2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 24Q016
School Name: P.S. Q016 THE NANCY DEBENEDITIS SCHOOL
Principal: ELAINE IODICE
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
   - Section 5A Framework for Great Schools Element - Rigorous Instruction
   - Section 5B Framework for Great Schools Element - Supportive Environment
   - Section 5C Framework for Great Schools Element - Collaborative Teachers
   - Section 5D Framework for Great Schools Element - Effective School Leadership
   - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

School Name: P.S. 16 Q The Nancy DeBenedittis School
School Number (DBN): 24Q016
BEDS Code: 34200010016
Grades Served: K-5
School Address: 41-15 104 Street, Corona, NY 11368
Phone Number: (718) 505-0140
Fax: (718) 505-0141
School Contact Person: Elaine Iodice
Email Address: EIodice@schools.nyc.gov
Principal: Elaine Iodice
UFT Chapter Leader: Marybeth Moroney
Parents’ Association President: Marco Dominguez
SLT Chairperson: Melissa Santisteban
Title I Parent Representative (or Parent Advisory Council Chairperson): Laura Cuautle
Student Representative(s): N/A
CBO Representative: N/A

District Information

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

Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Weber</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Marybeth Moroney</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Marco Dominguez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Laura CuautleTorivio</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Melissa Santisteban</td>
<td>Staff/ SLT Chairperson</td>
<td></td>
</tr>
<tr>
<td>Johanna Quinde</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Lauren Tina</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Isabel Lucero</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Fidela Lucero</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ñusana Gonzalez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Floriberto Bonola</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**

2018-19 CEP
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 16 is a school community dedicated to a belief that all students can meet standards of excellence -- all students can reach their dreams. Our mission is to provide standards-driven instruction through meaningful learning experiences, so that our students acquire literacy skills and become critical thinkers. We acknowledge the importance of community involvement and values in today's society. Our programs strengthen the home/school partnership connection so that our students develop the social skills necessary to succeed in the world community. It is our belief that the teamwork and collaborative efforts on the part of all members, and the school community, and our focus on</td>
</tr>
</tbody>
</table>
literacy, technology and the arts, will help create a community of life-long learners and prepare our students for the demands of the twenty-first century.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Nancy DeBennedittis School, P.S. 16 Q, is located in the Corona section of Queens, a densely populated area with a large immigrant population. Approximately 44% of P.S. 16’s students are classified as ELLs (English Language Learners). As a result, our School offers a menu of options to its large community of ELLs. Parents of ELLs can choose from numerous models of instruction: Transitional Bilingual Education, Dual Language (English and Spanish), English as a New Language (ENL) integrated classes or ENL push-in instruction. Instruction for ELLs is differentiated based upon student performance, the New York State English as a Second Language Achievement Test (NYSESLAT) Item Analysis, The ENL Standards and the Stages of Language Acquisition.

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

Public School 16Q is a school where students want to be. With a year-to-date attendance rate (as of June 07, 2018) of 95.5%, our School continues to exceed both Citywide and peer-school averages.

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

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

In the 2017-2018 school year, we continued our focus on improving student progress, especially for our ELLs through:

- a school-wide Instructional focus centered on student autonomy
- Partnering with The Teacher’s College Reading and Writing Project (TCRWP) and
- a focus on Collaborative Teacher Team Models

During the 2018-2019 school year, we will continue to support improving student progress through maintaining our school-wide instructional focus, continuing our partnership with TCRWP, maintaining three RtI teachers, and maintaining two curriculum coaches

3. Describe any special student populations and what their specific needs are.

At P.S. 16, our special student populations include ELLs (43.89%) and SWDs (19.05%). Both special populations perform below their general education counterparts which results in substantial performance gaps; as evidenced by ELA and Math Testing Data as well as in-house assessments. Specific data regarding the gaps for both subgroups are included in the Needs Assessment for Goal 5A.
4. Identify 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.

In the 2017-2018 school year, our school made the most progress in the following elements:

- Collaborative Teachers and
- Effective School Leadership

This progress is evident through our end-of-year 2017-18 CEP goal analysis. For our Collaborative Teacher goal, we exceeded our goal of an 84% positive response rate on the sub-category "Peer Collaboration" on the 2017-18 School Quality Guide by 2%. In addition, our goal of increasing the positive response rate on the sub-category "Program Coherence" on The 2017-18 School Quality Guide to 80% was exceeded by 5%.

Our key area of focus for the 2017-18 school year is Rigorous Instruction--specifically, increasing reading performance for our ELLs and SWDs.
### School Demographics and Accountability Snapshot for 24Q016

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 1574
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: Yes
- **Dual Language**: Yes
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 111
- **# SETSS (ELA)**: 22
- **# Integrated Collaborative Teaching (ELA)**: 173
- **# Special Classes (Math)**: 109
- **# SETSS (Math)**: 16
- **# Integrated Collaborative Teaching (Math)**: 166

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 6
- **# Music**: 4
- **# Drama**: 2
- **# Foreign Language**: N/A
- **# Dance**: N/A
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 85.0%
- **% Attendance Rate**: 95.5%
- **% Free Lunch**: 83.9%
- **% Reduced Lunch**: 0.8%
- **% Limited English Proficient**: 46.6%
- **% Students with Disabilities**: 19.3%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.4%
- **% Black or African American**: 0.1%
- **% Hispanic or Latino**: 90.9%
- **% Asian or Native Hawaiian/Pacific Islander**: 7.4%
- **% White**: 1.1%
- **% Multi-Racial**: 0.5%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 11.26
- **# of Assistant Principals (2016-17)**: 8
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **% with Fewer Than 3 Years of Experience**: 9%
- **Average Teacher Absences (2014-15)**: 8.3

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 31.1%
- **Mathematics Performance at levels 3 & 4**: 33.2%
- **Science Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (4th Grade)**: 86%

#### Student Performance for High Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Status</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Status</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>YES</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Status</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>YES</td>
<td>Limited English Proficient</td>
<td>YES</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>

### High School

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Status</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Status</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Status</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**Strengths:**

- According to the 2017-18 School Quality Guide, we received a score of 4.23 for the Framework Element ‘Rigorous Instruction’ which is 0.37% higher than the district-wide average, and 0.54% higher than the city-wide average.
- Our Quality Review (3/18/16) rated Curriculum as "Well Developed", noting, "There is a coherent curriculum across grades that promotes cognitive engagement and acquisition of college and career readiness skills for all students."

**Priority Needs:**

- According to our 2016-17 School Report Card, we did not make Adequate Yearly Progress (AYP) in English Language Arts (ELA) for our ELL and SWD subgroups

After reviewing our May/June 2018 TCRWP assessment data, the following was discovered:

- 24% of our ELLs are reading on or above grade level (17.4% lower than our June 2018 CEP goal)  
- 59% of our Non-ELLS are reading on or above grade level (35% Performance Gap)  
- 18% of our SWDs are reading on or above grade level (14% less than our June 2018 CEP goal)  
- 49% of our GE students are reading on or above grade level (31% Performance Gap)

After reviewing our Spring 2018 NYS ELA data, the following was discovered:

- 12% of our ELLS scored a Level 3 or 4 (proficient)  
- 45% of our Non-ELLS scored a Level 3 or 4 (33% Performance Gap)  
- 11% of our SWDs scored a Level 3 or 4 (proficient)  
- 36% of our GE students scored a Level 3 or 4 (25% Performance Gap)

