

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **11X016**

**School Name:**                       **P.S. 016 WAKEFIELD**

**Principal:**                              **YVONNE WILLIAMS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Wakefield School School Number (DBN): 11X016  
Grades Served: Pre-Kindergarten - 5  
School Address: 4550 Carpenter Avenue, Bronx NY 10470  
Phone Number: 7183241262 Fax: 7183248370  
School Contact Person: Maria Sausa Email Address: MSausa3@schools.nyc.gov  
Principal: Yvonne B. Williams  
UFT Chapter Leader: Dahlia Watson  
Parents' Association President: Gwendolyn Sterling  
SLT Chairperson: Jayme Morrissey (Co-Chair/Teacher) J. Dacosta (Co-Chair/Parent)  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): N/A

**District Information**

District: 11 Superintendent: Meisha Ross-Porter  
Superintendent's Office Address: 1250 Arnow Avenue, Bronx, New York 104  
Superintendent's Email Address: MRoss@schools.nyc.gov  
Phone Number: 718-519-2620 Fax: 718-519-2621

**Borough Field Support Center (BFSC)**

BFSC: 11 Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-3113

## Section 2: School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yvonne Williams	*Principal or Designee	
Dahlia Watson	*UFT Chapter Leader or Designee	
Gwendolyn Sterling	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jayne Morrissey	Member/Teacher	
Lucy Earley	Member/Teacher	
Nancy Gonzalez	Member/Parent	
Simone Kellman	Member/Parent	
Rosa Hoosain	Member/Parent	
Kristen Coyle	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Glodean Holder	Member/Educational Assistant	
Alecia DaCosta	Co-Chairperson/Parent	
Sophia Francis	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school goals provide a starting point to understanding all that we do at P.S. 16. The key instructional practices, school-wide decisions, and student programs that the school embodies, are designed to improve outcomes for all students, and were developed by all stakeholders.

The Principal and Administrative Cabinet reviewed school-wide data, beginning with the item analysis of the New York State English Language Arts and Mathematics Assessment. Throughout the school year, the administrative cabinet also reviews data from end-of unit assessments in English Language Arts and Mathematics, in addition to performance-based tasks in all content areas. The Administrative Cabinet then meets with the Instructional Cabinet to review the data, set school-wide goals and implement strategies to achieve those goals. Members of the Administrative Cabinet meet with the School Leadership Team to discuss the results of the data analysis and how this information is used to draft school-wide goals. At School Leadership Team meetings, discussions ensue about additional strategies that can be utilized to promote student success, as well as ways to increase parent participation the process.

Rigorous Instruction:

Workshop Model - Ready Gen, My Math, Item Skills Analysis from previous school year's New York State exams in English Language Arts, Mathematics and Science, Science - STEM learning activities, Social Studies Units of Study

Evidence - Student work products (including rubrics - self assessment, peer assessment, teacher assessment), task-specific rubrics, curriculum on the door, Curriculum Unit Plans, Bulletin Boards (including student work products, self-assessed and teacher-assessed rubrics)

Science Mathematics Art Research Technology (SMART) Fair

Professional Development Calendar (multi-grade teams)

Rubicon-Atlas Curriculum Mapping

Monitoring - Accountability Calendar, Grade-Level Assessment Calendar, Teacher Observations

Although the school does not have a physical gymnasium or multi-purpose room, students across all grades, pre-kindergarten through fifth, participate in arts programs in all disciplines. We have partnered with the Bronx Arts Ensemble for many years. Parents are invited to student performances throughout the year, enabling parents, especially those of at-risk students, to see their child excelling in other mandated school subjects. In addition, the administration is able to creatively use the schedule and the available physical space to provide opportunities for students for physical education and health instruction for all students.

Higher-achieving students in grades 4 and 5 participate in Project Boost (Building Options and Opportunities for Students). This program has been funded by our previous network and current support, The Center for Educational

Initiatives-Public Education Association (CEI-PEA.) Participating students and their parents visit museums and other educational and cultural institutions throughout the city. In May of 2015, Project Boost students, their parents and school facilitators, went to see the Lion King musical on Broadway. Some of the Project Boost activities take place during the school day as the participants provide leadership for other school-wide activities.

