



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **14K016**

**School Name:**                       **P.S. 016 LEONARD DUNKLY**

**Principal:**                           **MARY RENNY**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Leonard Dunkly School Number (DBN): 14K016  
PreK-5  
Grades Served:  
School Address: 157 Wilson Street  
(718) 782-5352 (718) 486-8447  
Phone Number: Fax:  
School Contact Person: Erik Van Gunten Email Address: Evangunten@schools.nyc.gov  
Principal: Mary Renny  
Cathy-Jo Hoey  
UFT Chapter Leader: Samantha Salas  
Parents' Association President: Priscilla Mundo  
SLT Chairperson:  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Elizabeth Morillo  
Student Representative(s):

**District Information**

District: 14 Superintendent: Alicja Winnicki  
215 Heyward Street, Room 246 , Brooklyn, NY  
Superintendent's Office Address: Awinnic@schools.nyc.gov  
Superintendent's Email Address:  
718 3027600 718 3027978  
Phone Number: Fax:

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
131 Livingston St., Brooklyn, 11201  
Director's Office Address: BFitzge2@schools.nyc.gov  
Director's Email Address:

Phone Number: (718) 935-3954 Fax: (718) 935-2382

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Renny	*Principal or Designee	
Cathy Jo Hoey	*UFT Chapter Leader or Designee	
Samantha Salas	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Priscilla Mundo	Member/Teacher	
Dolores Pantoja	Member/Teacher	
Elizabeth Morillo	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. German	Member/Parent	
Ms. Espinal	Member/Parent	
	Member/Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and SCEP 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 School Comprehensive Educational Plan (SCEP) 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE's Quality Review (QR)**

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

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

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

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

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

### **Next Steps for SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

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

P.S. 16 Leonard Dunkly is located in a diverse community in the Williamsburg section of Brooklyn. We are a Title I school serving students from Pre-K to Fifth grade. Here at P.S. 16 we have a true professional learning community in which leaders, teachers, and parents all value education and work together to help children succeed. All of our students are held to high expectations. All of our teachers are highly qualified and well-versed in the Common Core Learning Standards and Danielson's Framework. Our curriculum is completely aligned to the Common Core State Standards and rigorous instruction is evidenced by the level of questioning and use of academic vocabulary during classroom instruction. Our school reflects the Framework for Great Schools, beginning with trust which is at the forefront of our school culture. From leadership, to teachers, to students, there is an understanding that we are all working together toward a common goal: student achievement.

We are a Leader In Me school and are dedicated to cultivating a culture of leadership. We teach our students the habits of leadership and skills needed to take charge of their learning and to become leaders. Teachers are all trained in the Leader In Me program as well, therefore students' leadership skills are then transferred into the classroom curriculum. Through class discussions and research, students are able to display their leadership abilities by having conversations with partners and in groups about topics or text they have learned.

We offer many student programs that meet all the needs of students; academic, social, and emotional. Our students are well-rounded and versed in the arts. We have a peer mediator and mentor group, a Super Kids character education program with monthly student-created movies, Monthly Awards Assemblies, Student Leader of the Month, Principal's Prize, the Super Kids Program, and Leo's Paw Prints. In addition, our students have opportunities to be a part of many exciting extracurricular programs such as a basketball team, clarinet and violin training, a chess team, a cheerleading team, Art Is Good art club, and recycling team.

Our supportive environment begins with our open-door policy here at PS 16. Parents are invited to volunteer and participate in their child's daily educational programs. They are able to sit in on classes, meet with teachers to discuss student progress, and attend class trips and events. Every Tuesday, we hold parent-teacher conferences, a time when parents are able to communicate with their child's teacher about specific strengths and areas in need of improvement. We offer many monthly parent workshops, such as Cook Shop for Families that allows parents to come together to learn recipes for healthful eating choices. We also have an active Parent Teacher Association that provides support to all parents and serves as a strong liaison between the school and parent networks. We have a parent library located in the parent coordinator's room that includes books in both English and Spanish. All parent workshops are translated and made accessible to all of our parents and guardians.

In addition to all of the above, we celebrate our students, teachers, parents and families through many events, including, but limited to, Family Night, Dance Festival, Holiday Shows, and monthly Awards Assemblies and our deep dedication to our numerous service projects. Teachers and parents are able to collaborate through the planning and preparation of these events. Many of our events occur annually and have become part of our school tradition which the entire school community looks forward to attending. The programs and events that parents are able to partake in and attend strengthen our family-community ties and positively impact students' educational experiences.

Our school mission is to establish a culture of leadership in which students will be empowered to make a difference in the world. We are a dedicated team of educators who together strive to create a nurturing and supportive environment which ensures that each child reaches his or her potential. Our staff members are dedicated to growing as professionals through reflection and collaboration with each other, students, and parents. We will instill in each student a passion for

learning and character to succeed in college or career. We will identify, develop and promote successful strategies that meet the educational, social, and emotional needs of each student. We will empower our students to be active learners, critical thinkers, and problem solvers. Our teachers, parents, and community members work together to provide a safe, supportive environment and a caring school community which values diversity. Our students will develop a strong sense of responsibility for themselves, each other, and the community. They will attribute success to hard work and persistence which will make them our leaders of tomorrow.

We have seen a significant increase in the number of students with IEPs this year. Our School-Based Support and RTI teams are working tirelessly to provide these students with appropriate and least-restrictive services and environments. We have recently hired an ESL teacher who is fluent in three languages (English, Spanish, Chinese) -- all of which will be beneficial to our specific student population. Our ESL teacher from the past few years has moved into the classroom in 2014-15. She has mentored our new ESL educator.

## 14K016 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	241	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		77.5%	% Attendance Rate	90.5%
% Free Lunch		81.9%	% Reduced Lunch	1.2%
% Limited English Proficient		7.2%	% Students with Disabilities	25.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.8%	% Black or African American	30.1%
% Hispanic or Latino		66.7%	% Asian or Native Hawaiian/Pacific Islander	0.4%
% White		2.0%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.17	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		17.0%	Mathematics Performance at levels 3 & 4	17.6%
Science Performance at levels 3 & 4 (4th Grade)		65.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We have made significant strides in improving the level of thinking in the classroom and in making our classrooms student-centered instead of teacher-centered. Our 2014-15 Instructional Focus was: At PS 16 Leonard Dunkly, all teachers will raise the level of questioning to improve student voice. While teachers have received much professional development in this area, we are striving to become Highly Effective. Quality Review (2014-15): “In some classrooms there was evidence of higher-order questions and cognitive tasks. However in other classes there were low-level recall type questions.” We have focused heavily on the Collaborative Teachers element of the Framework For Great Schools by scheduling 3-5 common preparation periods for each teacher. We have designed in collaborative fashion protocols to be used to examine student work and to create effective assessments. Teachers will collaborate consistently in order to develop and ensure that unit and lesson plans used include data-driven instruction protocols that are aligned to the CCLS and address student achievement needs and will use formative and summative assessments for strategic short and long-range planning.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 50% of teachers will raise at least one level or higher, or remain Highly Effective, on component 3b and 3c as observed by evaluators using the Danielson’s Framework.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will be placed in focus groups according to</p>	<p>All Teachers</p>	<p>9/4/15 - 10/31/15</p>	<p>School leaders, teachers</p>

