient meeting time, usually during dismissal is set up with the parent in order to ensure the form is returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL team maintains all data pertaining to ENL students who receive services in our building. Home Language surveys are collected from the family and a copy of the form is made. One form is put into the student's Cumulative folder. A second copy is placed in the ENL binder, where all records are maintained by grade. A copy of the entitlement and non-entitlement letters are also kept in a binder, classified by grade.
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 NYSITELL results are used along with the RLER report. To ensure all sections of the NYSESLAT are administered the ENL pedagogues, T. McGuigan and L. Scaringella, administer the speaking section to all the ELLs across every grade. Sessions one, two, and three of the listening, reading, writing, are administered school-wide by ENL pedagogues in self-contained and dual language classrooms, on the same given date. This test is treated like any other standardized test, with all proper testing security procedures and protocol in place. NYSESLAT tests are kept secured until formal distribution, administration, and collection. Students are given unlimited time to complete each section of the test in a non-disturbed testing environment.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Students current English proficiency levels are determined by the previous years NYSESLAT scores and can be accessed by ENL staff from the RLAT report. ENL licensed pedagogues, L Scaringella and T. McGuigan review the scores from the previous years NYSESLAT test and analyze the data to determine which students are still entitled. Any student who does not score commanding is not English proficient and therefore, still entitled to receive ENL service. The continued entitlement letter is printed with official school letterhead in the parents home language and distributed to parents.
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).
As written above, program selection over the last several years has been trending toward Freestanding ENL and away from Transitional Bilingual Education. Currently, PS 16 has 143 ELLs enrolled in the Freestanding ENL program and 47 ELLs enrolled in the Dual Language program. These program models are aligned with parent/guardian requests. To build better cohesion between these families' requests and program offerings, ENL students are currently serviced in their monolingual classroom by TESOL certified teachers in a collaborative team-teaching (CTT) model. In the CCT model both teachers collaborate to analyze data and plan together to meet language objectives and needs of ELL students. Both teachers work together to deliver content and language objectives to meet the needs of students during whole and small group instruction.
Students in Dual Language programs receive ENL services from their classroom teachers who hold Bilingual Extension licenses. Additionally teachers and staff work to attain 10+ hours of ENL training. Bilingual paraprofessionals are also employed to service these students' needs where available in accordance with their IEP.