Student leadership is also emphasized as 2 representatives from each class in grades 2-5. The students participate in the Student Government to provide student voice in the school-wide decision making process. Membership in the Student Government is solely determined by the student body as each class selects the 2 members that serve. In addition to decision making, Student Government representatives participate in school-wide activities, as well as other community service programs and enrichment activities, focused on community involvement and College and Career Readiness initiatives.

PS 16 has a high percentage of students residing in temporary housing and shelters. Our turn-over rate has increased steadily over the past few years. Currently 15% of our students live in temporary housing. This percentage does not include families that are doubled and tripled up.

Due to this transient population, the principal has developed an attendance plan and implemented attendance procedures to increase the percentage of student attendance, in order to increase opportunities for student academic success.

- The Attendance Committee meets monthly to monitor student attendance trends.
- Our Pupil Accounting Secretary, along with members of the Attendance Committee, I-log communication and interactions with parents of students with excessive absences and lateness.
- Office aides document phone calls in a record book from parents reporting student absences due to appointments, illnesses and family emergencies.
- The Pupil Accounting Secretary meets weekly with our district assigned attendance liaison to coordinate efforts in achieving increased student attendance. Attendance liaison also makes home visits.
- Members of Attendance Committee contact families to provide attendance data to parents of students with less than 80% attendance.
- The Guidance Counselor contacts families to provide support for families to ensure regular attendance of students with a focus on students with less than 65% attendance.
- The Guidance Counselor also collaborates with case workers to provide support for families of at-risk students.

In addition to attendance support, to strengthen our supportive environment:

- We utilize the Theatre Moves Company to provide social-emotional support for students with disabilities through dramatic role-plays and theater productions.
- The school funds a position for a Crisis Intervention Teacher who conducts peer mediation between students when needed, in addition to meeting with families to resolve conflicts that occur.
- The Crisis Intervention Teacher, Guidance Counselor and Parent Coordinator collaborate to provide student assemblies and parent workshops for Respect for All Week and throughout the year.

- Advance Path (formerly known as Scholar Centric) was purchased to facilitate the collection and analysis of student data focused on building resiliency to promote academic success. Professional development will also be provided for all staff members to identify specific strategies for improving the school culture while incorporating resiliency.

Collaborative Teachers - Prep schedule (number of common preps) Special Education classes with grades, Monday and Tuesday Professional Development - Sharing best practices, multi-grade teams, contiguous grade team meetings, support from CEI-PEA with teacher teams, visitations with other district schools (Pre-Kindergarten)

Strong Family - Community Ties - Title 1, Dataaction-Skedula

Trust - Embedded in all

## 11X016 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	577	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		87.4%	% Attendance Rate	89.8%
% Free Lunch		87.7%	% Reduced Lunch	6.4%
% Limited English Proficient		5.2%	% Students with Disabilities	18.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		7.1%	% Black or African American	55.6%
% Hispanic or Latino		30.5%	% Asian or Native Hawaiian/Pacific Islander	5.5%
% White		0.5%	% Multi-Racial	0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.29	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
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)		N/A	Average Teacher Absences (2013-14)	6.72
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.4%	Mathematics Performance at levels 3 & 4	25.7%
Science Performance at levels 3 & 4 (4th Grade)		87.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	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	YES
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		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- There was a 6% increase in student performance on the 2014 New York State English Language Arts (ELA) scores in performance level 3 and a 1.5% increase in performance level 4. While there was a 6% decrease in the number of students in performance level 1, there was an increase of students performing at performance level 2.
- Based on the analysis of the 2014 spring New York State Mathematics assessment, there was a 10% decrease in the number of students in performance level 1 and a 2% decrease in the number of students in performance level 2. Additionally, there was a 7% increase in students performing at performance level 3 and a 5% increase in the number of students in performance level 4. We plan to continue this positive trend and continue to decrease the number of students performing in performance levels 1 and 2, thereby increasing the percentage of students in performance levels 3 and 4.