Advance data on components 3b (questioning and discussion) and 3c (student engagement)			
[30% of professional learning sessions will focus on components 3b (questioning and discussion) and 3c (student engagement)]	[All teachers	10/31/15-12/31/15	School leaders, teachers
All students will have had their reading levels tested three times by this date. Results will be tracked and charted. The parent coordinator will run workshops for parents on reading levels, Lexile levels, and the use of MyOn, the online reading database.	All Teachers	9/4/15-4/30/16	School leaders, teachers, parent coordinator
50% of all students will increase their reading level and comprehension skills as evidenced by their reading levels and comprehension tests	All Teachers	9/4/15-5/31/16	School leaders, teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will utilize professional development personnel from the Borough Field Office and DOE personnel. Teachers will be given common prep periods for planning. Reference materials will be needed on questioning and discussions.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 25% of teachers will raise at least one level or higher, or remain Highly Effective, on component 3b and 3c as observed by evaluators using the Danielson’s Framework.
<b>Part 5b.</b> In <b>February 2016</b> , 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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Members of the school community work together to meet the social and emotional needs of our students and to foster a sense of community across the school and within each classroom. As a result, we have a safe and orderly school environment with relationships built on mutual trust. Our Area of Celebration based on the 2014-15 Quality Review was on component 3.4 for our work in this area. We want to demonstrate continued growth in area 5.2 by establishing systems and understandings of how to support and sustain student social and emotional development and academic success. All teachers, including related service providers, will work together with the data that we have each gathered for our students. As we continue to meet the social and emotional needs of our students, with all stakeholders involved, our planning will become more cohesive and rigorous. This will help build up each of the elements of the Framework For Great Schools, including Rigorous Instruction and Collaborative Teachers.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 75% of all our curriculum will be cohesive school-wide based on student data. We will provide all staff members with a Supportive Environment in order for this to happen.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The ESL teacher, classroom teachers and administration will form a Professional Learning Community to analyze data, perform learning walks, and plan together, with the administration providing a supportive environment.</p>	<p>ESL Students</p>	<p>September to June</p>	<p>ESL teacher, classroom teachers, school leaders</p>
<p>The SETTS teacher, classroom teachers and administration will plan together.</p>	<p>SETTS students</p>	<p>September to June</p>	<p>SETTS teacher, classroom teachers, school leaders</p>

The speech teacher, RTI/ATS teachers, and classroom teachers and administration will plan together and meet consistently to perform periodic data analyses.	Students in Speech, RTI	September to June	Speech teacher, RTI staff, classroom teachers, school leaders
School leaders and staff members will invite parents and families to "fishbowl" planning sessions to show families first-hand what goes into planning to meet the needs of our individual students.	Students with services	September to June	Staff members, classroom teachers, school leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will make adjustments in the schedule so that all support service providers will have common prep planning time with each grade bi-weekly. We will hire ATS/RTI personnel.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 40% of the curriculum will be cohesive school-wide based on student data. Two learning walks and two "fishbowl" planning sessions will be conducted as part of a supportive environment.
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our 2014-15 Instructional Focus aimed to raise the level of questioning to improve student voice. We made gains in this area by focusing professional learning on questioning and discussion techniques, such as asking higher order thinking (HOT) questions and facilitating effective turn and talks and Socratic seminars. We next want to teach our students how to work together in structured groups, with teachers as facilitators. From component 1.2 of the 2014-15 Quality Review: “There were missed opportunities for all students to engage in partner or small group discussions to demonstrate high levels of thinking.” On our QR under 4.2, our teacher teams analyzed data but we need to focus on using the data to drive instruction. We want our teachers to work collaboratively in implementing a reciprocal teaching program.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 50% of math problem solving lessons will incorporate reciprocal teaching. Teachers will collaborate in piloting the program, sharing with colleagues, and meeting consistently to focus on the program.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will receive numerous professional learning opportunities on reciprocal teaching in mathematics. Two teachers will collaborate with school leaders on piloting the RT program in their classrooms. The group will share findings with all teachers. All teachers and staff members will collaborate at meetings held consistently. The Parent coordinator will hold</p>	<p>All teachers</p>	<p>9/4/15-12/31/15</p>	<p>School leaders, teacher leaders who have received training, teachers, parent coordinator</p>

parent workshops on reciprocal teaching.			
Across all grades teachers, teachers will use student assessment group protocols in order to identify trends. Teachers will group students according to their identified needs in order to drive instruction. School leaders will analyze trends bi-monthly to gauge progress made due to reciprocal teaching.	All teachers	9/4/15-1/31/16	School leaders, teachers
50% of teachers will have participated in inter-visitations to provide feedback and reflection on the use of reciprocal teaching.	All teachers	9/4/15-3/31/16	School leaders, teachers
75% of students will have shown improvement in Exemplars, as evidenced by pre- and post-assessments given three times during the year.	All teachers	9/4/15-6/1/16	School leaders, teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
New license for the use of the Exemplars Library, professional learning sessions run by DOE and Borough Field Office personnel, Go Math professional developers. The parent coordinator will print fliers for the parent workshops. The parent workshops will also be publicized on the school website. We need to purchase a license for eChalk for the website.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 1, 2015, 20% of students will show improvement in Exemplars, as evidenced by pre- and post-assessments. 90% of classroom teachers will have collaborated (meetings, inter-visitations, sharing findings from the pilot program) in implementing and assessing the reciprocal teaching program.

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

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>From our 2014-15 QR: "Across classrooms, the missed opportunities to consistently engage all learners in challenging tasks and higher order thinking hinder students from exhibiting their work at high levels." As a method of involving all learners, school leaders implemented a new school-wide system for checking for understanding in 2014-15. While the system was used effectively in writing (Instructional Focus: “This will raise the level of writing across all disciplines”) by some teachers, ADVANCE ratings and low-inference notes demonstrated that a majority of classes were not utilizing the system effectively. We need to implement the system in writing and mathematics by all teachers. School leaders will provide the necessary training and coaching for all teachers to use the system. This will lead to a higher level of student engagement. This will also allow students to take more ownership over their learning and to use each other as resources, allowing students to seek help from their peers. This system allows the teacher to help students based on their individual needs as evidenced by student self-assessments.</p>		

**Part 2 – Annual Goal**

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

By June 2016, school leaders will ensure that 100% of classroom teachers will utilize the checking for understanding (CFU) card system. Monthly writing tasks and math exemplars across all grades will reflect students' improvement of at least one level above baseline scores.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will receive numerous professional learning opportunities on the CFU card system.</p>	<p>All teachers and para-professionals</p>	<p>9/4/15-10/31/ 2015</p>	<p>Teachers, school leaders</p>
<p>School leaders, staff members, teachers, and the parent coordinator will hold numerous parent workshops on the CFU card system.</p>	<p>Parents</p>	<p>9/4/15-10/31/ 2015</p>	<p>School leaders, teacher leaders, teachers, parent coordinator</p>

Frequent formal and informal observations will be conducted.	All classroom teachers	9/4/15-6/1/2016	School leaders
School leaders will facilitate professional learning sessions that will be planned by school stakeholders based on the needs of the staff generated from observation data	All teachers and para-professionals	November 1, 2015 – May 2016	School leaders, professional learning committee members

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will utilize Monday professional learning sessions, common preps, and AIS. The parent coordinator will print fliers for the parent workshops. The parent workshops will also be publicized on the school website. We need to purchase a license for eChalk for the website.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 June 2016, 60% of classroom teachers will utilize the checking for understanding (CFU) card system after receiving guidance, coaching and consistent feedback from school leaders.											
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We have been successful in Tenet 6. However, we want to continue this success and build upon it and become Highly Effective. Based on our 2014-15 Quality Review, parents feel welcomed and are aware of the expectations for their children. However, we want communication between families and school to become more consistent. We will further develop Strong Family and Community Ties by improving our methods of communication with families on a daily/weekly basis. We will utilize Class Dojo with all families, which will provide daily updates. This daily communication will allow us to communicate with parents and family members and will allow us to hear their concerns. This input from parents will provide more information with which to design parent workshops. Workshops will be tailored to meet the needs of the community. We will also use a school website to update families concerning workshops and school events.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 60% of our parents and guardians will have signed up for Class Dojo to receive daily updates on the progress of their children and to communicate concerns or other information to teachers. This will increase opportunities for parents and community members to learn about the school’s instructional and enrichment programs so that they can become active participants in our school community.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parents will receive a calendar that indicates upcoming events at the school and will receive information about the school website.</p>	<p>All parents</p>	<p>9/8/15 -6/1/15</p>	<p>School leaders, parent coordinator, school staff</p>
<p>Teachers, with the help from PTA members, school leaders, and the parent coordinator will implement and maintain the Class Dojo system of daily communication.</p>	<p>All parents</p>	<p>9/8/15-12/31/15</p>	<p>Teachers, parent coordinator, school leaders</p>