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.
- As per CR Part 154, there are 2 types of ENL:
- Stand-alone ENL service is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. The second type of ENL instruction is the integrated ESL minutes delivered by a dually licensed ENL and content area specialist. Integrated instruction is delivered in an CCT model. Entering and Emerging students receive 180 minutes of standalone and 180 minutes of integrated ESL a week. In contrast, Transitioning students receive only 90 minutes of integrated (ELA) and 90 minutes standalone minutes of instruction. Advanced placed students receive 180 integrated minutes within ELA or any content area. Finally commanding students receive 90 minutes integrated instruction weekly for up to 2 years after testing out..
 - ENL students are grouped heterogeneously with mixed levels of English proficiency in general education and special education classes. Integrated ENL instruction is provided according to the English Language Learners mandated amount of weekly minutes, by an ENL push-in and the classroom teacher in a CCT team teaching model. The integration builds English language skills through content area instruction. It is either delivered by a dually certified teacher ENL and content area licensed teacher or co-taught by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies).
- At P.S 16 we have two ENL push ins. One teacher is certified in TESOL and the other is certified for both TESOL and common branches. We also have 2 self contained ENL teachers who provide instruction for both content and ENL for ELL students in their classroom. Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. Within the heterogeneous classroom students are grouped homogeneously within small groups by proficiency level and receive the mandated amount of minutes depending on their level of proficiency ENL Push-In Services are provided by an ENL certified teacher. Instruction is provided in English using ENL methodologies and scaffolding techniques.
- b. TBE program. *If applicable.*
- We currently do not have a transitional bilingual program at P.S 16
- c. DL program.
- ENL services in a dual language classroom are implemented by a fully licensed bilingual classroom teacher in dual language. Instruction is delivered in a 50/50 model; with half being in English and the Students in these classes are mixed and placed heterogeneously in the classroom. During small group instruction students are then grouped homogeneously according to their English Proficiency levels and areas of academic need.
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)?
- The following is a comprehensive breakdown of our instructional models along with explanation as to how they ensure the mandated number of instructional minutes (as per CR Part 154).
- Freestanding ENL- PS 16 employs a faculty of 4 teachers currently working under their TESOL license. We have two self-contained ENL classrooms (2nd grade, 3rd grade). In grades K-1 and 4-5 we have push-in/pull-out model of ENL instruction. When necessary students who are unable to be placed in ENL designated classes on the grade level such as self contained special education and ICT students, receive ENL services as per their IEP via small group “pull out”. Students are grouped homogeneously into designated ENL classes on each grade where ENL service providers work collaboratively with classroom teachers to meet the needs of these ELLs. Grouping the students homogeneously allows for the most effective scheduling for the ENL push in personnel.
- Instructional practice: ENL teachers use a “push-in, pull-out” model to meet the required time allotment for English Language Learners. Students whose English proficiency levels are Entering an Emerging receive 360 minutes per week of English as a New Language. 1 unit of study is 180 minutes. Entering students receive 1 unit of study in ENL, 1 unit of study in ENL/ELA, and 1 unit of study can be stand alone ENL instruction or integrated ENL in a Content Area. Emerging students receive .5 unit of study in ENL, 1 unit of study in ENL/ELA, and .5 unit of study can be stand alone ENL or integrated ENL in the content area. Students whose English proficiency level is Transitioning and Expanding receive 180 minutes per week of English as a New Language. Transitioning students receive .5 unit of study in ENL/ELA and .5 unit of study in either stand alone ENL or integrated ENL/content area. Expanding students receive 1 unit of study in ENL/ELA or other content area. Students who are commanding receive 90 minutes pers week of English as a New Language. Commanding students receive 5 unit of study per week of integrated ENL in ELA/Content Area or other approved Former ELL services for two additional years. Teachers use the workshop model, small group instruction, guided reading, and the collaborative team teaching model, with ENL methodologies to instruct students.

For the 2015-16 school year, classrooms will be set up so that ENL teachers will be able to primarily use the “push-in” model, and “pull-out” model when necessary to instruct ELL students. During these “push-in” periods, providers will implement methodologies proven to be especially effective when educating English Language Learners, such as scaffolding, picture supports, etc. By “pushing-in” providers and classroom teachers are able to collaboratively give students content area and language based instruction, thus further developing academic language acquisition. ENL teachers spend about half of the time pushing-in during ELA instruction and the other half in math or content areas. This provides support in all disciplines. On occasion, we are not always able to place students in the ENL designated class. This can be due to class size regulations and other programming needs (i.e. ICT, self-contained special education). Therefore, students may be serviced through a pull-out model of instruction. In this event students are pulled-out in groups based upon their grade level, language proficiency, and IEP mandates. This small group instruction ensures that the teachers are able to hone in on each student’s individual strengths and needs.

In both models of instruction, teachers present the same task using multiple entry points to scaffold their progress allowing all students to approach it in their own way. In addition, support materials that correspond to the classroom curriculum are utilized. This may include graphic organizers, educational websites, books and realia gathered by the teachers. ENL methodologies such as Whole Language, Cooperative Learning, and Total Physical Response are employed throughout the program. Scaffolding techniques are used when learning core-curriculum material. ESL services will be available from kindergarten through fifth grade. A schedule is created by the ENL teachers to provide 360 minutes of ENL instruction to Entering and Emerging level students, 180 minutes to the Transition and Commanding level, and 90 minutes to the commanding students in all grades. All teachers will focus their instruction based on the Common Core State Standards. Professional development is received by all classroom and out of classroom personnel to help push the children towards college and career readiness. Students who reach commanding as measured by the NYSESLAT will continue to receive 90 minutes of ENL services a week for two years.