### Part 2 – Annual Goal

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

By June 2016 all teachers will implement targeted instructional strategies that will result in a 5% decrease in the number of current students performing at performance levels 1 and 2 on the on the New York State ELA assessment and 5% decrease in the number of students performing at performance levels 1 and 2 on the New York State Mathematics assessments, including students with disabilities and English Language Learners.

### 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 Rigorous Instruction and the Common Core in order to support their children at home.</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?</b></p>
<p>In Pre-kindergarten, utilize Happily Ever After , along with integrated instructional units of study, Saxon Program for Science and Social Studies, and Work Sampling to assess student progress and academic and social-emotional development. Additionally, utilize the assessment tool ECERS-R , which assesses the interactions between the students and the whole physical classroom environment.</p> <p>Utilize Ready Gen Literacy program in grades K-5 within the balanced literacy framework to include read aloud, guided, shared, and independent reading as strategies to provide rigorous instruction.</p> <ul style="list-style-type: none"> <li>• Align ELA instructional initiatives to the school-wide ELA instructional focus: <b>To improve questioning and discussion techniques by</b> : citing text-based evidence when responding to text using content specific vocabulary when writing. <b>To increase opportunities for students to</b> : facilitate class discussions in grades 2 – 5 and practice oral language connections in grades PreK – 1.</li> <li>• All students will engage in integrated instructional units of study (ELA and content), including 8 performance-based tasks to assess student knowledge of ELA concepts, graded on a common rubric.</li> <li>• Utilize the McGraw Social Studies program, in grades K - 4.</li> <li>• Utilize Teachability for ReadyGen instructional support.</li> <li>• Utilize Thinking Maps as a pre-writing tool to scaffold and extend thinking, as well as an assessment tool.</li> <li>• Classroom libraries contain a variety of leveled texts, in addition to author studies and genre-based literature.</li> </ul>	<p>All students Pre-Kindergarten through 5</p> <p>(including students with disabilities and</p> <p>English Language Learners.</p>	<p>Sept. 2015 -June 2016</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant</li> </ul> <p>Principals (2)</p> <ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Content Area Specialists (Science, Art, Technology, Physical Education)</li> <li>• Special Education Teacher Support Specialists (2) (SETSS)</li> <li>• English as Second Language learner Teacher</li> </ul>

- Utilize Raz Kids , an online leveled library, to further support students to read various texts in school and at home at their instructional and independent levels.
- All teachers and students will use school-wide strategy of “Own the Word” to increase vocabulary, with an emphasis on content-based vocabulary.
- Utilize the online program Learning A-Z to differentiate instructional groups.
- Utilize Measuring Up - Insight online program for test prep practice and preparation for PARCC assessments
- Utilize Discovery Education to deepen knowledge in content area and provide learning activities using Concrete, Visual and Abstract (CVA) instructional strategies.
- Professional development and grade team meetings will be facilitated by teachers and the Assistant Principal assigned to ELA, focused on Instructional Shifts, developing higher-order questions using “Depth of Knowledge” to increase rigor, and the College and Career Readiness Standards.
- Part-time literacy coach to provide job-embedded professional development in the form of in-class teacher coaching, support with lesson planning and differentiated instruction.
- School-wide utilization of Rubicon Atlas Curriculum Mapping program, to adjust and plan all aspects of curriculum, Common Core Learning Standards, scope and sequence, and lesson planning, including differentiation and assessment.
- School-wide utilization of Datacation, in order to input and analyze student data, both academic and social-emotional.
- Teacher's College Reading Assessments are administered three times per school year to obtain Fountas & Pinnell levels, monitor student reading progress and plan for differentiated instruction.
- New York City Performance-based tasks in writing are implemented at the beginning and end of school year to monitor progress, determine growth and differentiate instruction.
- After-school program for grades 3, 4 & 5, one day per week, for students who are performing at Levels 1 and 2 in ELA, to strengthen skills and strategies in literacy and writing.