All parents will be invited to Friday read alouds, writing celebrations, night-time shows, monthly workshops with the parent coordinator and bi-monthly workshops with teachers via fliers, printed calendars, and updated pages on the school website.	All parents	10/2/15 – 6/16	School leaders, teachers, parent coordinator
School leaders will assess the progress made with the school-home communication systems on a monthly basis.	All parents	10/1/15-4/1/16	Teachers, parent coordinator, school leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will renew the license for our eChalk school website. We will need paper and printing supplies, including poster printing supplies.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, 40% of students’ parents or guardians will have signed up for Class Dojo.											
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Holdovers, State Test and Running Records, class assessments, teacher observations	Small class sizes, AIS personnel, F-Status personnel, Pull-out and Push-In, MyOn, Saturday Academy K-5, After-school 3-5	Small class sizes, Small groups, one-to-one	Before school, during school, after school
<b>Mathematics</b>	Holdovers, State Test, class assessments, teacher observations	Small class sizes, AIS personnel, F-Status personnel, Pull-out and Push-In, Saturday Academy K-5, After-school 3-5	Small class sizes, Small groups, one-to-one	Before school, during school, after school
<b>Science</b>	4 <sup>th</sup> grade State Test, class assessments, teacher observations, Task Writing Bundles	Small class sizes, AIS personnel, F-Status personnel, Pull-out and Push-In	Small class sizes, Small groups, one-to-one	Before school, during school, after school
<b>Social Studies</b>	Class assessments, teacher observations, Task Writing Bundles	Small class sizes, AIS personnel, F-Status personnel, Pull-out and Push-In	Small class sizes, Small groups, one-to-one	Before school, during school, after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Holdovers, Behavior Infraction Logs, Parent Requests, Student Requests, Attendance Records	One on one, Leader In Me Program	One on one, Peer Mediators and Mentors	During school

**Section 7: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
When we recruit teachers, we recruit within the needed license area. For retention, we give teachers a voice (with surveys, etc.) and leadership opportunities. Assignments are based on preference sheets and teacher strengths. Our professional learning opportunities are based on observations and teachers needs, with consistent teacher input. We have a professional learning committee made up of teachers and other staff members. This committee analyzes data and teacher needs in designing the professional learning workshops. Teachers take part in professional learning communities and analyze data from learning walks. These staff members share their findings to their colleagues. All staff members who attend workshops are provided with the time to present information to their colleagues.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
We have a Professional Learning Committee comprised of teachers, administration, and other staff members which designs our professional development sessions. Our professional learning opportunities are based on observations and teachers needs, with consistent teacher input. We bring in a lot of outside professional developers, including district personnel. Our para-professionals were trained in how to assess students with running records. We have a professional learning committee made up of teachers and other staff members. This committee analyzes data and teacher needs in designing the professional learning workshops. Teachers take part in professional learning communities and analyze data from learning walks. These staff members share their findings to their colleagues. All staff members who attend workshops are provided with the time to present information to their colleagues.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

We hold consistent open houses for families of preschool children so they can see what the school has to offer. We reach out to local day-cares and centers. We believe that early intervention is truly important. We utilize the Work Sampling System (WSS) for authentic assessment of our pre-Kindergarten students.

**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.

As noted above, we have a Professional Learning Committee comprised of teachers, administration, and other staff members which designs our professional development sessions. During these sessions, teachers provide input into which assessments they want to use. We meet in grade meetings regularly during which teachers look at possible assessments to use and decide which ones to use, and then examine student work using norming protocols, and compare finding for future decision-making and planning.

**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<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	239,488.00		
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	45,126	X	

Title II, Part A	Federal	78,646.00	X	
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,263,760.00	X	5A, 5B, 5C, 5D, 5E

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**2015-16 Parent Involvement Policy and Parent-School Compact for PS 16**

**Section I: Title I Parent Involvement Policy**

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 an effective partnership with parents in our school. Therefore PS 16, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 16's policy is designed to keep parents informed by actively involving them in planning and decision-making in the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent-Teacher Association, and Title I Parent Advisory Council.

**PS 16 will support parents and families of Title I students by:**

1. Providing materials and training to help parents work with their children to improve their achievement level;
2. Fostering a caring and effective home-school partnership to ensure that parents can support and monitor their child's progress;
3. Providing assistance to parents in understanding City, State and Federal standards and assessments;
4. Sharing information about school and parent related programs, meetings and other activities in languages that parents can understand;

PS 16'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.

In developing the PS 16's Title I Parent Involvement Policy, 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, PS 16 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;
- 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. She will work to ensure that our school environment is welcoming and inviting to all parents;
- Provide opportunities for parents to help them understand the accountability systems, including student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report, and ARIS;
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of Title I children in the 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 NCLB;
- Translate during meetings and events as needed;

**PS 16 will further encourage school-level parental involvement by:**

- Holding annual Title I Parent Grade Conferences;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Supporting OFEA District Family Day events;
- Establishing a Parent Resource Center and lending library for parents with materials in both English and Spanish;
- Providing monthly written progress reports to parents to keep parents informed of their children's progress;
- Distributing all school notices to parents monthly via email;

**Section II: School-Parent Compact**

PS 16 (in compliance with the Section 1118 of Title I, Part A of the NCLB) is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 16 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**School Responsibilities:**

- Provide high quality curriculum and instruction consistent with State Standards and the Common Core Learning Standards (CCLS) to enable children to meet all standards;
- Respect cultural, racial and ethnic differences;
- Implement a curriculum aligned to State Standards;
- Provide instruction by highly qualified teachers;

**Support home-school relationships and improve communication by:**

- Conducting parent-teacher conferences each semester during which the individual child's achievement;
- Arranging additional meetings at other flexible times and providing transportation, child care or home visits for those parents who cannot attend regular meetings;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school, parent programs, meetings and other activities in their home language;
- Providing parents with timely information regarding performance of their children;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- Having a meeting area;
- Providing both school and classroom schedules;

**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;
- Sharing and communicating the school-wide curriculum;
- 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 NCLB Title I requirement;

**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;
- Log onto Class Dojo each day
- 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;
- Read to my child and discuss what my child is reading;
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular activities such as after-school programs, Saturday Academy, clubs and team sports;
- Encourage my child to follow school rules and Chancellor regulations and discuss this Compact with my child;
- Volunteer in my child's school at least twice a year;

**Participate, as appropriate, in the decisions relating to my child's education. I will also:**

- Communicate with my child's teacher;
- Read and respond to all notices received from the school;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in training offered by the school and district;
- Take part in the school's Parent-Teacher Association as often as possible;
- Take responsibility for the academic achievement of my child;

**Student Responsibilities:**

- Attend school every day and be on time;
- Complete homework and submit all assignments on time;
- Follow the school rules, be proactive, and take responsibility for your actions;
- Log on to MyOn every day for 30 minutes
- Show respect for yourself, others and property;

- Resolve disagreements or conflicts peacefully;
- Always be a leader;
- Always use kind words and caring hands;
- Be honest and follow through with promises

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

**Part I: School ELL Profile**

**A. School Information**

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>016</b>
School Name <b>Leonard Dunkley P.S. 16</b>		

**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 <b>Mary Renny</b>	Assistant Principal <b>Erik Van Gunten</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Wei-Ee Cheng</b>	School Counselor <b>Joshua Goldstein</b>
Teacher/Subject Area <b>Cathy Hoey / SETSS</b>	Parent <b>Samantha Salas</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Iraida Cortes</b>
Related-Service Provider <b>Stephanie Foster/Speech</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>Jessica Mondry/Data Specialist</b>