As a result of our data analysis, as well as not making Adequate Yearly Progress (AYP), it is evident that we need to focus on supporting our ELLs and SWDs in reading performance.
### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 of 2019, it is our goal to have a 3% increase in "on or above grade level" reading performance (Benchmarks 3 & 4) for our ELLs (28.07%) and SWDs (20.97%), as measured by the TCWRP Reading Assessment.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wilson Reading System Implementation</strong></td>
<td>12:1:1 Classes in Grades 3-5</td>
<td>9/18-6/19</td>
<td>Administration, IEP Consultant, Teachers of self-contained classes, Instructional Coaches</td>
</tr>
<tr>
<td><strong>Wilson Just Words</strong></td>
<td>ICT (Grades 4 &amp; 5), RtI (Grades 4 &amp; 5)</td>
<td>9/18-6/19</td>
<td>Administration, Instructional Coaches, Queens North Professional Learning Personnel, Teachers</td>
</tr>
<tr>
<td><strong>Wilson Fundations Program</strong></td>
<td>ICT (Grades K-3), General Education</td>
<td>9/18-6/19</td>
<td>Administration, Instructional Coaches, Paraprofessionals, Teachers</td>
</tr>
<tr>
<td><strong>Core Curriculum and Double Dose Intervention</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Partnership with Teachers College Reading and Writing Program (TCRWP) – including:</strong></td>
<td>Staff</td>
<td>9/18-6/19</td>
<td>Administration, Instructional Coaches, Teachers</td>
</tr>
<tr>
<td>In-house and Off-site Professional Learning Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mini Institutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speciality Groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaching Institutes</td>
<td>Principals as Curricula Leaders Conference</td>
<td>Emergency Planning to impact student achievement</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Monday Professional Learning Opportunities</td>
<td>Teacher Leader Facilitation</td>
<td>Staff</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>TCRWP Assessment Norming</td>
<td></td>
<td>Staff</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>P.S. 16 Assessment Protocol</td>
<td></td>
<td>Staff</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>FUNdations (in all K-3 classes, and Double Dose Intervention in 12:1:1 and ICT classes as needed)</td>
<td></td>
<td>K-3, 12:1:1, and ICT Classes</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Specially Designed Instruction Professional Learning and Implementation</td>
<td></td>
<td>Special Education Dept</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Co-Teaching for English Language Learners Professional Learning</td>
<td></td>
<td>Staff</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Co-Teaching Professional Learning Opportunities for ICT Teachers</td>
<td></td>
<td>Teachers of ICT</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Quaility IEPs and Progress Monitoring</td>
<td></td>
<td>SE Teachers &amp; Support Staff</td>
<td>9/18-6/19</td>
</tr>
</tbody>
</table>

2018-19 CEP
Support Staff
IEP Teacher & Consultant
SIT Team

| After -School Academic Intervention Services (Lexia, I-Ready Reading and I-Ready Mathematics) | Students in Grades 4 and 5 | 10/18 - 6/19 | Administration Teachers |
| Saturday Academy | ELL Students | 10/18 - 6/19 | Administration Teachers |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

ELL and SWD Parent Workshops: September - June (Administration, Parent Coordinator, IEP Consultant, ENL Team, Teachers)

Parent Workshops on strategies to support Literacy development

September - June (Administration, Parent Coordinator, Instructional Coaches, Teachers)

### 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.

Administration, Parent Coordinator, Parent Workshops, ENL Teachers, Instructional Coaches, Special Education Teachers, Teacher Team Meeting Schedule, TCRWP Workshops, TCRWP Materials (Units of Study, Assessments), TCRWP Staff Developers, Substitute Teachers for TCRWP PD Days, I-Ready, Lexia Core 5, After-School Teachers, After-School Administration, Saturday Academy Teachers, Saturday Academy Administrators.

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

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | X | | | | | | | | |
| X | C4E | | 21st Century Grant | | SIG | | 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 2019, 19.5% of our SWDs and 25.5% of our ELLS (each a 1.5% increase) reading on TCRWP benchmark levels 3 and 4.
<table>
<thead>
<tr>
<th><strong>Part 5b.</strong></th>
<th>Indicate the specific instrument of measure that is used to assess progress. <em>(e.g. Performance Series, January Regents, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>TCRWP Assessment System</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5c.</strong></th>
<th><strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths:

According to Our Quality Review (3/18/16):

- School Culture/High Expectations was rated as "Well Developed".

According to the 2017-18 School Quality Guide:

- We received a score of 3.75 for the sub-category "Social-Emotional" under the Framework Element "Supportive Environment", which is 5% higher than the district-wide average, and 4% higher than the citywide average.
- We received a 90% positive response rate on the sub-category "Social-Emotional" under the Framework Element "Supportive Environment"

Priority Needs:

According to the 2017-18 School Quality Guide:

- We received a Survey Element Score of 3.60 for the Framework Element "Supportive Environment", which is .14 lower than our 2017 score of 3.74
- In the Framework Element "Supportive Environment", under the subcategory "Personal Attention & Support", we received a score of 3.20, which is 5% lower than the district-wide average and 2% lower than the city-wide average.
- We received an 84% positive response rate for the statement "teachers say that adults at their school have access to school based supports to assist in behavioral and emotional escalations "within the sub-category "Social-Emotional" under the Framework Element "Supportive Environment"
- We received an 64% positive response rate for the statement "students rarely or never harass, bully or intimidate other students"

Therefore, we determined that a focus on access to school based behavioral/emotional supports and bullying were areas of focus.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, it is our goal to improve school based supports for behavioral escalations, emotional escalations and anti-bullying, as evidenced by a 3% increase in the positive response rates for the statements "teachers say that adults at their school have access to school based supports to assist in behavioral and emotional escalations" (87%) and "students rarely or never harass, bully or intimidate other students" (67%), as measured by the 2018-19 School Quality Guide. |
# Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Staff (Teachers &amp; Paraprofessionals)</td>
<td>9/18-6/19</td>
<td>Administration Guidance Team</td>
</tr>
<tr>
<td>Guidance Team Pupil Support Personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>9/18-6/19</td>
<td>Administration Guidance Team</td>
</tr>
<tr>
<td>Guidance Team Parents</td>
<td></td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>At-Risk Students</td>
<td>9/18-6/19</td>
<td>Administration Guidance Team Parent Coordinator</td>
</tr>
<tr>
<td>Grade 4 &amp; 5 students</td>
<td>9/18-6/19</td>
<td>Administration Guidance Team ALS</td>
</tr>
<tr>
<td>All Students</td>
<td>10/18</td>
<td>Administration Guidance Team</td>
</tr>
<tr>
<td>At-Risk Students (Students Needing Functional Behavioral Assessments FBAs or Behavior)</td>
<td>9/18-10/18</td>
<td>Administrator Guidance Counselors Special Education Consultant Teacher</td>
</tr>
<tr>
<td>Staff (Teachers &amp; Paraprofessionals)</td>
<td>9/18-6/19</td>
<td>Administration Guidance Team</td>
</tr>
<tr>
<td>Guidance Team Pupil Support Personnel.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kognito RFA Training (anti-bullying)

Child Mind Institute Workshops (trauma, stress management)

At-Risk Resiliency Groups (relaxation, coping strategies, anger management, problem solving)

Officer Thorsten Assemblies (anti-bullying)

Respect for All Assemblies

Positive Behavior Support Team
**Intervention Plans BIPs**

Teachers of At-Risk Students

**Social Worker (s)**

School Psychologist

Teachers (ad hoc)

---

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

#### Routines to Promote Academic Success and Reduce Stress Workshop (Administration, Parent Coordinator, Guidance Team) Oct. 3, 2018

#### Anti-Bullying Workshop (Administration, Parent Coordinator, Guidance Team) Sept. 26, 2018

#### Self-Esteem and Resiliency Workshop (Administration, Parent Coordinator, Guidance Team) Nov. 28, 2018

---

### 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, Parent Workshops, Administration, Professional Development, Guidance Team, Assembly Schedule, At-Risk Group Schedule, Kognito RFA Training

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td>21st Century Grant</td>
<td></td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td>21st Century Grant</td>
<td></td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
</tr>
</tbody>
</table>

---

### 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 2019, it is our goal to have a 1.5% increase in the positive response rates for the statements "teachers say that adults at their school have access to school based supports to assist in behavioral and emotional escalations" (85.5%) and "students rarely or never harass, bully or intimidate other students" (65.5%).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School Created Survey

**Part 5c.** In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Strengths:**

**According to Our Quality Review (3/18/16):**

- It was noted that our School demonstrated proficiency in *Systems for Improvement/Teacher Teams* and *Leadership Development*. Additional Findings noted that, "Teacher capacity has expanded. There is documented progress towards goals for groups of students."

**According to Our 2017-2018 School Quality Guide:**

- We received a score of 3.37 for the Framework Element *Collaborative Teachers*, which is an increase of .21 from our 2017 score of 3.16
- In Framework Element *Collaborative Teachers* under the sub-category *Innovation and Collective Responsibility*, we received a score of 3.46, which is 3% higher than the district average and 1% higher than the citywide average.

**Priority Needs:**

**According to Our Quality Review (3/18/16):**

- For the *Teacher Teams and Leadership Development* indicator, we received a rating of "Proficient", and, teachers shared, "they have difficulty getting on the same page and creating a common language, as they do not have enough time to meet".