- Mandated Service Providers (Speech, Physical and Occupational Therapists)
- Part-time coach of mathematics
- Part-time literacy coach
- Full-time RTI Teacher
- Project Boost Program teacher facilitators
- Educational and Crisis Paraprofessionals
- Guidance Counselor
- Crisis Intervention Teacher
- Parent Coordinator
- School Aides
- School Secretaries
- School Leadership

- Saturday program for grades 3, 4, & 5, for students who are performing at levels mid 2 - 3, to support and scaffold skills and strategies in literacy and writing.
- Utilize content specific rubrics to self-assess their work and that of their peers.
- Utilize exit slips and entrance slips in classrooms to assess student learning throughout and at the conclusion of the lesson.

Utilize My Math New York State Common Core Aligned Mathematics program, delivered using the workshop model for instruction.

- Align all mathematics instructional initiatives to school-wide mathematics instructional focus:

**To Improve Students' Abilities To Accurately Compute:**  
 Numbers and Operations in Base Ten (Grades Pre-Kindergarten - 2) , Number and Operations – Fractions (Grades 3-5)

**In Addition To Strengthening Skills In:** Operations and Algebraic Thinking (Kindergarten and Grades 1 & 4), Measurement and Data (Grade 2), Geometry (Grades 3 & 5).

- Utilize McGraw-Hill's "ConnectEd" to access lesson plans, differentiated learning tasks, student assessments, performance-based tasks, games, to support and strengthen math skills.
- Part-time math coach to provide job-embedded professional development in the form of in-class teacher coaching, support with lesson planning and differentiating instruction.
- Implement use of school-wide 5 step "Math Problem Solving Strategy" in all mathematics classrooms.
- All teachers and students will use school wide strategy of "Own the Word" to increase vocabulary with an emphasis on content-based vocabulary.
- Professional development and grade team meetings will be facilitated by teachers and the Assistant Principal assigned to Mathematics, focused on Instructional Shifts, developing higher-order questions using "Depth of Knowledge" to increase rigor, and the Standards of Mathematical Practice.
- All students will engage in 4 performance-based tasks in mathematics to assess student knowledge of mathematical concepts.

Team

- Title 1 Parent

Committee

- Parent and

Teacher

Association

<ul style="list-style-type: none"> <li>• Principal continues to apply for Resolution A Grants to increase availability of school-wide technology</li> <li>• iPad Air 2s for student use.</li> <li>• Utilize Measuring Up - Insight online program for test prep practice and preparation for PARCC assessments</li> <li>• School-wide utilization of Rubicon Atlas Curriculum Mapping program, to adjust and plan all aspects of curriculum, CCLS, scope and sequence, and lesson planning, including differentiation and assessment.</li> <li>• School-wide utilization of Datacation, in order to input and analyze student data, both academic and social-emotional.</li> <li>• My Math diagnostic assessments are administered three times per school year to monitor progress, determine growth and differentiate instruction.</li> <li>• Scantron's Performance Series computer adaptive program is administered three times per school year to monitor progress, determine growth and differentiate instruction.</li> <li>• After-school program for grades 3, 4 &amp; 5, one day per week, for students who are performing at levels 1 and mid-2 in Math, to strengthen skills and strategies in mathematics.</li> <li>• Saturday program for grades 3, 4, &amp; 5, for students who are performing at levels mid-2 - 3, to support and scaffold skills and strategies in mathematics.</li> <li>• Utilize content specific rubrics to self-assess their work and that of their peers.</li> <li>• Utilize exit slips and entrance slips in classrooms to assess student learning throughout and at the conclusion of the lesson.</li> </ul>			
<ul style="list-style-type: none"> <li>• Two SETSS teachers provide RTI for students in grades K-5, through a push-in/pull-out model, to provide academic support prior to evaluation.</li> <li>• Two full-time RTI teachers provide small group remediation and differentiated support, in both ELA and Math, to students in grades K-5, through both push-in and pull-out models.</li> <li>• Utilize Smart Boards to enhance instruction, provide background information, content visuals and conduct research.</li> <li>• Classroom libraries contain a variety of leveled texts in addition to author studies and genre-based literature.</li> </ul>	<p>All students Pre-Kindergarten through 5</p> <p>(including students with disabilities and English Language Learners,</p> <p>students at-risk and other high need subgroups</p>	<p>Sept. 2015 -June 2016</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals (2)</li> <li>• Classroom Teachers</li> <li>• Content Area Specialists</li> </ul>