Dual Language Program- The dual language program is available for students from kindergarten through fifth grade. The Dual Language Program at Public School 16 consists of 50% of English Proficient students and 50% Spanish Proficient. There is instructional equity in both languages throughout all areas of the curriculum. Bilingual Certified teachers ensure all Limited English Proficient receive their mandated instruction in English through support and utilization of ESL strategies and techniques to meet their language needs. All Dual Language classes use a self-contained 50:50 weekly model in which they alternate literacy and content in both languages. Students who reach proficiency as measured by the NYSESLAT will continue to receive ENL services within their dual language setting for two years.

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. Actively engaging all students in differentiated tasks as well as fostering the depth of discussions to increase independence across all content areas is the focus of our work with ELL students this year. Teachers use the workshop model to deliver instruction in all content areas. This encompasses the mini lesson, independent/ small group instruction and the share out. Small group instruction breaks out after the mini- lesson. Our small group instruction utilizes data to drive instructional goals for the students. It focuses on the individual needs of the students who share similar needs are grouped homogeneously. The students are exposed to English as a new language through a focus on language instruction, utilizing vocabulary to build background knowledge, and technology to enrich content instruction. Vocabulary is also synthesized using strategies like realia, and synthesizing sensational words and sentences. Using technology programs like My On and Time for Kids (TFK), help boost language and vocabulary in all content areas. Using technology helps motivates students and makes content comprehensible to all. Oral language is developed further through interactive discussions and language framing supports which work cohesively with the pacing of our curriculum maps. This focus is expanded through small group instruction where students use technology to interact with sites that foster the depth of understanding and enrich content.

To ensure that the two languages are covered equally, during Dual Language instruction, an alternating week 50:50 model is being implemented. The students will receive explicit ENL & SSL instruction on a daily basis guided by a curriculum map. Native language arts and English language instruction will be integrated into the content areas through the use of visuals and technology. This will be accomplished by using appropriate text selections, SMART Boards, listening centers, cameras, iPads, computers and manipulatives, to foster ESL growth and progress.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? The students who are eligible for ENL services and whose native language is Spanish are administered the Spanish LAB-R upon registration. In the Dual Language program teachers administer formal and informal assessments in Spanish. Throughout the year students take several NYS assessments in Spanish such as the ELE, as well as a variety of content area tests in Spanish. Students are entitled to a version of NYS assessments in their home language when applicable. If no version exists in the student’s home language we have access to interpreters through the Translation and Interpretation Unit.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Listening, speaking, reading and writing is implemented as a daily practice. NYSESLAT results are analyzed in each modality area to segregation of the four modalities are Checkpoints throughout the lesson allow the teacher to gage progress. one to one conferencing allows the teacher to plan effectively for areas of deficiency. Fountas and Pinnell monitors students progress in reading and phonetic awareness. Baseline assessments and Performance tasks serve as a cumulative assessment in all areas. NYSESLAT results are
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
PS 16 differentiates instruction for a variety of ELL subgroups:
-. Students with Interrupted Formal Education, students receiving 4-6 years of services and Newcomers will receive targeted instruction through guided reading, small group skill and strategy lessons, and one on one conferencing with the classroom teacher. These teaching methods allow teachers to meet children at their level of proficiency and guide and coach them to greater levels of proficiency. Teachers will use Fountas and Pinnell as a diagnostic tool to track progress in reading and to match readers with “just right” books (books they can read and want to read). Leveled books in fiction and nonfiction will be used in all grades. Fountas and Pinnell tracks a student's reading process. It measures their accuracy, reading rate, fluency, and comprehension. SIFE and students receiving 4-6 years of services will be closely monitored by the classroom teacher, ENL teacher and the PPT team. These pedagogues will track and monitor these students’ progress and make educational recommendations for them as needed. A Title III after school test preparation program will help support ESL students in small classes to boost students’ academic performance and language development. This program is especially geared towards new students, due to NCLB’s requirement that states ELLs in grades three through five must take the ELA after one year and are never exempt from taking the state math and science exam. Also all ELLs grades K-5 are required to take the NYSESLAT each spring, these Title III programs help acclimate them to the format of the exam and its content. Whenever possible Newcomers and SIFE may be assigned “buddies” who speak their native language in order to help them navigate the school building, to help become accustomed to school rules, and also to aid in communication with teachers and other students. All students are working towards college and career readiness via academic tasks based upon Common Core State Standards. Currently, there are no long-term ELLs at P.S. 16.
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.
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.
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?
Some instructional strategies found to be most effective when educating ELL students with disabilities include but are not limited to using graphic organizers, visual representations, explicit modeling, role-playing, total physical response activities, think-pair share, flexible grouping, and technology programs to enrich curriculum. Materials used with these strategies are grade and English proficiency level appropriate. They include, independent leveled readers, personal word walls, student used checklists, highlighters and post-its, drive erase boards, and visual vocabulary. These instructional strategies and grade-level materials provide access to academic content areas and aid in accelerating English language development. Our school ensures ELL-SWDs receive all services mandated on their IEPs because the classroom teacher holds a hard copy of the IEP and can also look online on SESIS. The classroom teacher must ensure that their student receives all services mandated
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?
In order to meet the needs of our ELLs identified as having having disabilities, our staff is comprised of a variety of support specialists. This includes a bilingual psychologist, a bilingual physical therapist, as well as hearing, occupational, bilingual and monolingual speech therapists. In addition, monolingual and bilingual paraprofessionals are assigned to our ELLs when appropriate. ELLs that are identified as SWD have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student and recommends specific interventions. These services are monitored by the Department of Education and the Administrators of Special Education to ensure, that special education ELL students are placed