**According to Our 2017-2018 School Quality Guide:**

- We received a score of 3.37 for the Framework Element *Collaborative Teachers*, which is 0.23% lower than the district-wide average, and 0.42% lower than the citywide average.
- Under the Framework Element *Collaborative Teachers*, we received an 86% positive response rate on the sub-category "Peer Collaboration", which is 2% lower than the district-wide average, and 5% lower than the citywide average.
- Under the sub-category *Peer-Collaboration*, we received a 77% positive response rate for the statement "teachers make a conscious effort to coordinate their teaching with instruction at other grade levels"
- Under the sub-category *Peer-Collaboration*, we received an 83% positive response rate for the statement "teachers say that they design instructional programs (for example lessons, units) together"

Therefore, we determined that Peer Collaboration was an area of focus.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, it is our goal to improve Teacher Peer Collaboration, as evidenced by a 3% increase (89%) in the positive response rate on the sub-category Peer Collaboration, as measured by The 2018-19 School Quality Guide.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-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). | Teachers | 9/18-6/19 | Administration Instructional Coaches |
| Cross Grade Teacher Teams during Professional Learning Days (Monday afternoon) | Teachers | 9/18-6/19 | Administration Instructional Coaches |
| TCRWP Professional Learning and Turn-Key | Teachers | 9/18-6/19 | Administration Instructional Coaches Teachers Paraprofessionals |
| Structured Planning Time during Professional Learning Days (Monday afternoon) | Teachers | 9/18-6/19 | Administration Teachers Instructional Coaches |
| Cross Grade Level Learning Walks | Teachers | 9/18-6/19 | Administration Teachers Instructional Coaches |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**Monthly Parent Visits: Sept-June (Administration, Classroom Teachers)**

### 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.

Administration, Teacher Team Meeting Schedule, Teachers, Instructional Coaches, Teacher Turn-key Schedule (Monday Afternoon Professional Learning Opportunities), TCRWP Professional Learning, TCRWP Staff Developers, Substitute Teachers, TCRWP Materials, Teacher Planning Schedule, Parent Visit Schedule, Per Diem coverage for the teachers to attend TC Professional Development (Calendar Days, Speciality Groups, Mini-Institutes, also approximately 30 days of on-site Professional Development for lab-sites and planning coverage facilitated by TCRWP staff, laptops for new teaching staff allowing for collaboration, Learning Walk Schedule.

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

| X | Tax Levy | X | Title I SWP | || | Title I TA | || | Title II, Part A | || | Title III, Part A | || | Title III, Immigrant |
| X | C4E | || | 21st Century Grant | || | SIG | || | PTA Funded | || | In Kind | X | 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 2019, we will show a 1.5% increase in the percentage of positive responses regarding Peer Collaboration (87.5%) on a school-created survey.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School-Created Survey

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

**Strengths:**

According to the 2017-2018 School Quality Guide:

- We received a score of 3.58 for the Framework Element "Effective School Leadership", which is 0.09% higher than the district-wide average, and 0.03% lower than the citywide average.
- In the Framework Element "Effective School Leadership", we received a 96% positive response rate (score 4.2) on the sub-category "Inclusive Leadership", which is 0% higher than the district-wide average, and 2% higher than the citywide average.
- In the Framework Element "Effective School Leadership", we received a 85% positive response rate (score 3.44) on the sub-category "Program Coherence", which is 4% higher than the district-wide average, and 1% higher than the citywide average.
- In the Framework Element "Effective School Leadership", we received an 89% positive response rate (score 3.54) on the sub-category "Instructional Leadership", which is 4% higher than the district-wide average, and 1% higher than the city-wide average.

**Priority Needs:**

According to the 2017-2018 School Quality Guide:

- In the Framework Element "Effective School Leadership", we received a 74% positive response rate (score 3.12) on the sub-category "Teacher Influence", which is 0% higher than the district-wide average, and 4% lower than the citywide average.
- In the sub-category "Teacher Influence", we received a 63% positive response rate for the statement "teachers say that they have influence over the selection of instructional materials used in classrooms"
- In the sub-category "Teacher Influence", we received a 65% positive response rate for the statement "teachers say that they have influence over the development of instructional materials"

Therefore, we determined that "Teacher Influence" was an area of focus for our school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, it is our goal to increase Teacher Influence regarding instructional materials, as evidenced by a 3% increase (77%) in the positive response rate on the sub-category “Teacher Influence,” as measured by The 2018-19 School Quality Guide.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Opportunities focusing on the creation of Assessment Toolkits</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Administration, Instruction Coaches</td>
</tr>
<tr>
<td>Cross Grade Teacher Teams during Professional Learning Days (Monday afternoon)</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Administration, Instruction Coaches</td>
</tr>
<tr>
<td>Structured Planning Time during Professional Learning Days (Monday afternoon)</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Administration, Instruction Coaches</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**Monthly Parent Visits: Sept-June (Administration, Classroom Teachers)**

### 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.

- Administration, Instructional Coaches, Teacher Team Meeting Schedule, Teachers, Instructional Coaches, TCRWP Professional Learning, TCRWP Staff Developers, Substitute Teachers, TCRWP Materials, Teacher Planning Schedule, Parent Visit Schedule, Per Diem coverage for the teachers to attend TC Professional Development (Calendar Days, Speciality Groups, Mini-Institutes, also approximately 30 days of on-site Professional Development for lab-sites and planning coverage facilitated by TCRWP staff, Assessment Toolkits.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
<th>Title III, C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th><strong>Part 5a.</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, we will show a 1.5% increase in the percentage of positive responses regarding &quot;Teacher Influence&quot; (75.5%) on a school-created survey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Created Survey</td>
</tr>
</tbody>
</table>

| **Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
   Strengths:
   According to Our Quality Review (3/18/16):
   • They found School Culture to be well-developed, citing, "School leaders and staff use a variety of resources and supports to partner with families to communicate high expectations for their children."
   According to Our 2017-2018 School Quality Guide:
   • In the Framework Element "Strong Family-Community Ties," we received a 97% positive response rate (score 4.4) on the sub-category "Outreach to Parents," which is 3% higher than the district-wide average, and 2% higher than the citywide average.
   • In the Framework Element "Strong Family-Community Ties," we received a Framework Element Score of 3.61, which is .31 higher than our 2017 score of 3.30.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   Priority Needs:
   According to Our 2017-2018 School Quality Guide:
   • We received a score of 3.61 for the Framework Element "Strong Family-Community Ties." which is 0.09% higher than the district-wide average, and 0.18% lower than the citywide average.
   • In the Framework Element "Strong Family-Community Ties," we received an 86% positive response rate (score 2.33) on the sub-category "Parent Involvement in School", which is 1% lower than the district-wide average, and 4% lower than the citywide average.
   • Under the sub-category "Parent Involvement in School," 58% of families say that "they have had the opportunity to volunteer time to support their school"

According to Our End-of-Year CEP Goal Review:
   • We did not meet our goal to receive an 89% positive response rate on the sub-category "Parent Involvement in School" on The 2017-18 School Quality Guide.

Therefore, we determined that "Parent Involvement in School" was an area of focus.

Part 2 – Annual Goal
Indicate your school’s 2018-19 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 2019, it is our goal to improve Parental Involvement in the School, as evidenced by a 3% increase (89%) in the positive response rate on the sub-category "Parent Involvement in School," as measured by The 2018-19 School Quality Guide.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-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). | Parents | 12/18 - 11/18 | Administration  
Parent Coordinator |
| Creation and Sharing of Parent Volunteer List for various school-based activities (book fair, school pictures, PTA Meeting Hospitality, 5th Grade activities (cap and gown etc.), library volunteers, Field Trip Chaperones etc.) | Parents | 10/18 - 6/19 | Administration  
Parent Coordinator |
| Establish a Cultural Celebrations After-School Event Calendar (bi-monthly) that encourages parent/guardian participation | Parents | 9/18 - 6/19 | Administration  
Parent Coordinator |
| Monthly Parent Classroom Visits | Parents | 9/18 - 6/19 | Administration  
Parent Coordinator  
Teachers  
Related Service Providers  
Special Education Consultant Teacher  
Parent Coordinator  
Bilingual Coordinator |
| Tuesday Parent Engagement--including targeted subgroup workshops: SWDs, Students whom receive Related Services (Speech/Occupational Therapy/Physical Therapy/Counseling), ELLs, etc. | Parents | 9/18 - 6/19 | Administration  
Parent Coordinator  
Teachers  
Related Service Providers  
Special Education Consultant Teacher  
Parent Coordinator  
Bilingual Coordinator |
| Monthly Parent Workshops (i.e. NYC Account, Middle-School Application Process, etc.) | Parents | 9/18 - 6/19 | Administration  
Parent Coordinator  
Coaches  
Guidance |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Monthly Parent Visits. Parent Workshops throughout the year.

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.