**C. Teacher Qualifications**

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

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

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>242</b>	Total number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	23	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	23	3	3	4	0	2	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	4	7	1	8								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	0	0	2	2	0	2								0
<b>Emerging</b> (Low Intermediate)	2	0	1	0	0	2								0
<b>Transitioning</b> (High Intermediate)	2	0	0	1	0	1								0
<b>Expanding</b> (Advanced)	0	1	1	0	1	3								0
<b>Commanding</b> (Proficient)	0	2	3	1	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	2	3	1	0	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	6				0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3			1						0
4	5		1						0
5									0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 There are a number of assessment tools used to assess the early literacy skills of ELL students. ECLAS-2, Fountas and Pinnell and running records are used to assess a variety of literacy skills. ECLAS-2 data provides specific insight as to how well each student can decode words, how fluently they can read, as well as how much of a story the student comprehends. It also has a spelling and vocabulary component which determines the level of each student in those categories. The listening and writing data from ECLAS-2 provides teachers with writing samples that can be analyzed in order to find each student's specific strengths and weaknesses. Running records help to determine each student's reading level and allows both the teacher and student to develop specific reading goals. Instruction is driven by the data collected from these assessments and data is then used to decide specific skills that must be taught. The data shows that ELLs who make gains in their running record reading levels also make gains in the Reading portion of the NYSESLAT. More specifically, since the NYSESLAT does not inform us of where the students' actual weaknesses are in terms of reading, ECLAS-2 and Fountas and Pinnell break down the early literacy skills into phonemic awareness, phonics, fluency and reading comprehension. From past and current data, ELLs have the most difficulty with fluency and reading comprehension because of the content vocabulary entailed.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The 2015 NYSESLAT results reveal that our ELLs are making steady gains on the assessments by moving from one proficiency level to the next or within a level in order to become language proficient. The ELLs quickly become proficient in Listening and Speaking (social language-BICS), but are making minimal progress in Reading and Writing. We strive to provide all ELLs with quality instruction and a rigorous curriculum with specific tasks that target their reading and writing skills (academic language-CALP). NYSITELL assessments reveal that about 50% of the students eligible for testing score proficient. The remaining students (i.e., 4 out of 5 for the 2015-2016 school year) are mostly at the entering level because they just arrived from another country. We usually get several newcomer students per year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Most students have scored proficient on the Listening and Speaking portions of the NYSESLAT. Therefore, the data shows that instruction should focus on Reading and Writing in order to push students to overall proficiency. We use Annual Measurable Achievement Objectives (AMAO) to compare and analyze student progress and proficiency based on consecutive NYSESLAT results and to set instructional goals for our ELLs. The data reveals that we have met AMAO I and AMAO II, therefore students have shown significant progress on the NYSESLAT and a significant number of students have attained proficiency. The students that were unable to meet AMAO requirements are put into smaller groups and may receive push-in services in addition to pull-out services in order to provide more guided instruction in areas of need and to help them excel in all four modalities.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - a. After examining performance levels and grades, NYSESLAT scores show that our students usually progress either across or within proficiency levels. Students are faring well in the Speaking and Listening modalities. In Reading, there has been minimal progress and in Writing, the majority of the students' scores dropped; this may be due to the new NYSESLAT exam that is putting more demands on the reading and writing portions. Only one student took a statewide exam (i.e., Science) in his home language; he performed worse than most of his peers that took the test in English.
    - b. ELL periodic assessments are used to adjust differentiated groups, as well as to predict how students will do on the NYSESLAT. Periodic assessments help determine what skills and strategies students must work on and scores show which modality should be the focus of instruction. Periodic assessments provide formative feedback for the ESL teacher and help to drive instruction.
    - c. Periodic assessments have shown a need to focus on reading and writing for the majority of ELLs.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Data from the NYSESLAT, LAB-R, and State ELA and Math tests, is used to guide instruction for ELLs. Students are grouped and provided services based on the analysis of testing data. In accordance with the Response to Intervention framework, in Tier 1, ELL students receive high quality instruction that includes differentiation and methodologies for language development and acquisition. Formative assessments such as periodic assessments, ECLAS-2, and running records are used throughout the year to determine student need for more targeted and intensive academic support. ELL students that are determined to need extra academic support, move into Tier 2 and 3 of the RtI model. The RtI model allows ELLs to receive more intensive and targeted intervention that is tailored specifically to meet their needs as language learners. RtI provides a systematic process for examining ELLs' backgrounds, educational history, native language proficiency, socioeconomic status and culture in order to understand how these impact academic achievement and use this knowledge in the lesson planning process.
6. How do you make sure that a student's new language development is considered in instructional decisions?

In order to make sure that a student's new language development is considered in instructional decisions, teachers align the curriculum to the specific needs of each ELL, which are determined by assessment results, background experience, oral language and vocabulary. NYSESLAT individual student reports display student strengths and weaknesses according to each modality. These results guide instruction and allow us to make instructional decisions based on each child's second language development. Lesson plans include differentiation that provides support to students who demonstrate need, as well as, challenges and extensions for students who are more advanced. E.S.L. methodologies such as the use of pictures, realia, scaffolding, Total Physical Response and technology are used to teach English and help students develop the language. Moreover, teachers use language that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction. Teachers also make sure that they build on the student's background knowledge and provide ample opportunities for the student to work with both English and non-English speaking peers. During the lesson, teachers make sure to explicitly teach the key vocabulary, review main points and ideas and use graphic organizers, charts and other visuals to support comprehension.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A- No Dual Language program currently at our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of ELL programs are evaluated by analyzing NYSESLAT data to determine how many students are making progress by advancing a proficiency level or improving their scale score. In addition, ELA and math data are analyzed to determine how many students met grade level standards. We also calculate AMAO in order to note scale score increases and look at the number of students who advance a proficiency level. Our school continues to meet AMAO I and II, which shows that students continue to significantly show progress as well as attain proficiency on the NYSESLAT. The increased number of students testing proficient has

shown an improvement in our ESL program and is one way we evaluate the success of our program. We currently have no long-term ELLs, which shows the level of success our ESL program has had over the years.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
At the time of initial registration, the Pupil Accounting Secretary, Norma Caraballo, gives all parents who are enrolling their child in NYC Public Schools for the first time a Home Language Identification Survey (HLIS) in their preferred language. Then, a licensed pedagogue (usually the ENL/ESL teacher, Wei-Ee Cheng) completes the HLIS with the parent to determine the student's home language; this is determined by the parent's responses to the questions on the HLIS and an informal oral interview with the child and the parent in English and/or the home language. Ms. Cheng is proficient in Spanish and Chinese and therefore, conducts interviews that take place in English, Spanish or Chinese. For other languages, the Translation and Interpretation Unit will be contacted to assist with forms and/or interviews. After the HLIS administration and initial screening are complete, Ms. Cheng reviews the forms to see which students are eligible for the formal initial assessment, the New York State Identification Test for ELLs (NYSITELL); students whose forms and interviews indicate a home language other than English will be eligible for NYSITELL testing. All students who are eligible for testing will be administered the NYSITELL by the ENL/ESL Teacher, Ms. Cheng. Students who score at or below the proficiency cut score for their respective grade will be entitled to ELL services. Students whose home language is Spanish and who score at or below the proficiency cut score are also administered the Spanish Language Assessment Battery (LAB). The Spanish LAB indicates a child's proficiency in their native language. The NYSITELL and Spanish LAB are printed through the RLBA and RSLA functions in ATS, respectively, and scanned into ATS within 10 school days of enrollment.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
To identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment, our school administers the oral interview questionnaire after completion of the HLIS and determination that the home language is a language other than English, but the child's prior formal education may have been interrupted or inconsistent. If a student's home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we also administer the Literacy Evaluation for Newcomer SIFE (LENS) to determine their literacy level in their home language.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
To identify newly enrolled students with IEPs, the Language Proficiency Team (LPT) which consists of Ms. Renny, the principal, Ms. Cheng, the ENL/ESL teacher, Mr. Leon, the school psychologist, and Samantha Salas, the parent representative, meet to determine whether or not the child should take the NYSITELL based on the results of the HLIS and the student's individual evaluation. If the LPT decides that the child may have language acquisition needs and should take the NYSITELL, then s/he goes through the same ELL identification process that other students go through. If the LPT decides that the student should not take the NYSITELL because the student's disability affects his/her ability to demonstrate English language proficiency, then the final determination is sent to the superintendent for review and parents are notified within 3 days of the superintendent's decision. Based on the superintendent's decision, the student either takes or does not take the NYSITELL; the entire process is completed within 20 school days instead of 10. Every team member speaks English. If the parent representative speaks only Spanish, then Ms. Cortes or Ms. Cheng are able to provide interpretations. If the parent representative speaks Chinese, Ms. Cheng is able to assist with interpretations. For all other languages, the Language Translation and Interpretation Unit is contacted.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Ms. Cheng, the ENL/ESL teacher, ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined by immediately completing and sending them home. She also makes and keeps copies of them in both the students' cumulative files and the ELL Binder, as well as, tracks the distribution of these parent letters in an excel spreadsheet.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment either at the ELL parent orientation meeting or via a phone orientation conducted by Ms. Cheng, the ENL teacher. Records are stored in the students' CUM files and copies are made and kept in the ESL binder.