in the legally-mandated and least restrictive environment. The criteria used to place ELL-SWDs in ICT classes is a decision based upon testing done by the school psychologist and social worker.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	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(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. 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 Dually 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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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.

Intervention

The Pupil Personnel Team and the Academic Intervention Team will review the effectiveness of the academic supports provided for SIFE, Newcomers, and ELLs receiving 4-6 years of mandated services, on a monthly basis. They will offer support to the teachers and make recommendations based on student needs. All ELLs entering through expanding receive reading supports through our Leveled Literacy Intervention Program (LLI) which is used by both AIS and ENL teachers. This leveled reading program provides appropriate supports for each level of instruction and aids in scaffolding them to the next level.

ESL students will furthermore be the subject of deep inquiry and collaborative assessment by all related service providers and discussed monthly at specified Inquiry Team meetings. The academic intervention teachers provide small group instruction in ELA and math based on data from formal and informal assessments. Instruction is delivered in English. All teachers utilize ENL methodologies during content area instruction. They employ strategies learned during extensive professional development, in order to make content accessible to students. Teachers use the workshop model in a small group setting to support literacy strategies, apply skills to real text, respond to focused writing tasks and respond to literature for specific skill development. In mathematics, teachers use the interactive learning model in a small group setting to support the understanding and application of skills. Both ELA and Math curriculum is enriched through materials from Engageny.

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

Our current program is a collaborative effort between the classroom teacher and the ENL teacher. Academic language is supported in the classroom with language objectives when teaching within the content areas of Math, Science and Social Studies. The ENL teacher also provides strategic interventions for the students in order to develop oral language differentiated instruction and the use of ENL methodologies such as scaffolding, picture supports, labeling, role play, realia, turn and talks, and vocabulary menus, help meet the needs of the ELLs. Oral language is developed through, speaking and listening exercises. The MONDO program provides language supports for the classroom teachers. Students generate independent pieces and can choose to orally present writing publishments via an online resource.

In grades K-2 the emphasis is on initial, medial, and final sound placement for CVC, CCVC, and CVCC words. Content is enriched through developing vocabulary in tier 2 and tier 3 content words . Social studies and science content is taught through the literacy block . In 3-5 oral language is developed through in depth discussions, word analysis, speaking, listening, reading , writing. The focus is on comprehension, and exploring word, roots, prefixes, suffixes, synonyms, and antonyms. Background knowledge is activated through immersion in content before a new unit is presented. Technology is used to support small group work and provide visual support for struggling learners.