Administration, Parent Coordinator, Parent Surveys, Parent Committee Meeting Schedule

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

| X | Tax Levy | X | Title I SWP |  || Title I TA |  || Title II, Part A |  || Title III, Part A |  || Title III, Immigrant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | C4E |  |  |  |  |  |  |  |  |
|  |  |  | 21st Century Grant |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | SIG |  |  |  | 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 2019, 63% of parents will have been invited to participate/volunteer in a school activity/event.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School records of invitations to join Parent Committees or be involved/volunteer at school events.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>AIS: Level 1 Students as per the 2017ELA (Grades 3, 4 &amp;5)</td>
<td>Common Core Aligned Literacy Instruction</td>
<td>Whole class/small group/one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>AIS Monitoring: Level 2 students on the 2017ELA Test</td>
<td>iReady</td>
<td></td>
<td>Extended Day</td>
</tr>
<tr>
<td></td>
<td>Rti: Benchmark Level 1 students as per our Universal Screening tool — the TCRWP Benchmark Assessment System AND Classroom overall ELA performance Level 1 OR Level 1 on the 2017ELA Test (Grades 4 and 5)</td>
<td>FUNdations</td>
<td>Small Group</td>
<td>Saturday Academy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leveled Literacy Intervention (LLI)</td>
<td>Small Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension Toolkit</td>
<td>Small Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LexiaCore 5</td>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Great Leaps Reading</td>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Rescue</td>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>AIS: Level One Students as per the 2017NYS Math Test</td>
<td>Common Core Aligned Mathematics Instruction</td>
<td>Whole class/small group/one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iReadyMath</td>
<td></td>
<td>Extended Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Grades 4 &amp; 5)</td>
<td>First in Math</td>
<td>Small Group</td>
<td>Saturday Academy</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
<td>---------------</td>
<td>-------------</td>
<td>------------------</td>
</tr>
<tr>
<td>AIS Monitoring:</td>
<td>Level 2 students 2017 Math Test</td>
<td>Mathletics</td>
<td>Individual</td>
<td>First in Math</td>
</tr>
<tr>
<td></td>
<td>Level 2 students 2017 Math Test</td>
<td>Mathletics</td>
<td>Individual</td>
<td>Mathletics</td>
</tr>
<tr>
<td></td>
<td>Level 2 students 2017 Math Test</td>
<td>Mathletics</td>
<td>Individual</td>
<td>Mathletics</td>
</tr>
<tr>
<td>Science</td>
<td>Level 1 on the Grade 4 2017 Science Test</td>
<td>Standards Based Science Instruction</td>
<td>Whole class/small group/one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Grade 4 current Level 1 on Report Card in Science</td>
<td>Afterschool Science for 4th Grade Students</td>
<td>Whole class/small group/one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Grade 5 current Level 1 on Report Card in Social Studies</td>
<td>Standards Based Social Studies Instruction</td>
<td>Whole class/small group/one-to-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Referral from Response to Intervention or Pupil Personnel Team OR Crisis Intervention</td>
<td>SETSS Speech and Language Counseling OT/PT Consultative Services Positive Behavior Support - Consultation (FBA &amp; BIP)</td>
<td>Small Group or 1:1 Small Group Small Group or 1:1</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

| There are 298 students Temporary Housing (7, residing in shelter; 1, in temporary housing; and 290, doubled up). |

2. Please describe the services you are planning to provide to the STH population.

   Students are supplied with backpacks and uniforms, as needed, educational materials and admission fees for field trips.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   .
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

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.

One hundred percent of our staff are highly qualified, therefore, all students at PS 16Q receive instruction from highly qualified staff according to the BEDS survey.

Applicants are interviewed by a team representing various constituencies. A demonstration lesson is observed as part of the application process.

We attract and retain highly qualified teachers by collaboratively refining our School’s instructional focus, goals and mission, as well as demonstrating the professional support through embedded professional learning.

Professional learning and instructional coaching are provided throughout the school year based upon needs (one-to-one, grade level, specialty area, and School level)

A mentoring plan is developed for those new to the profession in order to support and retain our newest teachers – allowing them to excel.

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).

Professional development is coordinated by the Administrative Team, Coaches, Network Support Specialists, Staff Developers and classroom teachers. A Professional Learning Committee meets to determine a plan for professional learning opportunities.

Pedagogical staff (teachers, administration, paraprofessionals and service providers) are provided with:

- Planning and staff development periods and/or days to work together both within and across grades (Monday Professional Development Periods, Teacher Team Meetings, Common Preparation Periods, etc...)
- Professional development focused on Supporting English Language Learners, the Common Core State Standards/Next Generation Standards, Danielson (with a strong focus on higher order questioning and discussion), and integrating best practices.
The Principal and Assistant Principals will continue to engage in ongoing feedback discussions with teachers regarding instructional practice and student outcomes.

The Cabinet, Instructional Leadership Team and Professional Learning Committee meets regularly to reflect on and refine school-based practices and update the professional learning plans.

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.).

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

Pre-School Visits and Classroom Tours

Kindergarten Orientation for Parent(s)/Guardian(s)

Dual Language Program Visits/Tours

Transitional Planning for Turning 5 Evaluations - Family Visits and Reviews of Individualized Educational Plans (IEPs) prior to school starting in September.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Teacher Team Meetings have, and will continue to, address the use of performance tasks, benchmark assessments and curriculum-based assessments to assess progress towards meeting the Common Core Learning Standards.

School based surveys have guided decision making regarding Internet Based tools and interventions purchased for the school (myON, Lexia Core 5, i-Ready Reading and Math, BrainPop, BrainPop Jr., BrainPop ESL, MyON, First in Math)

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. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$65,431</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$65,026</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$94,158</td>
<td>X</td>
<td>5A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$9,765,956</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

---

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. P.S. 16 The Nancy DeBenedittis School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 16Q, The Nancy DeBenedittis School, will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand</td>
</tr>
</tbody>
</table>

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
- 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.

**Encouraging School-Level Parental Involvement**

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library along with instructional materials for parents.

**School-Parent Compact (SPC)**

*Public School 16Q, The Nancy*
**SCHOOL-PARENT COMPACT**

P.S. 16 The Nancy DeBenedittis School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:</td>
</tr>
<tr>
<td>• using academic learning time efficiently;</td>
</tr>
<tr>
<td>• respecting cultural, racial and ethnic differences;</td>
</tr>
<tr>
<td>• implementing a curriculum aligned to the Common Core State Learning Standards;</td>
</tr>
<tr>
<td>• offering high quality instruction in all content areas;</td>
</tr>
<tr>
<td>• providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by</td>
</tr>
<tr>
<td>• conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• arranging additional meetings at other flexible times, e.g., morning, evening</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;</td>
</tr>
<tr>
<td>• providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;</td>
</tr>
<tr>
<td>• ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
<tr>
<td>• ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;</td>
</tr>
<tr>
<td>• notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;</td>
</tr>
<tr>
<td>• arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;</td>
</tr>
</tbody>
</table>
• planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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);
• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
• encourage my child to follow school rules and regulations and discuss this Compact with my child;
• volunteer in my child’s school or assist from my home as time permits;
• participate, as appropriate, in the decisions relating to my child’s education;
• communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
• respond to surveys, feedback forms and notices when requested;
• become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
• participate in or request training offered by the school, district, central and/or State Education Department and learn more about teaching and learning strategies whenever possible;
• take part in the school’s Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
• share responsibility for the improved academic achievement of my child.

III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

**Part A: School Information**

Name of School: [ ]

DBN: [ ]

This school is (check one):

- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

---

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):

- Before school
- After school
- Saturday academy

Total # of ELLs to be served: [ ]

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: [ ]

# of certified ESL/Bilingual teachers: [ ]

# of content area teachers: [ ]
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

I: Direct Instruction

In analyzing our Teachers College Reading assessments as well as the ELL Data Analysis Tool, we have crafted an after-school and Saturday Program that will increase not only the reading levels of students but also their progress on the NYSESLAT.

After-school (Leveled Literacy):

We analyzed our Teachers College Reading assessments from the end of the 2018 school year. According to our end of year data analysis of reading levels, only 25.07% of our English Language Learners (ELLs) are reading on our above reading level. In order to target ENL students in grades 1-5, reading at a benchmark 1, these students will be offered the opportunity for a Leveled Literacy after-school program. The English Language proficiency levels of the students in the groups will vary. The program will run in three cycles (approximately 23 sessions each), beginning on September 26, 2018 and ending on June 20, 2019. The language of instruction will be English. Three ENL certified teachers will be instructing students and monitoring progress. The teachers will work with approximately two groups of students a session, the groups will not exceed six students in each. At the end of each cycle, reading levels will be analyzed and students making progress will then either continue for another cycle, or receive small group targeted instruction during the school day. The program that will be used is Leveled Literacy Instruction.