<ul style="list-style-type: none"> <li>• Technology teacher will participate in professional development sessions designed to prepare for the PARCC assessments.</li> <li>• Technology teacher will collaborate with classroom teachers to support and extend social studies curriculum.</li> <li>• All teachers will participate in a multi-grade level inquiry process designed to focus on scaffolding strategies across the grades and school-wide.</li> <li>• Utilize RAZ Kids , a web based instructional tool, to provide over 1,000 leveled texts for students to read at home or in class and follow-up reading with questions designed to assess comprehension of the text.</li> <li>• Classroom teachers utilize the Learning A-Z , web-based instructional tool, to supplement lessons and differentiate instruction.</li> <li>• Mind Play , a web-based program, will be utilized to provide RTI and support for students with disabilities and students who are identified as at risk in the general education population.</li> <li>• Imagine Learning , a web-based program, will be utilized to gather and analyze data, to provide additional support to ELL and RTI students.</li> <li>• <b>Improve Questioning and Discussion Techniques by:</b> Citing text-based evidence when responding to text and using content-specific vocabulary when writing</li> <li>• <b>Increase Opportunities for Students to:</b> Facilitate class discussions (Grades 2-5) and practice oral language conventions (Grades Pre-Kindergarten - 1).</li> <li>• Utilize math CCLS-aligned performance-based tasks to assess math computational and reasoning skills.</li> <li>• Utilize content specific rubrics to self-assess their work and that of their peers.</li> <li>• Utilize exit slips and entrance slips in classrooms to assess student learning throughout and at the conclusion of the lesson.</li> <li>• Scholar Centric to provide training and socio- emotional support for Guidance Counselor, CIT, SETSS and RTI teachers.</li> </ul>		<p>(Science, Art, Technology, Physical Education)</p> <ul style="list-style-type: none"> <li>• Special Education Teacher Support Specialists (2) (SETSS)</li> <li>• English as Second Language learner Teacher</li> <li>• Mandated Service Providers (Speech, Physical and Occupational Therapists)</li> <li>• Part-time coach of mathematics</li> <li>• Part-time literacy coach</li> <li>• Full-time RTI Teacher</li> <li>• Project Boost Program teacher facilitators</li> <li>• Educational and Crisis</li> </ul>
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			<p>Paraprofessionals</p> <ul style="list-style-type: none"> <li>• Guidance</li> </ul> <p>Counselor</p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> </ul> <p>Teacher</p> <ul style="list-style-type: none"> <li>• Parent</li> </ul> <p>Coordinator</p> <ul style="list-style-type: none"> <li>• School Aides</li> <li>• School</li> </ul> <p>Secretaries</p> <ul style="list-style-type: none"> <li>• School Leadership</li> </ul> <p>Team</p> <ul style="list-style-type: none"> <li>• Title 1 Parent</li> </ul> <p>Committee</p> <ul style="list-style-type: none"> <li>• Parent and</li> </ul> <p>Teacher</p> <p>Association</p>
<ul style="list-style-type: none"> <li>• RAZ Kids reading program is available for use in school and at home to support literacy development.</li> <li>• Monthly school calendar provided in English and Spanish informs families of monthly school-wide events.</li> <li>• Grade level parent newsletters provides parents with relevant information about curriculum and instruction grade-wide.</li> <li>• Progress reports will be distributed to parents every six to eight weeks (in between official city-wide reporting periods) to keep parents informed about their child’s academic progress.</li> </ul>	<p>All students, parents and guardians</p>	<p>Sept. 2015 -June 2016</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant</li> </ul> <p>Principals (2)</p> <ul style="list-style-type: none"> <li>• Classroom</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>• Content Area</li> </ul> <p>Specialists</p> <p>(Science, Art,</p>