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

There will be no New Programs for ESI students. However, we will continue with the afterschool programs we currently utilize. PS 16 encourages ELL attendance and participation in afterschool enrichment programs in the following subject areas: ELA, math, and science, technology and arts. All the aforementioned programs will be staffed by certified ENL providers.

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

No ELL support services will be discontinued.

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

All students are afforded equal access to school programs regardless of ELL status. Students participate in a variety of programs The cross content curriculum ELL programs that are offered in PS 16, aide in the development of each students reading, writing, listening, and speaking abilities by enhancing background knowledge and including various hands-on activities. TESOL certified teachers have ongoing articulation with the classroom teachers in order to meet or exceed CCSS for all ELL students.

Supplementary after school programs will be continued this school year for ELL students. The programs include a New York State ELA and Math Test preparation Program, beginning in January and an ENL afterschool science program. The objectives of the test preparation programs are for the ELL students to gain test taking skills, building stamina as well as an understanding of the format of the tests. We will have approximately 15 students in each group and they will be grouped according to grade level. According to Robb and Ercanbrack, proficiency of language learners cannot be judged by one test if the students are not properly prepared. Being familiar with a test format and the expected outcomes can extensively alter the test results. Test preparation increases the success rate since it is confirming the importance of the exam. Invitations and parent information regarding programs will be sent home in the child's home language unless the parent/guardian indicates otherwise in order to afford equal access to all ELLs. We also offer an after school Homework Help program where all students including ENL and their parents can sit together with a teacher to learn strategies and build bridges for the home-school connection.

The design of all programs will include a highly qualified, certified ENL teacher using specific techniques to increase the comprehension and language arts skills of the ELL students. The materials used for this program will include various test preparation guides, sample test materials, standards-based skills and strategies materials, and school-wide technological resources. The ELL Science Program, ENL Programs and the Test Program will last 6 weeks. The ELA/Math State ELL Test Prep for ELLs will last from

January until April. An administrator will oversee the after-school programs, coordinate teacher schedules, supervise students and classroom activity. These programs are subject to funding. including- ELA, Math, science,band, chorus, art, photography, physical education, drama, robotics and technology which take place during and after the school day.

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.

Instruction is delivered primarily through the Workshop model using Ready Gen and our curriculum map which is aligned to CCLS. Materials such as Smart Boards, big books, poems, leveled guided reading books, charts, manipulatives, word study and literacy station activities as well as books on tape/cd. We actively engage in differentiated tasks to foster the depth of discussions and increase independence across all areas of instruction. Tool kits and language supports are provided to all students to support small group work.

Writing instruction is planned and paced according to a writing a curriculum map which is aligned to Common Core learning Standards. Writing Fundamentals materials provide further enrichment for instructional delivery in the area of writing. Phonics instruction is delivered in English through the Foundations program for grades K-2. Grades 3-5 uses word analysis during phonics instruction. The Dual Language also uses Estrellitas a Spanish phonics program during the literacy block. Go Math is is used to instruct students in mathematics and will be available in Spanish for the Dual Language classes. TCRWP is available in both English and Spanish and is used to assess students in decoding and reading comprehension. For English only assessments, Fountas and Pinnell is used to level readers. FOSS is a science curriculum that provides hands on materials in both English and Spanish. Our Social Studies program (Houghton Mifflin Harcourt) Social Studies New York City which is also available in Spanish for our Dual Language classes. Hands-on manipulatives create an opportunity for teachers to attend to ELL student's learning styles. Students work at their level and are assessed in order to meet their needs in a small group setting. All classrooms are equipped with SmartBoards, personal computers,laptops, listening centers, LeapFrog, access to iPads with various educational Apps, as well as students utilizing special Apps to complete writing assignments, Time For Kids subscription and teachers trained to deliver ENL instruction with them.

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

Native Language Support

Freestanding ENL Native Language Arts materials are available in Robin Hood Library, classroom libraries. The school personnel will provide native language support in translation services.

Dual Language students will receive Language Arts and content area instruction using the 50:50 model. Students whose proficiency levels are entering and emerging receive 360 minutes per week of English as a Second Language. Students whose English proficiency level is transitioning and expanding receive 180 minutes per week of English as a Second Language. Finally commanding students, who are considered English proficient will still receive 90 minutes of ENL service per week.