After-school (Lexia & Small Group Instruction):

Our Transitional Bilingual classes have many students who are recently arrived to the country. These students have varied needs in regards to their literacy in their native language as well as in English. In addition to the Leveled Literacy after-school, two after-school classes will focus on students in our TBE classes in grades from 2-5. The program will run beginning on September 26, 2018 and ending on June 20, 2019. The language of instruction will be English through the Lexia program, the small group instruction will be in English or Spanish, dependent on student need. There will be two teachers with approximately twenty students each, they will be certified in either Bilingual Education or ENL. In order to provide the small group instruction in Spanish (if/when needed), the teachers should be fluent in Spanish. The instructional material used during the After School Program is an English as a Second Language web-based program called Lexia. The students will practice Reading, Writing, Speaking and Listening skills utilizing I-pads or laptops. Lexia tracks their progress, identifies areas in need of improvement and differentiates instruction by level.

Saturday Academy:

In order to support our English Language Learners in making academic gains on the New York State English Language Arts (ELA) and Math tests, and to attain proficiency on the New York State Identification Test for English Language Learners (NYSESLAT), an English Language Learner Saturday Enrichment Program is offered to ELLs in third grade. The students will meet for approximately twenty-five sessions and receive their instruction in English. There is a maximum of twenty-five (25) students per class. The program consists of one hour of Intensive English, one hour of Math instruction, a 1/2 hour of ELA/New York State English as a Second
Part B: Direct Instruction Supplemental Program Information

Language Achievement Test (NYSESLAT) preparation and a 1/2 hour of Music enrichment. The program will consist of four third grade classes. Four teachers in the Saturday Academy are English as a New Language (ENL)/Bilingual Certified teachers. The Common Branch teachers will work in conjunction with a certified Bilingual/ENL teacher during the Intensive English block. The program will be supervised by an Assistant Principal for approximately 25 sessions. The Saturday Academy will begin on November 3, 2018 and end on June 22, 2019. Four classes will receive ENL instruction and scaffolding supports in English Language Arts (ELA)/Math and Music Enrichment classes for a total of 4 hours. These classes will receive instruction by a certified Bilingual or ENL teacher.

Part C: Professional Development

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

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

Begin description here: _____

Our goal is to provide quality training and staff development to all instructional and support personnel that will lead to improved teaching and student learning in all subject areas. Ongoing training will be provided to teachers of ENL students in the use of proven instructional strategies, methods and techniques that will support ENL learners. Last year there was a school-wide initiative on Co-Teaching for English Language Learners and Students with Disabilities. Teachers received Professional Development from Andrea Honigsfeld and Carol Wertheimer. For this upcoming school year, they will be presenting to the staff in order to expand our knowledge base on how to work collaboratively in a co-teaching setting in order to impact student achievement. Differentiated professional learning will take place for teachers who are new to our school in the Fall. Those teachers will be receiving the book, "Co-teaching and Collaboration for Teachers of ELLs" and will be attending PD with Carol Wertheimer. Staff members who were in our school the prior school year, will be attending PD with Andrea Honigsfeld.

There is also an added focus on how to prepare ELLs to meet and exceed the Next Generation Learning Standards. The following topics will be addressed during staff development in the 2018-2019 academic school year for teachers of ENL students: Danielson's Framework for Teaching - Discussion and Questioning techniques, Use of Thinking Maps in the content areas, Analysis of data and progress of our ELLs utilizing the Data Analysis Tool, Utilizing Data to target specific modalities in Listening, Speaking, Reading and Writing, Using language goals in all content areas to meet the Next Generation Learning Standards, NYSESLAT strategies.

Training will occur throughout the academic school year and/or during scheduled professional learning meetings. Training may also occur during monthly grade meetings, lunch/Prep periods and/or during ENL program meetings. Additionally, teachers will be given the opportunity to attend city-wide conferences addressing the needs of our ELLs. Tentative dates for the academic school year - 12/5, 12/12, 12/19, 1/9, 1/23, and 1/30. Duration: 2:50 pm - 3:50 PM (1 hour) The provider for the professional development sessions listed above will be through Staff Developers, Literacy Coaches, Assistant Principals or Staff members who will turn-key the Professional Development.
Part C: Professional Development

Part D: Parental Engagement Activities

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

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

Begin description here: ______

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

The Parent Coordinator (Martha Jimenez) provides the parents with a variety of workshops to facilitate a closer relationship between the school and the community. The parents are informed about all the current instructional programs available for their children and support services within the school. Martha Jimenez facilitates and presents parenting workshops, family literacy programs and informs our school community with the need to have a safety/emergency plan for their household. The parents are informed of workshops, activities and special events via monthly calendars and newsletters. Calendars and newsletters are sent in English, Spanish and Chinese. In addition, the school provides translation services through in outside agency during parent teacher conferences. We also have several staff members who speak Spanish/Chinese and translate during parent workshops, conferences and meetings. Staff members are also aware that they may use the phone translation services in the Main Office or in the offices of the Assistant Principals. It is the strong desire of P.S. 16 to provide the parents/guardians of our students with extensive opportunities to attend a variety of Reading, Writing, Mathematics, Technology and Content Area workshops so that they can assist and support the education and learning of their children at home.
Part D: Parental Engagement Activities

To support our parent community, we will also offer a series of parent workshops to grades K, 1 and 2. For the Workshop component, we will offer a series of eight one hour workshops (with different times throughout the year to accommodate the parents) which will address the following:

1. Introduction to the NYSESLAT test
2. Helping your child become a successful reader
3. Reading with your child
4. Strategies to support language acquisition in Listening and Speaking
5. Interactive workshops to support their child in the content areas.
6. Overview of the technological websites/resources available to the students at school and at home.
7. Oral language development through Songs, Poems, and Rhymes
8. Questioning techniques to support student comprehension at home.

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

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

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $[______]

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Travel</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Other</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Nancy DeBenedittis School</td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

- Principal: Elaine Iodice
- Assistant Principal: Tania Ottomanelli
- Coach: Cara Walker
- ENL (English as a New Language)/Bilingual Teacher: Xiomara Leguisamo
- School Counselor: Alba Zamot
- Teacher/Subject Area: Alexis Estrada / ESL
- Parent: Yolanda Maca
- Teacher/Subject Area: N/A
- Parent Coordinator: Martha Jimenez
- Related-Service Provider: Jourdan McGee
- Field Support Center Staff Member: Giuvela Leisengang
- Superintendent: Madeleine Chan
- Other (Name and Title): N/A

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>24</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>27</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>10</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>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)</td>
<td>11</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>1597</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>635</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>39.76%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

![Box with check marks and grades]

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td>1999-2000</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>Spanish</td>
<td>2003-2004</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>DL</td>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

PS 16 utilizes the Fountas & Pinnell assessment tool in reading for all ELL students. The assessment is done in English and for grades K-2 it is also done in Spanish. The ELL students in Bilingual and Dual Language programs in grades 3 -5 are also assessed with the DRA in Spanish to ascertain their Spanish reading level since Fountas & Pinnell is not available in Spanish for those grades. Beginning in the 2017-2018 school year, the TCRWP assessment will replace Fountas and Pinnell.

Insights:
- ELL students who are proficient readers in their native language tend to increase in English reading level at a faster rate.
- ELL students who are illiterate in their native language have lower reading levels in English and progress at a slower pace.
- ELL students have difficulty with inference.
2. What structures do you have in place to support this effort?

There are ongoing Professional Development cycles facilitated by our Literacy Coach, Cara Walker, who is an ENL certified teacher. The cycles offered are based on assessment data, teacher interests and administrative observations based on the Danielson Rubric. Based on assessment data, cycles are offered that target the needs of the ENL students and teachers. In order to insure that the assessments are done with fidelity, teachers are normed to make sure that the assessment is accurate across the entire school.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

At the start of the school year, the ENL department reviews the results of the NYSESLAT data and distributes this information to all classroom teachers, cluster teachers and other providers such as resource room teachers. The ESL/Bilingual Coordinator schedules a grade meeting with each grade to inform teachers on how to interpret the various NYSESLAT reports and how to utilize them to drive and differentiate instruction. This year, the NYSESLAT reports were shared via Google for Education so that teachers could see their students areas of need across the four modalities. The school report card and other NYSED standardized testing information disaggregated to show how ELL students performed are also used to assess the success of our programs for ELLs. We also utilize:

* Fountas & Pinnell reading level assessments on a quarterly basis
* Writing benchmarks and subsequent writing pieces
* Unit assessments in math, science and social studies
* Teacher observations and conferencing notes

4. What structures do you have in place to address interventions once the summative data has been gathered?

Grade-level teams analyze the summative data, meeting bi-weekly, to develop intervention plans and utilize formative data including: Fountas and Pinnell Reading Assessment; student writing and Benchmarks: Unit Assessments in Math, Social Studies and Science; as well as teacher observation and conferning notes.