<ul style="list-style-type: none"> <li>• Parents of students receiving RTI services will receive interim progress reports.</li> <li>• Teachers utilize Tuesday UFT extended time for parent communication via telephone, text, email and written communication to maintain open communication.</li> <li>• The School Leadership Team facilitates two (2) Parent Open House Sessions during the school day allowing parents to observe instruction, utilizing our Common Core Aligned Curriculum. The first open house, parents observe their students in their current grade. The second open house held in the spring, parents observe instruction in the next grade that their child will be going in to in the upcoming school year.</li> <li>• Translation of correspondence sent home to parents is available in all languages.</li> <li>• Translators are available during the school day to provide translation services.</li> <li>• Parent Coordinator will prepare schedule of parent workshops designed to explain all New York State, New York City-wide and school-wide instructional mandates and initiatives.</li> <li>• Parent Coordinator will provide on-going series focused on Common Core Learning Standards.</li> <li>• Parents have access to Datacation to inform them of their child’s performance and progress, in all subject areas, through an online and instant messaging system.</li> <li>• My Math instructional program has on-line activities for students to work on at home, allowing parents to monitor usage and progress.</li> </ul>		<p>Technology, Physical Education)</p> <ul style="list-style-type: none"> <li>• Special Education Teacher Support Specialists (2) (SETSS)</li> <li>• English as Second Language learner Teacher</li> <li>• Mandated Service Providers (Speech, Physical and Occupational Therapists)</li> <li>• Part-time coach of mathematics</li> <li>• Part-time literacy coach</li> <li>• Full-time RTI Teacher</li> <li>• Project Boost Program teacher facilitators</li> <li>• Educational and Crisis Paraprofessionals</li> </ul>
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			<ul style="list-style-type: none"> <li>• Guidance</li> </ul> <p>Counselor</p> <ul style="list-style-type: none"> <li>• Crisis Intervention</li> </ul> <p>Teacher</p> <ul style="list-style-type: none"> <li>• Parent</li> </ul> <p>Coordinator</p> <ul style="list-style-type: none"> <li>• School Aides</li> </ul> <ul style="list-style-type: none"> <li>• School</li> </ul> <p>Secretaries</p> <ul style="list-style-type: none"> <li>• School Leadership</li> </ul> <p>Team</p> <ul style="list-style-type: none"> <li>• Title 1 Parent</li> </ul> <p>Committee</p> <ul style="list-style-type: none"> <li>• Parent and</li> </ul> <p>Teacher</p> <p>Association</p>

**Part 4 – Budget and Resource Alignment**

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

- Part-time literacy and math coaches: 2 teachers share responsibility of 1 lab-site classroom
- Two Full time RTI teacher positions
- Two SETSS positions (least restrictive & RTI)
- My Math program (includes cost of Connect Ed on-line student and family support)
- RAZ Kids on-line independent reading tool (at home and in school use)
- Learning A-Z on-line teacher resource-support differentiated instruction

- Discovery Education
- Imagine Learning
- Mind Play
- New York Historical Society
- Social Studies program materials (grades K-2) & (grades 3-4)
- Rubicon Atlas Curriculum Mapping
- Datacation-Skedula
- City-wide summer and school-year training for teachers for Ready Gen Literacy program
- MOSL Assessments (NYC Writing Performance): including per session costs of administration above the city-wide funding distribution

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

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

### Part 5 – Progress Monitoring

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

- School Accountability Calendar outlines type of assessment, dates of administration, dates for scoring and data analysis, and expectations for reporting of results to administrators and parents.
- School-wide, grade level assessment calendar provides specific assessments administered and dates of on-going progress monitoring.
- Mid-point benchmarks to be administered in January include, Teacher's College Assessments for Fountas & Pinnell levels, *My Math* Diagnostic Assessment, Scantron's Performance Assessments
- Beginning and end of year New York City Writing Performance assessments administered in grades K-5.
- Beginning, mid-year and end-of-year My Math diagnostic assessments administered in grades K-5.
- My Math end-of-unit assessments provide immediate data about secured mathematical concepts.
- Beginning, mid-year and end-of-year Teacher's College Assessments, for Fountas & Pinnell levels, administered in grades K-5.
- Work sampling system used to monitor progress of pre-kindergarten students throughout the year.