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Required support and resources correspond to ELLs ages and all grade levels. Students are placed in the appropriate grade according to their age level. ENL support services are provided as per their English Proficiency Level. Entering and Emerging receive 360 minutes a week. Transitioning and Expanding receive 180 minutes a week. Commanding receives 90 minutes a week. ELLs in all classrooms receive material in their appropriate grade level.
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).

The school's bilingual Parent Coordinator helps guide and assist newly ELL students and families towards community based services and opportunities before the beginning of the school year. She also organizes and facilitates bilingual Fall/ Spring parent orientations for all incoming pre-K and kindergarten families. Parent s are invited to visit our school website. The ESL page provides many resources and supports for students and families to use prior to the beginning of the school year.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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.)

During PD time (Monday afternoons 2:45- 4:00 p.m)) all staff will engage in Professional Development that is aligned to Common Core Standards. All professional development includes supports and strategies for English Language Learners (ELLs) and Students with Disabilities (SWDs). All assistant principals, ENL Pedagogues, ENL coordinator, teachers, guidance counselors, paraprofessionals, parent coordinators and secretaries receive PD through our borough field support center and the Division of English Language Learners and Student Service.

Topics covered during this Professional Development are turn- keyed to colleagues and staff during teacher led Professional Development and collaborative meeting and planning time throughout each grade. A projected calendar of Professional dates have been planned as per the calendar/timeline of PD events below:

September 21- -Goals and Timelines -Review testing data (NYS exams) (Nyseslat)
 - Curriculum Pacing Calendar -
 -Benchmark dates, chapter tests, etc. for Math, Reading, Writing
 -Student Goals (ESL)-
 -what students need to do to demonstrate goal & timeline

September 28- Curriculum Mapping/ Collaborative Planning grades K-5 (**Ells small group**)

October 5- Teacher Led: Go Math alignment to EngageNY, Unit Planning (**Ells language objective**)

October 19-Teacher Led: Go Math alignment to EngageNY, Unit Planning (**Ells language objective**)

October 26 Crisis De-escalation Orientation (Ells crisis De Escalation)

November 2 PBIS , presented by Zachary Miller

November 3- (Election Day) ESL: Introduce the new regulations -CR part 154 share the LAP

November 9 Teacher led- PD 1- Using Technology in small Groups- Beginner/Intermediate

PD 2 -**ELL Strategies**- Second Language Acquisition

PD 3 - My Library NYC - Supporting all students in the library

November 16 - All Staff - TeQ Online PD -

Using technology to support **all learners** during small group instruction-Self Directed

November 23 ELA Curriculum Mapping/ Collaborative Planning Unit Planning

November 30 Core Collaborative: Introduction PD overview of key concepts

December 7- All teachers K-5 TEQ Online PD- (ESL tech in small groups)

December 14- ELA Curriculum Mapping/ Collaborative Planning /Unit Planning

December 21- Administrative: **Conflict of Interest**

January4 Core Collaborative:

January11 Unit Planning (ESL differentiated tasks)

January 25- Unit Planning (ESL differentiated tasks and language objectives)

February to June professional development will be based on results of analysis of data on students progress and evaluation of teachers needs.

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 of ELLS will receive PD in house and at the staten Island Borough field support center. Professional Development in house will be delivered by licensed ENL pedagogues through borough field support centers including the Office of English Language Learner and student service.
All teachers of English Language Learners in 2015/16 will engage in a weekly book club which focuses on learning second language acquisition strategies for Ells. Currently the ESL book club meets to analyze the book, "Scaffolding Language, Scaffolding Learning". This book focuses on strategies which align with our schools Learning/instructional focus to develop in depth discussions for our Ells. It provides strategies on scaffolding language and learning for English Language Learners across all grades and content areas and aligns itself with elements from the common core standards.
There is constant editing and re-aligning of our curriculum maps to the pacing of Engageny and the sequence of common core standards. This ensures that we always return to CCLS to prepare our professional development to focus our instruction.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
PS 16 offers the staff support to assist ELLs as they transition from elementary to middle school through workshops conducted by our bilingual parent coordinator, Rita Maniglia Diaz. Interpretation services will also be offered by the office of translation and interpretation.
Every year parents are invited to participate in an information session where they are walked through the entire middle school application process. Parents are informed of their options and upcoming deadlines in their language of preferred choice, in order to ensure a stress free transition. Parents also have the opportunity to ask questions to guest speakers such as neighboring middle school principals. Families are encouraged to attend open houses in middle schools that they may be considering for their child. Middle School tours are also available to students and their families to ease their transition. Partnerships with middle schools are supported by spanish speaking ENL teachers.