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

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

* Lisa Zuccalmaglio, AP
* Tania Ottomanelli, AP
* Alicia Toscano, RtI Intervention Specialist
* Brenna Gormley, RtI Intervention Specialist
* Maria Luna, RtI Intervention Specialist
* Jourdan McGee, IEP Consultant
* Nicole Lopez, School Psychologist

Our school begins with the Universal Screening, which is administered to all students. As the Universal Screen, our school uses Fountas & Pinnell Benchmark Assessment System. The NYC Baseline Performance Assessment is used as part of the Universal Screen. Beyond the information from the HLIS, the Universal Screening is used to flag students whose literacy skills are below grade level. English Language Learners are flagged as needing additional support in literacy in conjunction with language services. Our RTI teachers utilize Lexia Learning, Raz Kids, and Leveled Literacy Intervention. Tier I Instruction
English Language Learners receive Tier I instruction by the general education teacher and a certified ENL teacher. We have two models for Tier I instruction of English Language Learners. We have several self-contained English as a New Language classes taught by a certified ENL teacher as well as classes using the push-in model. An ENL teacher pushes into English classes in order to provide the ENL services to those students in need of them, for the time mandated as determined by students' NYSITELL and NYSESLAT score. Both the classroom teacher and ENL teacher provide differentiated targeted instruction based on the needs of both the literacy and language needs of the students. Based on research to best meet the needs of linguistically diverse populations, ELL students are exposed to a curriculum that teaches both language and literacy across content areas. Lessons are made meaningful through hands-on and authentic experiences. ELLs are given instruction that is cognitively challenging, but with instructional supports such as picture cues, total physical response, peer support, and scaffolded instruction. English language learners develop language through conversations with the teacher and with peers.

Tier II Instruction

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

Tier III Instruction

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

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

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

- NYSITELL: Students who scored at an Intermediate level usually progress to an Advanced level and some test out within the first administration of the NYSESLAT
- NYSITELL: Students who scored at a Beginner level usually remain Beginners or move up to Intermediate on the first administration of the NYSESLAT. Also, students who have had prior academic experience in their native language and who do
not pass the NYSITELL usually perform at a proficient level on the Spanish Lab.

- NYSESLAT: It becomes increasingly difficult for students to pass the NYSESLAT as they move up in grade.
- NYSESLAT: Some students remain an Advanced for two consecutive administrations of the NYSESLAT.
- NYSESLAT: Newcomers from other non-English speaking countries rarely pass the NYSESLAT the first 2 – 4 years of administration. However, if the ELL is literate in his/her native language, then they can possibly reach a Proficient within the first or second NYSESLAT administration.

- ELA and Math: The use of the EDAT allows our school to create targeted ENL programs to address the needs of the students. Our Saturday program was created specifically for ENL students who are in the Transitional Level. In addition to the Saturday program, three morning programs were created this past year. One program was a Newcomers program for students in Grades 3-5. This program was limited to recently arrived students, this same group will remain together the following school year. Our second morning program was for our first grade TBE students and targeted oral language development as well as guided reading instruction in both Spanish and English. For our TBE students Entering and Emerging Level students in grades 3-5, they attended a morning program which focused on using Raz-Kids and Lexia to help develop their phonemic awareness and fluency in English.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Once the EDAT is completed (prior to the beginning of the school year), the administrative team will meet to discuss the EDAT and the findings. Once the administrative team meets to discuss the findings, a PD date for the staff will be created. School wide the EDAT will be explained through a PD provided by Mrs. Ottomanelli and Ms. Leguisamo. This will insure that all staff members are aware of how the EDAT can help guide instruction for students. After the initial PD in September, teachers will be provided with copies of the EDAT for the students they service. When there are changes to class rosters, updated versions will be provided to teachers.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Students are grouped heterogeneously by mixed proficiency levels in the self-contained freestanding ENL classes. In Freestanding ENL classes that are serviced by a push-in ENL specialist, students are grouped homogeneously by NYSESLAT proficiency level in order to provide the mandated units of ENL service. All instruction in this program is delivered in English.

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

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

      For proficiency level Intermediate/Transitioning, ENL equals 180 minutes per week: Integrated ENL/ELA = 90 minutes and a Flexible 90 minutes which can be used with Stand-alone, Integrated ENL/ELA or any other content area.

      For proficiency level advanced/expanding, ENL equals 180 minutes per week all in Integrated ENL/ELA or other
For proficiency level proficient/commanding, ENL equals 90 minutes per week all in Integrated ENL/ELA or other content area.

b. TBE program. If applicable.

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

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

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

For proficiency level beginning/entering, 360 minutes per week of Stand-alone and Integrated ENL are provided. For proficiency level low intermediate / emerging, 360 minutes per week: 90 minutes of Stand-alone, 180 minutes of Integrated ENL and 90 flexible minutes to be used in either Stand-alone or Integrated. For proficiency level intermediate / transitioning, 180 minutes per week of Integrated and Flexible programming are provided: 90 minutes for Integrated ENL and 90 minutes flexible. For proficiency level advanced / expanding, 180 minutes per week in Integrated ENL.

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

c. DL program. If applicable.

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

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

All ELL students in DL programs develop their second-language skills while learning content knowledge in both languages. ELL students in the DL program receive ENL within the program itself. Small group instructional setting is used to give ELL students the mandated instructional time as per their proficiency levels. For proficiency level beginning/entering, 360 minutes per week of Stand-alone and Integrated ENL are provided. For proficiency level low intermediate / emerging, 360 minutes per week: 90 minutes of Stand-alone, 180 minutes of Integrated ENL and 90 flexible minutes to be used in either Stand-alone or Integrated. For proficiency level intermediate / transitioning, 180 minutes per week of Integrated and Flexible programming are
provided: 90 minutes for Integrated ENL and 90 minutes flexible.
For proficiency level advanced / expanding, 180 minutes per week in Integrated ENL.

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

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Explicit ESL is delivered in each program as follows:

• Transitional Bilingual Programs: There are four (4) Transitional Bilingual classes in grades K-5. Students in these classes are placed heterogeneously and grouped within the class according to ability in reading and native language arts to meet individual needs. Academic instruction is in both English and the native language which at P.S. 16 is Spanish. Classroom libraries consisting of children’s literature in Spanish including fiction, poetry, and non-fiction books that appeal to a variety of different interests are present.

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

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

• Freestanding ENL:
In grades K-5, there are ICT classes with ENL students, Self-contained special education classes with ENL students and freestanding ENL classes.

*ICT Classes with ENL Students- 13 total, six of the classes have a certified TESOL teacher, the remaining classes are serviced by an ENL push-in provider.
*Self-contained Special Education classes- 9 total, three of the classes have a certified TESOL teacher, the remaining classes are serviced by an ENL push-in provider. (The classes are self-contained for special education not by ELL status. Teachers pushing-in follow the mandated time restrictions as per student proficiency as delineated in Part 154.)
*Freestanding ENL classes- 12 total, five of the teachers are TESOL certified, the rest of the classes are serviced by ENL push-in provider.

Students in Free Standing ESL programs receive all instruction in English. Language Arts is taught using ESL and ELA methodologies. Content area instruction is in English using ESL strategies.

• Dual Language Programs: There are twelve (12) Dual Language classes: two in Kindergarten (K-2DL & K-3DL), two in first grade (1-2DL & 1-3DL), two in second grade (2-2DL & 2-3 DL), two in third grade (3-2DL & 3-3DL, two in fourth grade (4-2DL & 4-3DL) and two in fifth grade (5-2DL & 5-3DL). For the 2017-2018 all classes will be following the Teacher’s College Reader’s and Writer’s Workshop models in reading and writing which employ a balanced approach to literacy. A 50-50 program model is used.
During a two and half-hour daily block, there is a half-hour of skills instruction, a one-hour reading workshop and a one-hour writing workshop. The workshops are designed to make sure students develop strong reading and writing skills in many different genres. In addition, ESL strategies such as, TPR, visuals, cooperative learning, prior knowledge, and modeling are aligned to the program.

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

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

ELL students are served by ESL teachers who follow a push-in model:
- English as a Second Language Programs – Push-in Model: ESL instruction is provided by six (6) licensed ESL teachers who service 22 classes from Kindergarten to 5th Grade. Eligible ELL students in grades K – 5 receive two periods (90 minutes) per day of ESL if they are in the Beginner or Intermediate Level and for advanced leveled students one period per day (45minues). All academic instruction during the school day is in English. Six of the Kindergarten classes are housed at our annex located at the Reform Temple of Forest Hills - all classes contain ELL students and they are serviced by an ESL certified teacher, via the push-in model, that remains in that location. One of the Kindergarten annex teacher is TESOL certified, thus providing services for her class.