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

After students have been identified as ELLs, the parents are invited to attend an orientation where they will learn about the options available to their children to support their English Language Development. The ENL/ESL teacher, Ms. Cheng, sends out an entitlement letter with the date and time of the orientation, as well as, a flyer inviting parents to attend the orientation. Both the ENL/ESL teacher and the Parent Coordinator, Iraida Cortes, also make contact with the parents during drop-off, dismissal and through phone calls to ensure that all parents are aware of the meeting. The parent orientation meeting is conducted in collaboration with the Principal, Mary Renny, the ESL teacher, Wei-Ee Cheng, and the Parent Coordinator, Iraida Cortes. During the orientation, parents receive information on the NYS ESL and Common Core Learning Standards, curriculum, assessments (e.g., NYSITELL, NYSESLAT) and goals for the program options. They also watch the New York City Department of Education parent orientation video in their preferred language. This video explains all three program choices (i.e., dual language, transitional bilingual education, and freestanding ENL/ESL) available to the parents so that they can make an informed decision. After the video, there is a question and answer session. Lastly, all parents are given the Parent Survey and Program Selection form in their preferred language to complete either at the orientation or at home. The parents have 5 school days to complete the Parent Survey and Program Selection form following orientation. At the end of the orientation, Ms. Cheng collects the Parent Surveys and Program Selection forms which, after careful reviewing, are stored in the students' cumulative files and copies are filed in the ELL Binder. If parents did not attend the orientation, the ENL/ESL teacher or the parent coordinator contacts the parents to schedule a make-up orientation either in person or via phone. This process is completed within 10 days of registration.

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

Most, if not all, of the Parent Surveys and Program Selection forms are collected at the parent orientation meeting. Ms. Cheng, the ENL/ESL teacher, keeps track of all returned forms and indicates parent program choice in an Excel spreadsheet. If parents do not return the form after an orientation, Ms. Cheng will contact the parent to remind them to complete and return it. As forms are returned, she immediately inputs the parent's program choice in the ELPC screen in ATS. If a parent fails to return a Parent Survey and Program Selection form within 5 days after orientation, the program choice will be marked as Transitional Bilingual Education by default as Per CR-Part 154. All forms are photocopied, filed, and stored in the ELL binder.

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

Ms. Cheng, the ESL teacher, monitors the Parent Surveys and Program Selection forms that have not been completed and returned by documenting the distribution, phone calls and receipt on an excel spreadsheet and specifying the parent choice in the ELPC screen on ATS as they are returned.

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

Ms. Cheng, the ESL teacher, completes and sends home the placement parent notification letters right after parent orientation. She ensures they are distributed by making and keeping copies of them in both the students' cumulative files and the ELL binder, as well as, keeping track of distribution in an excel spreadsheet.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our school retains all ELL documentation for each child (i.e., HLIS, non-entitlement letters, entitlement letters, parent survey and program selection forms, placement letters) in their cumulative files and copies in an ELL binder which is kept in a file cabinet in the ESL classroom.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each spring, all students who have been identified as ELLs (i.e., ELLs that have not scored at the Commanding or Proficient level) will be administered the NYSESLAT by the ELL testing coordinator, Ms. Cheng. The NYSESLAT test is administered each year in the spring to all ELLs in grades K-5. The results of this test are used to monitor the progress of the students in their language development and to determine if the student is to continue his or her ENL/ESL services the following school year. Ms. Cheng, the ENL teacher, and Ms. Renny, the principal, meet in the spring to select the dates of administration for the non-speaking subtests within the test administration window. Before the test is administered, the ENL/ESL testing coordinator prints out the RLER report from ATS and makes a list of all ELLs who are eligible for the NYSESLAT. Once the test booklets and answer documents are received, the ENL/ESL testing coordinator counts them to ensure we have enough of them and all students are accounted for; if there is an answer document missing for any students, she will create them manually. She keeps the testing materials in a secure, locked room and reviews the booklets on the first day of the test. The booklets are returned after each test administration to the same secured room. All parts of the NYSESLAT are administered by the ENL/ESL teacher, Ms. Cheng, and attendance is taken to ensure that all students complete all four subtests. If a student misses any of the non-speaking subtest administration days (i.e., day 1, day 2, and/or day 3), then the ENL/ESL teacher will

administer a make-up test within the 10 day administration window for the non-speaking subtests. For the Speaking subtest, another teacher such as the AIS Teacher, Ms. DePhilips, and/or the IEP/SETS Provider, Ms. Hoey is present in the room while the test is being administered; they listen to each student's responses and help score them. For the Writing subtest, a team of teachers (i.e., Ms. Cheng, the ENL teacher, Ms. DePhilips, the AIS teacher and Ms. Hoey, the IEP/SETS provider) is organized to score the constructive response answers and no one teacher scores more than half of a test booklet.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Ms. Cheng, the ESL teacher, completes and sends home the continued entitlement and transitional support parent notification letters and ensures they are distributed by making and keeping copies of them in both the students' cumulative files and the ELL binder, as well as, keeping track of distribution in an excel spreadsheet.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has been 1) Freestanding ENL/ESL, 2) Transitional-Bilingual, and 3) Dual Language. The majority of parents at our school have selected ESL as their first choice and we offer Freestanding ENL/ESL as our program for ELLs. For the 2015-2016 school year, 4 out of 5 parents selected Freestanding ESL as their first preference. For the 2014-2015 and the 2013-2014 school years, 5 out of 6 parents selected Freestanding ESL as their first preference. Parent choice is aligned with the program that is offered at P.S. 16, which is Freestanding ESL. To date, there have not been enough students in two consecutive grades and/or parent interest to open a transitional bilingual or dual language class.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Students are grouped based on grade bands and/or proficiency on the NYSITELL/NYSESLAT. In the freestanding ENL program, instruction for ELLs is delivered through a combination of standalone ENL and integrated ENL depending on the students' proficiency levels. As per CR Part 154.2, ELLs in grades K-8 that are at the Entering and Emerging levels of English proficiency must receive at least 360 minutes of ENL instruction per week; Entering ELLs must receive equal minutes (i.e., 180 minutes) of Stand-Alone ENL and Integrated ENL in ELA, whereas, Emerging ELLs must receive 90 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA, but have the option of choosing either Stand-Alone ENL or Integrated ENL in any content area for the remaining 90 minutes of ENL instruction. ELLs in grades K-8 that are at the Transitioning and Expanding levels of English proficiency must receive at least 180 minutes of ENL instruction. Transitioning ELLs must receive 90 minutes of Integrated ENL in ELA, but have the flexibility of choosing Stand-Alone ENL or Integrated ENL in a content area for the other 90 minutes of ENL instruction. Expanding ELLs only receive Integrated ENL, but it can be in ELA or another content area. Lastly, Commanding ELLs receive ESL services for an additional two years; the 90 minutes of ENL instruction they receive must be integrated ENL, but it can be in ELA or another content area. Students are grouped heterogeneously (i.e., mixed proficiency levels) by grade and are usually placed in the same class for ease of integrated ENL instruction. Depending on the group size and the students' English proficiency levels, students from multiple grades with no more than 2 grade spans between them may be grouped together for Stand-Alone ENL instruction.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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 ENL and ELA minutes are delivered in the freestanding ENL model through a combination of standalone ENL instruction that focuses on English language skills that will support students in the content area classes and integrated ENL instruction that consists of co-planning and co-teaching by the classroom content area teachers and the ESL teacher. For the 2015-2016 school year, we currently have 27 ELLs in K-5 grades at our school; they range from the Entering to Commanding levels and depending on their language proficiency level, they receive anywhere from 90 minutes to 360 minutes of ENL instruction per week. At PS 16, ELLs receive 600 minutes of ELA instruction per week through the Wonders curriculum and two periods of Math everyday through the Go Math! program; the Wonders and Go Math! programs have ESL specific components which help the ENL teacher align the ESL and general education class curricula. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and the Cognitive Academic Language Learning Approach. In the ENL classroom, co-planning and co-teaching occurs between the classroom teachers and the ESL teacher in order to provide integrated ENL instruction in the various content areas to help ELLs access the content while developing their language skills. Many different practices are utilized for ENL instruction; they include scaffolding, modeling, bridging, schema building, contextualization, text representation and metacognition.