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.
An agenda is provided for every Professional Development that is attended by our staff. A sign in Sheet is also kept in order to track attendance by all staff at professional development meetings. We will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

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?

P.S 16 conducts an initial parent orientation, quarterly progress meetings to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Individual meetings with parents of ELLs will be held on Tuesdays during the parent involvement time. ENL teachers will meet mostly with the parents of struggling ELLs. Strategies and handouts will be given to provide support. Translations will be provided as requested by the parents.

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.

Parent meetings are held in the library, auditorium and certain designated classrooms. All parents are asked to sign in, an agenda is given out to parents in both their new and native language. The agenda and sign in sheet, along with any parent outreach are held in a parent meeting and document binder, which is housed in the ENL office

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

Continuing throughout the 2015-2016 school year, ENL teachers, Dual Language teachers, and the school Librarian will facilitate parent workshops to increase the knowledge of second language acquisition, assistance to their children at home with reading and writing, as well as assistance with the communication with the classroom teacher. Parent workshops are held ongoing throughout the entire school year and translation services are offered at all workshops. Some of the parent workshop topics are as follows, "Making the Middle School Choice", "ELL Parent Orientation", "Pre-K Parent Orientation", "Kindergarten Parent Orientation", "Help Your Child Adjust to Pre-K and Kindergarten" "Safety Workshop", "NYS ELA and Math Exams", "Homework and Study Habits", "Your Child's Learning Style." The workshops are designed based on parents' feedback. Parents are also invited to school wide and individual classroom celebrations, such as writing, math, and cultural celebrations. There are also several family participation nights where parents are also invited to family game night, movie, crafts and pajama night. Translation services are provided throughout all activities in various languages that are needed. Information prior to these events is also sent home in various languages.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Adult ENL is provided weekly by the Greater NY YMCA New Americans Program. The YMCA comes into our school building in order to facilitate the parents in learning English as a new Language. Once a week a provider from the CBO YMCA along with translators Provide English as a new language instruction and community support. The YMCA provides families with a variety of workshops lead by for example: FDNY.

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

Parent needs are evaluated via the annual parent component of our school's Learning Survey as well as less formal means. Periodic surveys will be given to the parents with no more than ten questions or statements in parents native language. A blank section, asking the parents what kind of support do they want and/or need will be provided. At PS16 school leadership meetings are held on a monthly basis to address parents needs and interest. The parent coordinator meets regularly with the Parent Teacher Association, Teachers, Guidance counselor and administration to plan workshops based on the needs of the parents. This communication is done in English and Spanish to accommodate the needs of the parents. Communication is done via informal conversations, letters, flyers, phone calls, emails and family workshops. All feedback is given to the Parent Coordinator, R. Diaz.

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

We address the needs of the parents based on feedback from the meetings that we conduct as well as from the observed needs of the students. The Parent Coordinator, R. Diaz, greets parents in the morning. She provides translation services at workshops, she researches and provides answers to questions that the parents have, and she works closely with the Parents' Association to receive feedback from them. The workshops we provide are based on the requests of the parents. Workshops are also provided to keep parents abreast of the changes that affect themselves and their children such as the Common Core Standards. Parent activities are geared to assist parents with informing them of their rights, responsibilities and curriculum goals. Monthly family literacy meetings are held to support parents in understanding how they can work with their child at home. In addition, parents are invited regularly

to visit the and observe class lessons in math, reading, and writing to engage in the learning process with their child in the classroom setting. Translation services are offered at all meetings

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.