Core content areas are taught using ESL methodologies that allow for the acquisition of academic material.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

For the upcoming school year, all classes will utilize the Teachers College Literacy Program. All programs utilize the GoMath program.

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

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

* Use of best practices from Teachers College and Go Math
* Use of student's cultural background and experiences
* Simplified directions, repetition, rephrasing
* Small group instruction
* Close/Cloze reading
* Thinking maps/Graphic organizers/Semantic webbing
* Vocabulary with visuals
* Illustrations, diagrams, outlines
* Math manipulatives
* Physical models
* Fiction and non-fiction libraries in the native language (first language)
* Peer tutoring
* Total Physical Response (TPR)/Role Playing/Play-acting
* Modeling
* Use of technology: Promethean boards, iPads, overhead projector
* Use of software programs: Imagine Learning

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

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

ELLS are appropriately evaluated in their home language with assessment tools that are used according to specific grade:
* For Kindergarten through 2nd Grade the Fountas & Pinnell language/literacy assessment in Spanish is utilized.
* For Grades 3 - Grade 5, the Spanish DRA 2. We currently do not have a native language assessment for the low incidence languages.

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

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

5. How do you 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

Based on the EDAT, for the school year 2017-2018, approximately 6 students were identified as SIFE. In order to meet their needs, the following actions will be taken:
• Title III Early Morning Program- students will resume in their morning program that is specifically for this subgroup.
• Leveled libraries in the classrooms that range from two levels below to one level above the SIFE student’s identified reading level
• Guidance Counselor will provide an emotional as well as affective factors profile of the SIFE student
• SIFE students will be screened for learning disabilities
• Cultural and family background will be addressed for a complete picture of SIFE student
• Differentiated instruction – grouping by ability, need(s), and targeted skills
Based on the EDAT, for the school year 2017-2018, approximately 713 students were identified as NEWCOMERS. In order to meet their needs for the upcoming school year, the following actions will be taken:
- Encourage with the assistance of the Parent Coordinator, that parents attend ELL Parent Conferences within the school.
- Hold several Parent Orientation meetings to inform parents of different Programs within the school and what their options are.
- Hold a Parent Orientation before school starts in September to familiarize parents and students with the school building, schedule/routine, and services.
- Newcomer classes
- Pair student with a buddy
- Extended Day programs (Wednesdays - Thursdays)
- Guidance intervention where necessary

Based on the EDAT, for the school year 2017-2018, approximately 58 students were identified as Developing ELLs receiving service of 4-6 years on the RYOS ATS report. In order to meet their needs, the following actions will be taken:
- Extended Day Programs for ELLs (Wednesdays - Thursdays)
- Saturday Academy for ELLs in the Content Area and Getting Ready for the NYSESLAT
- Great Leaps in Reading
- ESL push-in model within a small group instructional setting using research-based ESL methodology
- Leveled Libraries in English and native language
- Reading/Writing/ Mathematics Portfolios to track progress
- Peer Assisted tutoring
- Readers/Writers Workshop models
- Technology based listening activities in the computer lab
- Three Guidance counselor focusing on developing a personal profile of students. Alba Zamot - grades K, 1, & 2 and Paul Ramos - grades 3, 4 and 5
- Parent Coordinator focuses on developing and maintaining communication between the school and parents

In the school year of 2015-2016 approximately 0 students were identified as Long Term ELLs.

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

In the school year of 2015 - 2016 approximately 185 Former ELLs were identified as having tested proficient on the NYSESLAT 2015 or Commanding on the NYSESLAT 2016. They will continue to receive explicit ELL instruction when placed in a self-contained freestanding ESL classroom. Former ELLs receive, for the next two years, testing accommodations as per NYSED on City and State exams as well as in classroom assessments. Now, with the amendments made to the CR-Part 154, former ELLs will also be entitled to ENL services for the next two years since passing the NYSESLAT. These students will receive .5 units per week (2 periods/per week) of ENL in ELA. They are also invited to the After-school and Saturday academic programs targeting Literacy and Math.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

For ELLs identified as having Special Needs/Students with Disabilities, the following strategies and grade-level materials are utilized:
• Nine (9) self-contained Special Education classes with ELLs.
• Fifteen (15) ICT classes containing ELLs with IEPs.
• Resource Room intervention in reading and mathematics within a small group instructional setting as well as RTI Tiered Interventions
• ESL push-in with small group instructional setting using research-based ESL methodology. Also use of technology such as Promethean Board, iPads, videos and software (Lexia Learning).
• Extended Day Program (Wednesdays - Thursdays)
• One-to-One tutoring
• Peer assisted tutoring
• Familiarization with students IEP to be aware of students learning disabilities and modifications
• Regular ongoing conferencing with Speech and other related service personnel that student receives services from to better track student’s progress and target needs are also addressed through differentiated instruction using ReadyGen and GoMath

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

7. 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?

Fifteen (15) full-day ICT classrooms in Grades K - 5 and five (5) Resource Room classrooms in Grades 1, 2, 3, 4, and 5 contain ELL-SWD students who are designated to be in the least restrictive environments. For ELL-SWD students in ICT classrooms in Grades 1, 3, and 4 a State Certified Teacher who holds a TESOL license co-teaches with a State Certified Special Education teacher. General Education non-ELL students are grouped with heterogeneous grouping of ELLs in the ICT class so as to adhere to the values of the program. In classrooms where students are receiving SETTS services, a State Certified Special Education teacher provides services to these students. The Special Education Supervisor, Lisa Zuccalmaglio, flexibly schedules ELL-SWD students as per their IEPs.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

ELL students identified to be at-risk, receive additional support in after school classes three days per week. Students work on Reflex Math and DreamBox Learning, web-based programs, to further skills development in Mathematics. All ELLs in grades 3-5 are provided Extended Day Intervention that offer support in ELA and Math.

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

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

An ELL Saturday Academy was created to target students in Grades 4 and 5 who are Expanding according to the 2016 NYSESLAT results. These students received instruction from TESOL certified teachers and had an music based enrichment period.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We are researching an ENL literacy program for the use of the ENL push-in providers with their ELL students. The program is called English Now - on hold due to budget. ENL teachers meet with the Principal once a month to discuss issues concerning assessing ELLs on an ongoing basis, whether the Second Language Acquisition is working, results of LexiaLearning reports on student usage and progress tracking, plan parent workshops focusing on helping their ELLs at home, and professional development opportunities.

10. If you had a bilingual program, what was the reason you closed it?
    We are not discontinuing any of the programs we have in place for ELLs.

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

    After-school programs for ELLs include classes for ELL students in Grades 4-5 with a TESOL NYS Certified teacher using the researched-based program Imagine Learning English or Intensive English depending on the students' grade. Saturday ELL Academy program for ELLs in Grades 2 - 5 with TESOL NYS Certified teachers using the programs Spotlight on English or Intensive English depending on the students grade. Afterschool ELL programs will also focus on preparation for the NYSESLAT using the materials Empire State NYSESLAT from publisher Continental. Title III programs also include preparation for ELLs in ELA, Math, and Science (3rd - 5th graders only). This year a Newcomers Morning Program was introduced, these students will remain as a cohort for the upcoming school year.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
    The following are ELL materials used by ESL Push-in, ESL Classroom, Dual Language and Bilingual Teachers: Subgroups are identified in parenthesis
    • Destination Math (link on GoMath) (All ELLs)
    • Lexia Learning (All ELLs)
    • DreamBox Learning (All ELLs)
    • Reflex Math(All ELLs)
    • Benchmark leveled readers (Spanish and English) (Dual Language, Special Education and Bilingual ELLs)
    • Kaplan English Language Arts (All ELLs)
    • Kaplan Math test preparation (All ELLs)
    • Reader’s Theatre (All ELLs)
    • DRA Spanish Assessments (Dual Language, Special Education and Bilingual ELLs)
    • Fountas & Pinnell (Dual Language, Special Education and Bilingual ELLs)
• Words their Way (All ELLs)
• Wilson Program (Special Education and Bilingual ELLs)
• Headsprout (All ELLs)
• RAZ kids (All ELLs)
• Great Leaps (All ELLs)
• Estrellita (K-2 ELLs in TBE & Spanish component DL)

Content Area Materials for ELLs
• We the people by Houghton Mifflin
• Social Studies New York City
• Estudio Sociales de Nueva York
• Social Studies by Houghton Mifflin
• Estudio Sociales by Houghton Mifflin
• FOSS kits (Science) in both English and Spanish

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

Native Language support is delivered according to the NYS mandates
TBE: Math and Science are delivered in a student’s native language (Spanish) with an ongoing emphasis on reading and writing. Depending on students' literacy levels and needs, a model of 2 days English and 3 days Spanish is implemented with a shift to 3-4 days English and 1-2 days Spanish as the year progresses.
DL: A 50-50 program model is followed. Native language (Spanish) is delivered full day basis depending on the cohort's schedule.
ESL: Delivered when classroom teacher and/or push-in ESL teacher speaks the native language of student.