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.

Core content is generally delivered by the classroom teachers, whom have been provided with professional development on the use of strategies that help make content comprehensible for ELLs. All classroom teachers follow the Common Core Learning Standards and understand that academic content language is taught along with English language development. It is also delivered in the Freestanding ENL model through integrated ENL instruction whereby the classroom content area teachers and the ENL teacher meet weekly to co-plan instruction to include content area and language objectives so that they can make the content comprehensible for ELLs and co-teach the content while targeting specific language skills. Some strategies that are utilized include scaffolding, Total Physical Response (TPR), schema building, contextualization, text representation, bridging, modeling, and metacognition. All ELLs are instructed in English, but bilingual dictionaries, glossaries, peers, native language books and websites are also utilized to support the home language. The ENL teacher may support the classroom teacher in content area instruction by reinforcing the content area lessons in the standalone ENL sessions. Advanced students receive additional content area instruction from the ENL teacher through literacy, such as the reading and writing of social studies and science topics. By explicitly combining language and content objectives in everyday teaching, both in the general and ENL classroom, ELLs will be prepared to meet high academic Common Core Learning Standards.

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

Students who are identified as ELLs as indicated by their NYSITELL results and have a home language of Spanish are evaluated in their native language using the Spanish LAB upon enrollment. This assessment is used to tell proficiency of the student's native language, which helps when planning instruction. Throughout the year, we ensure that ELLs are appropriately evaluated in their home language by providing them with testing accommodations such as bilingual dictionaries and glossaries and alternate language versions of exams and/or translators.

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

Our school ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by conducting oral language assessments to evaluate ELLs' level of proficiency in speaking and listening and administering the NYSESLAT Periodic Assessments in the fall and/or the spring to evaluate their proficiency level in listening, reading and writing. The analysis of these results allows teachers to continue providing English language instruction and tailor that instruction so that it best meets the needs of each student. All four modalities are taught and assessed with NYSESLAT exemplars, as well as, Common Core aligned books that provide prompts and allow students to practice the use of academic language both verbally and written. Teacher-made, Common Core standards-based assessments allow for students to be assessed in speaking, listening, reading, and writing, with the inclusion of content and academic language. ELLs are assessed every three months on their reading through the Fountas and Pinnell running records. They are assessed every four to six weeks on their reading and writing skills through unit exams in English Language Arts. They are also evaluated in writing through Social Studies portfolio pieces that they must complete three times a year. For speaking and listening, the ENL teacher conducts bimonthly exams that target these skills.

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

- a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
- a. SIFE: Students are invited to attend the following intervention programs: after school and Saturday Academy. Students meet with the ENL teacher for 360 minutes per week and receive academic intervention services (AIS). Sometimes students are placed in a lower grade. Students are grouped based on proficiency and grade level. Additional resources such as high interest/low level books, native language and/or bilingual books are given to the students to support and supplement their class books.
- b. Newcomer ELLs: Students are invited to attend the following intervention programs: after school and Saturday Academy. Students meet with the ENL teacher according to the mandated number of minutes depending on their level of proficiency. The

ENL teacher utilizes many visuals, hands-on activities and web-based programs (e.g., Starfall) to teach basic literacy and conversational skills. Additional resources such as high interest/low level books, bilingual dictionaries and glossaries, bilingual stories, bilingual peers, native language books, and books on tape are given to the students to supplement their class materials. These students are often placed in classes where the classroom teacher is bilingual, which provides native language support.

c. Developing ELLs: Students will be invited to attend the following intervention programs: after school and Saturday Academy. Students meet with the ENL teacher according to the mandated number of minutes depending on their level of proficiency. Special focus will be placed on preparation for the NYSESLAT as well as the ELA and content area exams. Specifically, teachers provide whole-class and small-group instruction focusing on reading comprehension strategies, writing skills and tier II and tier III vocabulary. The ENL teacher will use data from a variety of sources (ARIS, Scantron, Predictive tests, teacher-created assessments) to determine specific areas of weakness to target in order to help students attain proficiency.

d. Long Term ELLs: P.S. 16 currently does not have any Long Term ELLs. However, they would also be invited to attend the following intervention programs: after school and Saturday Academy. Students would meet with the ENL teacher according to the mandated number of minutes depending on their level of proficiency. Special focus would be on preparation for the NYSESLAT as well as the ELA and content area exams. Specifically, teachers would provide whole-class and small-group instruction focusing on reading comprehension strategies, writing skills and tier II and tier III vocabulary. The ENL teacher would use data from a variety of sources (ARIS, Scantron, Predictive tests, teacher-created assessments) to determine specific areas of weakness to target in order to help students attain proficiency.

e. Former ELLs: Students who have achieved proficiency on the NYSESLAT are carefully monitored to ensure their continued success. They also have the opportunity to attend the after school program and Saturday Academy offered to the general population of students. Since they are English commanding, P.S. 16 focuses more on developing their reading and writing skills in the content areas by designing integrated content and language lessons that target specific vocabulary and language functions and structures. They also receive testing modifications for two years.

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

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, our school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established) by meeting with teachers that work with the student and the child's parent(s)/guardian(s) to discuss the child's progress and student work and to coordinate any additional supports (e.g., academic intervention services) s/he may need, if any.

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

Some of the grade-level materials and instructional strategies teachers use to teach ELL-SWDs are: pictures or photographs that go with new grade-level vocabulary, picture dictionaries or glossaries, thesauri, realia, scaffolding, Total Physical Response (TPR), schema-building, contextualization, bridging, modeling, and metacognition. Teachers also use hands-on activities and technology (e.g., iPads, Promethean, computer software, SMART Board) to ensure the students' understanding of content area subjects while acquiring English. The ENL teacher and classroom teacher provide support services as per their IEP and RTI services and modify lessons for students with special needs to address different learning styles.

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

ELL-SWDs receive ENL services along with the general education ELL population. IEPs are used to help determine classroom grouping and seating arrangements. IEP goals guide differentiated instruction in the ENL classroom and lesson/unit objectives are based on their goals. Instruction is based on grade level standards, individual student goals (IEP goals for ELL-SWD) and level of proficiency for all ELL students, including ELL-SWDs. The ENL curriculum focuses on the needs of all ELL students and also includes accommodations that can be used for ELL-SWDs to ensure that their needs are met within the least restrictive environment. Moreover, the ENL teacher meets with classroom teachers weekly to co-plan and modify instruction for ELL-SWDs. Scheduling flexibility allows all ELL-SWDs to attend their special classes such as art, gym, music, and computers and allows their participation in all programs available in the school, in addition to receiving the mandated ESL services.