Paste response here:

School Name: _____		School DBN:	
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)
	Principal		10/27/15
	Assistant Principal		10/27/15
	Parent Coordinator		10/27/15
	ENL Coordinator Teacher		10/27/15
	Parent		10/27/15
	ENL Teacher		10/27/15
	Teacher/Subject Area		10/27/15

	Coach	N/A	
	School Counselor		10/27/15
	Superintendent		10/27/15
	Borough Field Support Center Staff Member		
	Other		
	Other		
	Other		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R016** School Name: **Public School 16R**
Superintendent: **Anthony Lodico**

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.learn DOE.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.

Based on the data collected from the HLIS, ATS reports and in-take at registration, parents we are able to assess parent language preference. The the best of our ability we provide translators at the counter upon registration to ensure that parents are provided information accurately We specifically request how they prefer for both oral and written communication on their emergency contact cards which are compiled in the main office as well as with the classroom teacher. All staff are informed and regularly supported in appropriate communication with all parents in order to ensure that necessary and important information is shared.

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.

Spanish -223
Arabic - 7
Bengali - 10
Tamil- 4
Singhalese-1
Chinese - 2
Amoy -1
Gujarati - 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.)

Since our largest population has indicated Spanish as their language of preference, all communication distributed to families is sent home in both English and Spanish. If parents request in their home language, other than Spanish, we do the best of our ability to ensure that proper communication in their language provided. Written translation services for documents such as letters, notices, flyers, permission slips, consent forms, parent handbooks, hearings, suspension letters and any other information needed to be disseminated to an ELL parent or any other written communication will be provided in their native language whenever possible. Translations are completed by school staff members or we utilize the services provided by the NYCBOE Translation Department. To ensure timely provision documents needed for translation are translated a week before the document needs to be distributed. Therefore all documents, English and other languages, are all given out at the same time.

2. 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.

Back to school night: September
Parent Teacher Conferences: November, January (as needed for PID), March
Spring Open School Night: May
Parent Engagement: Every Tuesday
Bi-monthly the Attendance Teacher will meet with the Attendance Team and follow with parents, as needed.
This year we hired a part-time bilingual Guidance Counsellor to support families as needed.
Bilingual Parent Coordinator is supports translation both orally and in writing as needed.

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.

Since the majority of our second language families speak Spanish, all announcement, memos and any pertinent information sent home is sent home in both English and Spanish. When vital information is sent home, for example, promotion in doubt status, there is a translation sent home as per the parent's indication of language preference. We utilize the translation of particular city-wide documents to share vital information. In addition, we have staff who support translation of materials, as available by language. Our parent coordinator may send documents the Translation and Interpretation Unit as needed.

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.

In general, translation is provided over the phone or in person when a translator is available. We have had parent volunteers assist with translating as well when immediate assistance is required and they are available to assist. A request to the Translation and Interpretation Unit is entered for particular circumstances, such as an IEP meeting, when required. In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, the school policy to notify parents of the services that the school offers. We meet this requirement by making sure all parents whose primary language is not English are aware that we offer translation and interpretation services. When it is established that the parents have another primary language then they are verbally notified of the services. Also, written notification in their primary language is sent home as well as a posted notice in many different languages on the PTA bulletin board.

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.)

All staff is provided information around translation services and how we can support families in interpretation services. All staff have been provided with a copy of the T & I Brochure at opening faculty conference. In addition, Language Palm Card is utilized for all Open House events. In addition, through our school-wide google domain, teachers access the translation app and have it proof-read by a colleague fluent in that language as applicable.

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

Translation is provided as deemed necessary from ATS and other in-take documentation as well as when parents specifically request support. We will continue to translate all notifications based on parent preference both written and orally. The parent coordinator and ESL staff will consistently document and support parent translations as needed.

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 surveys will be utilized as well through SLT and PTA measures of communication in order to ensure all families are supported and provided the necessary language access across written and verbal means of communication.