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

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

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

P.S. 16 assures that the mandated number of instructional minutes is provided according to proficiency levels in each program through:
• Seven TESOL licensed teachers following a push-in model and servicing ELLs within small group instruction one two two periods per day for five days
• Twelve (12) self-contained freestanding ESL classes with ESL licensed teachers who provide ESL methodology in whole class and small group instruction
• Four (4) Transitional Bilingual Education classes where proficiency levels as well as Native Language Arts are taken into account when allocating time for instruction.
• NYState mandated time constraints are used when programming instructional minutes for each class and each proficiency level

All programs that are implemented correspond to the students’ grade level and academic needs. Programs are researched based and approved by New York City Department of Education. The programs allow for an initial assessment to ascertain areas of strengths and weaknesses followed by a prescribed plan that targets the deficiencies. Therefore, they are geared for individualized instruction.

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?
The following are ELL materials used by ESL Push-in, ESL Classroom, Dual Language and Bilingual Teachers: Subgroups are identified in parenthesis

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

Content Area Materials for ELLs

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

16. 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).

   All newly enrolled students are welcomed by either Xiomara Leguisamo, ENL Coordinator or Tania Ottomanelli, Assistant Principal of the ENL Department.

   School counselors and also our Parent coordinator are readily available to address the needs of our newly enrolled ELLs.

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

17. What language electives are offered to ELLs?

   Currently electives are not offered.

18. For schools with dual language programs:

   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

   b. In which language(s) is each core content area taught?

   c. How is each language separated for instruction?

   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

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

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

---

**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 and non-pedagogic staff.) 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?

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

The following topics will be addressed during staff development Mondays in the 2017-2018 academic school year for all teachers. It is our beliefs that the strategies and instructional approaches that help

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

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

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

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

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

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

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

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

Additional Resources and Support

1) P.S.16Q also supports the learning of ELLs through the use of instructional materials such as:
• Leveled libraries in English and Native Language for TBE classes and Dual Language classes
• Leveled libraries for Freestanding ENL classes
• Spotlight on English and Intensive English for After-school and Saturday Academy
• Getting Ready for the NYSESLAT for After-school, Early Bird and Saturday Academy
• Go Math in Spanish for TBE and DL

2) Professional Development for all personnel who service ELL students at P.S. 16Q include:
• Professional Development on extended days focusing on strategies to help ELLs in Reading and Writing
• Professional Development on extended days focusing on interpreting data on ELL interim assessments to drive instruction
• Monthly Calendar day meetings at Teachers’ College focusing on ESL
• Grade Conferences focused on instructional strategies and methods that are geared to ELLs

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

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

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

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

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

2. 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.

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

The administration ensures that all staff receives the mandated time for ELL training during staff development days, in-house differentiated professional development, and study groups. Differentiation of Instruction for ESL students is an in-house ELL training workshop presented by staff developers. Teachers received a 3 day SIOP Professional Development. Each day focused on different component. The above workshop included how to scaffold and differentiate instruction, stages of language acquisition, activities related to the different stages of language acquisition and questioning techniques to ensure that each child understands what is being taught. Teachers will continue to receive SIOP Professional Development for the upcoming school year to support the work that began the previous year. Another workshop provided previously to the staff was full day and half-day sessions with Mary Capellini. Ms. Capellini supported teachers in tracking ELL progress through careful and intense observation of each students speaking and writing components. The ENL teachers as well as the assistant principals provide on going staff development throughout the school year. Staff development presentations provided by the literacy coach include: Shared Reading, Universal Design for Learning, and Fundations. All teachers at P. S 16Q have been provided with resource materials that they have been studying and using extensively for their classroom instruction. Administrators,
lead teachers and staff developers, consistently model teaching strategies and learning process for specific grades.

### Parental Involvement

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

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

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

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

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

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

### Additional Information

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

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

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Elaine Iodice, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine Iodice</td>
<td>Principal</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Tania Ottomanelli</td>
<td>Assistant Principal</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Martha Jimenez</td>
<td>Parent Coordinator</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Xiomara Leguisamo</td>
<td>ENL/Bilingual Teacher</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Yolanda Maca</td>
<td>Parent</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Alexis Estrada</td>
<td>Teacher/Subject Area</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Teacher/Subject Area</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Cara Walker</td>
<td>Coach</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Alba Zamot</td>
<td>School Counselor</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Madeleine Chan</td>
<td>Superintendent</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Field Support Center Staff Member</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Giuvela Leisengang</td>
<td>Other Borough Support</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Jourdan McGee</td>
<td>Other Related Services</td>
<td>6/30/17</td>
<td></td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Data used includes:

* Home Language Identification Survey (HLIS)

* RAPL report from ATS indicating the home language of the parents and the language in which they wish to receive all correspondence and phone calls.

* RHLA report from ATS indicating the incidence of different languages in our school

* A parent letter asking parents to confirm their language preference for communication with the school is also utilized
The ESL/Bilingual Coordinator:

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

The Parent Coordinator

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>This data reflects the 2015-2016 school year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali = 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burmese =2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cantonese = 2 with 1 parent choosing Chinese for written communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cham = 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese = 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin = 16 with 1 parent choosing Chinese for written communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tagalog = 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punjabi = 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish = 674</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of the Year Welcome Letter - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrance and Dismissal Schedule - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Uniform Policy - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Supply Lists - June and September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet the Teacher - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video/Photography Consent - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking Trips Consent - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Teachers' Welcome Letters to Parents including Overview of Curriculum and Expectations - September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Overview of ELA and MATH Exams - September and March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitation for Parents of ELLs to the Parents as Partners workshops - October - May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Environmental Survey Participation Letter - March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA - September - June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event Description</td>
<td>Start Date - End Date</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Monthly Calendar/Newsletter - September - June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Breakfast/Lunch Menu - September - June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactive Parent Classroom Visits - September - June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly Trip letter - September - June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III Letter Enrichment Programs: Afterschool and Saturday ELL Academy</td>
<td>September/October</td>
<td></td>
</tr>
<tr>
<td>Targeted Afterschool and Saturday Academy</td>
<td>September/October</td>
<td></td>
</tr>
<tr>
<td>Music and Drama Clubs - October - June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTC Announcements and Appointment Letters - September/November/March/May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYS Testing Calendar - September, March and April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candy Sale - Fall/Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture Day - Fall/Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Fair - March/April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Fair - March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Fair - March/April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama and Music Shows - Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Grade Graduation - June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Grade Senior Trip - November, February, March, May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Grade Senior Dues - November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten Stepping Up Ceremony - June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Concerns - Foods Posing Choking Hazard - Ongoing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP 78
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTC - September, November, March, May</td>
<td></td>
</tr>
<tr>
<td>At Risk Parent Meetings - October, November, January, March, May, June</td>
<td></td>
</tr>
<tr>
<td>Curriculum Nights - September and May</td>
<td></td>
</tr>
<tr>
<td>Tuesday Parent Engagement - September - June</td>
<td></td>
</tr>
<tr>
<td>Interactive Parent Classroom Visits - September - June</td>
<td></td>
</tr>
<tr>
<td>Disciplinary Parent Meetings with Dean/Guidance Counselors/Teachers - Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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

* Centrally Produced Critical Documents will be sent home in the language of preference of families. (English and Spanish > 10%)

* Student Critical Documents will be sent home in the language of preference of families.

* If unable to provide translation, a note informing parents how to request free translation will be attached to the document.

* Interpretation services will be provided by School-based staff in Spanish and Chinese.

* Phone interpretation services will be provided for other languages, as posted in all offices.

* Where School-based translation or interpretation is not available, it will be planned and requested through the NYC DOE Translation and Interpretation Unit.

* All notices of translation and interpretation services are posted at the main entrance and on file, in an accessible and labeled binder on the counter of our Main Office.

* Translation and Interpretation funds will be utilized to support the above-bulleted efforts.

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

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

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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

* The Parent Environmental Survey

* Parent Feedback Surveys after parent workshops/meetings including PTC

* Parent Coordinator outreach to parents
* We are currently working on scheduling a parent focus group inclusive of all cultures and languages represented at P.S. 16Q to gather feedback from parents on issues that they feel are important and would like addressed.