Chart

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

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

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

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



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

Chart

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

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

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

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

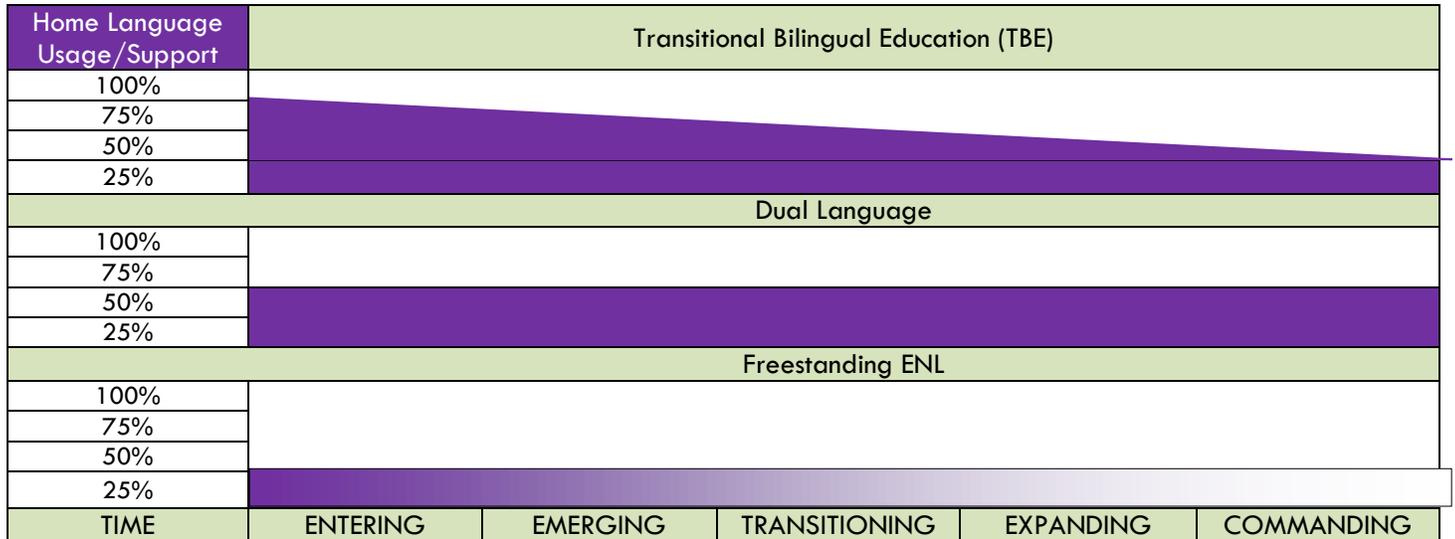


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. For SIFE, newcomer ELLs, developing ELLs and Long Term ELLs, the following interventions will be offered for ELA, Math, Science and Social Studies: after school program for 2 hours twice a week (i.e., Wednesday and Thursday), Saturday Academy for 3 hours per session and Academic Intervention Services several times a week depending on students' individual needs. Cluster teachers serve as academic intervention specialists to help classroom teachers and students in all areas that need improvement. Long term ELLs, SIFE and newcomers are particularly encouraged to attend these programs. Intervention services will be offered in English, but native language support is available as needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current ENL program has proven to be effective based on assessment data. We have met both AMAO I and II, which demonstrates both significant student progress and proficiency in language development. State test results show that the majority of former ELLs have scored 2 or higher on ELA, Math, and Science tests. The NYSESLAT shows that ELLs progress from one proficiency level to the next. Test results demonstrate that the program has effectively met the needs of ELLs and facilitated progress in content development. Starting from the very first years ELLs enter the NYCDOE system, the students are involved in developing their phonemic awareness, phonic skills, basic and complex vocabulary, fluency and comprehension so that they could become successful readers and writers, all while using content-based materials, including Social Studies and Science. They also receive instruction in Mathematics through the Go Math! program and lesson plans include vocabulary development coupled with hands-on activities and practice.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year, the ENL teacher is integrating language instruction with the Wonders curriculum, the GoMath! program and the Science and Social Studies curriculums. She will be co-planning and co-teaching with various classroom teachers to deliver ENL instruction within the content areas.
13. What programs/services for ELLs will be discontinued and why?  
No programs are being discontinued for the 2015-2016 school year
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs receive the same opportunities as the general population of students. They are invited and encouraged to attend all school programs and supplemental services. As per Jose P. all teachers are trained in ENL methodologies in order to include and accommodate for ELL students. After school and Saturday Academy programs are offered to all ELLs to provide support and language development in all content areas. Letters inviting students to attend programs are always sent home in the parents' preferred language. Supplemental programs such as chess and art are offered to all students, including ELLs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Instructional materials that are used to support ELLs include:  
ELA: leveled books, ELL support workbooks and teacher's guides in the Wonders curriculum, picture dictionaries, bilingual glossaries, thesauri, laptops, overhead projector, and listening center  
Math/Science/Social Studies: native language text books and workbooks, bilingual dictionaries, bilingual glossaries  
ENL: listening center, games, picture cards, realia, computer programs, internet sources (e.g., Starfall, BrainPOP ESL), iPad applications, Carousel of Ideas language program, NYSESLAT test prep books
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
We do not have a TBE or Dual Language program at our school. Our ENL program is delivered in English with native language support provided to newcomers and/or beginner level ESL students, as well as, any students who may still need the support. When appropriate, native language support is offered in the following ways: bilingual/native language books, one-on-one support from a bilingual teacher, text books in the native language, glossaries and picture dictionaries and access to computers and iPads for use in translation. In addition, students are encouraged to speak and read in their native language at home in addition to English
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
For support services and programs students are grouped according to age, ability, and proficiency. A range of materials are available to ELLs from grades K-5 including, but not limited to: leveled books, educational games, scaffolded text, bilingual textbooks and workbooks and internet programs. Differentiation is used to ensure that resources correspond to ELLs ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELLs are welcomed to the school community by a bilingual speaking staff member. They are given an orientation including a tour of the school, a back to school supply list, and families are introduced to the parent coordinator and ENL.

teacher. In addition, all newly enrolled ELLs, including ELLs who enroll throughout the school year, are able to participate in all after school and Saturday school programs. They are also invited to join any extra curricular activities and clubs available at our school.

19. What language electives are offered to ELLs?

**There are currently no language elective courses offered at the school.**

20. For schools with dual language programs:

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

**N/A- No Dual Language program currently at our school.**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The ENL teacher will attend monthly district ELL liaison meetings, Office of ELLs' (OELL) professional developments, technical support sessions (e.g., LAP in September, BESIS in the winter, NYSESLAT in the spring) and other professional development workshops focused on ELL regulations and best practices in order to meet the 50% minimum requirement of ELL-specific professional development hours as prescribed by CR Part 80. For classroom teachers of ELLs, opportunities will be provided to attend professional development through the OELL. Additionally, the ENL teacher will provide in-house training/professional development to the assistant principal, the secretary, and all teachers regarding ENL methodologies and strategies for supporting ELLs in the general education classroom and within the school, beginning from the registration process and continuing as they receive services. Workshops for staff in all content areas occur on Monday afternoons from 2:35 to 3:55, Election Day and Chancellor's Conference Day. Staffs also register and attend professional developments offered outside of the school throughout the school year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Professional development is offered to teachers of ELLs through the Office of English Language Learners (OELL), which provides workshop information about teaching strategies and methodologies in supporting ELLs as they engage in the Common Core Learning Standards. The ENL teacher or consultants also provide professional development workshops throughout the year on ELL best practices that focus on co-teaching and integrating language and content instruction so that teachers of ELLs can meet the minimum 15% requirement of professional development hours centered on ELLs as prescribed by CR Part 80. The ENL applies what she learns from the professional developments in her teaching.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The guidance counselor, Joshua Goldstein, and the parent coordinator, Iraidia Cortes, work with all parents and students, including ELLs and their parents, to educate them about middle schools and the application process. The guidance counselor attends a middle school workshop once a year to review the process for middle school applications. Students are given information through school visits, open houses and brochures to prepare them for the transition from elementary to middle school. The guidance counselor supports teachers by providing them with student surveys to gauge the students' interest and determine the school that best suits each student. The guidance counselor also invites middle schools to present information about their schools to the 5th graders. All information is translated into the parents' and students' native language to ensure that they understand the application process. ELLs are also offered extended time and after school programs to provide academic support as they transition from one school level to another.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

Our 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 ENL teachers by providing ELL-specific professional development throughout the school year; they are conducted by either Ms. Cheng, the ESL teacher, or ESL consultants. They focus on various topics (e.g., ELL teaching methodologies, registration, NYSESLAT testing). The teachers are also informed about the professional development workshops and trainings provided by the OELL. Records are kept for professional development activities by keeping the meetings' agendas and attendance sheets.

### C. Parental Involvement

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

The school provides annual individual meetings, not including mandated parent orientation meetings and DOE scheduled parent-teacher conferences, 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 by meeting with parents on Tuesday mornings during parent engagement time. Ms. Cheng, the ENL teacher, helps provide language translations for Spanish and Chinese. For all other languages, the translation and interpretation unit are called as needed.

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

Ms. Cheng, the ENL teacher, and Ms. Cortes, the parent coordinator, conduct the annual meeting with parents of ELLs. They perform outreach through phone calls, in person meetings and letters. Records are kept for annual individual meetings with ELL parents, as well as, outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters) by documenting attendance and logging dates and notes of parent contact and engagement in the ESL record binder and the ENL teacher's record book.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents (including parents of ELLs) are invited and encouraged to be involved in the school community. Some of the programs include awards assemblies, holiday shows, science fair, parent breakfasts, family night and other celebrations throughout the year. Parents are welcomed into the classroom to participate in author celebrations and to attend field trips. They can also volunteer to assist in various activities. All parents are encouraged to participate in the PTA. Additionally, the school provides programs for parents of ELLs some of which include weekend family field trips, ELL parent breakfasts and ELL parent workshops. The parent coordinator, Ms. Cortes, conducts workshops and sends out invitations in the parents' preferred language of communication so that they can also participate in PTA events and learn how to support their children better at home. She is the liaison between the parents, principal and the teachers. She also works closely with the PTA to organize meetings. She attends Community Education Council (CEC) meetings to help resolve community issues. Ms. Cortes, the parent coordinator, is able to translate for parents that speak Spanish. For Chinese, she asks for support from Ms. Cheng, the ENL teacher. For all other languages, the Translation and Interpretation Unit is contacted.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with a number of agencies and community-based organizations to provide workshops for all parents, including parents of ELLs. We partner with Cookshop for Families to provide cooking workshops, the Food Bank of New York for monthly nutrition workshops, the Fire Department for CPR workshops, Dial-A-Teacher for homework help and parent workshops, Brooklyn Public Library for parent-children workshops, Woodhull Hospital for asthma workshops and El Puente Leadership Center for educational workshops. The Crochet Club at P.S. 16 also donates blankets to Woodhull Hospital. Ms. Cortes, the parent coordinator, is able to translate for parents that speak Spanish. For Chinese, she asks for support from Ms. Cheng, the ENL teacher.
5. How do you evaluate the needs of the parents? The parent coordinator helps to determine the needs of parents by conducting formal surveys, as well as, by having constant informal communication with them both over the phone and in person. The surveys evaluate their interests and needs. Parents are also given the opportunity to complete "Question/Comment" cards in response to workshops and programs in which they participate.
6. How do your parental involvement activities address the needs of the parents? The parent coordinator uses the information gathered both formally and informally to determine which activities and workshops to offer to the parents each year. In the past, workshop topics have included nutrition, CPR and literacy. Based on a number of parent requests, this year we will try to offer an adult ESL class for parents interested in learning English.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: <b>Leonard Dunkley</b>		School DBN: <b>14K16</b>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Renny	Principal		11/19/15
Erik Van Gunten	Assistant Principal		11/19/15
Iraida Cortes	Parent Coordinator		11/19/15
Wei-Ee Cheng	ENL/Bilingual Teacher		11/19/15
Samantha Salas	Parent		11/19/15
Cathy Hoey / SETSS	Teacher/Subject Area		11/19/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Joshua Goldstein	School Counselor		11/19/15
	Superintendent		11/19/15
	Borough Field Support Center Staff Member _____		1/1/01
Stephanie Foster	Other <u>Related Service</u>		11/19/15
Jessica Mondry	Other <u>Data Specialist</u>		11/19/15
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **14K16** School Name: **Leonard Dunkly**  
Superintendent:

### Before you begin, please check the following:

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

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

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

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

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

All parents/guardians of newly enrolled students fill out a Home Language Identification Survey (HLIS) when registering their child. This form is maintained as part of the student's record. As parents are registering, they are informed of all the translation services available: the DOE's Translation and Interpretation Unit, the Over-the-Phone Interpretation Services, our ESL teacher/Language Access Coordinator and our bilingual (i.e., Spanish and English, Chinese and English) staff members. If the parent/guardian indicates on part III of the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language (i.e., Spanish or Chinese). There are currently 21 ELLs at P.S.16. 16 parents of ELLs have requested information to be sent in Spanish and 5 parents have requested information to be sent in Spanish and/or English. Parents' language preferences are indicated on the HLIS and Emergency Contact cards, as well as, confirmed orally by a pedagogue who speaks the parents' home language. The DOE Translation and Interpretation Unit is utilized if a parent/guardian needs information to be translated in a language other than Spanish or Chinese. Parent surveys are distributed in Spanish and English by the parent coordinator in order to maintain accurate data on parent language choices. The ATS Report of Preferred Languages (RAPL) is updated regularly in order to maintain accurate information on parent language choices. Emergency Contact Cards are also updated regularly to keep parent language choices current. The ENL teacher also maintains a report with parents' preferred languages, by class and grade.

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

Based on the RAPL, parents' preferred languages for both written and oral communication are as follows:

213 - English

40 - Spanish

The ENL teacher maintains a report with parents' preferred languages, by class and grade.

## **Part B: Creating a Communications Calendar**

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

Documents which are distributed every year to parents/guardians and require translations are:

-The Home Language Identification Survey (HLIS) upon registration

-ELL Parent Notification Letters (i.e., entitlement, non-entitlement, continued entitlement, placement) and brochures in September and throughout the school year

-ELL Parent Orientation notification in September

-Parent Survey and Program Selection form in September and throughout the school year

-Parent-teacher conference announcements in November and March

-New York State testing notifications and dates in April and May

-School announcements as necessary

-After school program information as it becomes available

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

The formal face-to-face meetings P.S.16 typically has with parents throughout the school year are:

-ELL parent orientation for newly enrolled ELLs in September and throughout the school year

-Parents' Night in September

-Parent-Teacher conferences in November and March

-Parent engagement time on Tuesday mornings

## Part C: Providing Language Assistance Services

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

P.S. 16 will meet identified translation needs indicated in Part B by accessing ELL Parent brochures and videos in various languages through the DOE ELL family resources website, <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm> and the forms and letters through the DOE Intranet. If a parent prefers information in a language other than English, P.S. 16 has bilingual (i.e., Spanish/English and Chinese/English) staff members that could assist with oral and written translations. We keep a roster of bilingual staff members who can be called upon to interpret. The Translation and Interpretation Unit is contacted in advance if our school needs information translated in languages other than Spanish and Chinese.

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

P.S. 16 will meet identified interpretation needs indicated in Part B by having bilingual staff members interpret and translate for staff and parents in Spanish and Chinese. We keep a roster of bilingual staff members who can be called upon to interpret. If the bilingual staff members are unavailable or the parents prefer a language other than Spanish or Chinese, then our school will contact the Translation and Interpretation Unit for over-the-phone interpreters.

## Part D: Training Staff on Policies and Procedures

---

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

The Language Access Coordinator (LAC) turnkeys information regarding translation and interpretation services to all staff members, including security, either at staff meetings or via e-mail. This includes the distribution of the Translation and Interpretation Brochure, Language ID Guide and Language Palm Card. Staff members can use the "I Speak..." card which includes the phone number for over-the-phone interpretation as needed. They are also informed of bilingual staff members who are available for translations as needed.

## Part E: Providing Notice of Language Assistance Services

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

[Checklist of Notification Requirements](#)

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

P.S. 16 will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663, by posting a multilingual Welcome Poster at the entrance of the school, distributing translated copies of the Parents' Bill of Rights and Parents' Guide to Language Access to parents whose preferred language is other than English and keeping the Language ID Guide at the security desk and main office.

#### **Part F: Monitoring and Quality Control**

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

Parent surveys are distributed in March to gather feedback from parents on the quality and availability of services. P.S. 16 also gathers feedback from parents at workshops conducted by administration, the parent coordinator and the ENL teacher. Feedback is from parents of different cultures and languages represented in our school so that they reflect a more accurate assessment of the quality and availability of our services.