- Writing performance tasks from Ready Gen Literacy Program administered and scored on rubric at the end of each instructional unit.
- School-wide grade-specific performance based tasks administered 4 times per year to assess student growth and progress on integrated instructional units of study. (Science and Social Studies)
- Grade and content specific rubrics are administered by technology teacher.

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Based on the analysis of the 2015 spring New York State mathematics assessment, there was a 4% increase in the number of students in performance level 1 and a 2% increase in the number of students in performance level 2. Additionally, there was a 3% decrease in students performing at performance level 3 and a 3% decrease in the number of students in performance level 4. We plan to decrease the number of students performing in performance levels 1 and 2, thereby increasing the percentage of students in performance levels 3 and 4.
- Based on the analysis of the 2015 spring New York State English Language Arts assessment, there was a 7% decrease in the number of students in performance level 1 and a 11% increase in the number of students in performance level 2. Additionally, there was a 4% decrease in students performing at performance level 3 and a 1% increase in the number of students in performance level 4. We plan to decrease the number of students performing in performance levels 1 and 2, thereby increasing the percentage of students in performance levels 3 and 4.

### Part 2 – Annual Goal

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

By June 2016 PS16X will establish a learning environment that will result in a 5% decrease in the number of current students performing at performance levels 1 and 2 on the on the NYS ELA assessment and 5% decrease in the number of students performing at performance levels 1 and 2 on the NYS Mathematics assessments, including students with disabilities and English Language Learners.

### 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 in order to support their children at home.</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?</b></p>
<ul style="list-style-type: none"> <li>• Utilize Math Consultant from Generation Ready to support teachers with implementation of the My Math instructional program, with a focus on differentiated instruction, engaging student learning activities and Concrete, Visual and Abstract (CVA) instructional strategies.</li> <li>• Part-time math coach to provide job-embedded professional development, in the form of in-class teacher coaching, support with lesson planning and differentiated instruction.</li> <li>• Allocate funding to support instructional technology (i.e. Maintenance of Smart Boards, computers and laptops, update computers and Central Processing Units, purchase headsets for students) to support classroom instruction.</li> <li>• Principal will allocate funding to support after-school and Saturday academic and enrichment program for students in performance levels 1, 2 and low 3.</li> <li>• English as a Second Language (ESL) teacher will co-teach with classroom teachers of English Language Learners (ELLs) weekly.</li> <li>• Saturday Title III ESL/Immigrant Program</li> <li>• ESL teacher will participate in horizontal and vertical grade team meetings through regularly scheduled common preps and multi-grade teams on Monday afternoons to articulate with classroom teachers across grades.</li> <li>• Coaches and teachers will attend professional development sessions in content area and school-wide initiatives, and turnkey to staff.</li> </ul>	<p>All students PreK-5, including SWDs and ELLs</p>	<p>Sept. 2015 through June 2016</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals (2)</li> <li>• Classroom Teachers</li> <li>• Generation Ready Math Consultant</li> <li>• Content Area Specialists (Science, Art, Technology, Physical Education)</li> <li>• SETSS Teacher</li> <li>• ESL Teacher</li> <li>• Mandated Service Providers (Speech, Occupational and Physical Therapists)</li> <li>• Part-time Math Coach</li> <li>• Part-time Data Specialist</li> <li>• Part-time RTI Teacher</li> <li>• Project Boost Teacher Facilitators</li> <li>• Educational and Crisis Paraprofessionals</li> <li>• Guidance Counselor</li> </ul>

<ul style="list-style-type: none"> <li>• Additional Special Education Teacher Support Services (SETSS) position was added to provide instruction in the least restrictive environment and Response to Intervention (RTI) services.</li> <li>• SETSS teachers will participate in professional development that will keep them abreast of new regulations, developments and changes in regulations, and Special Education Student Information System (SEIS), for students with disabilities (SWDs).</li> <li>• Utilize Discovery Education for additional resources to expand learning experiences, and adjust curriculum to meet the needs of all learners, by differentiating learning activities to actively engage students in the learning process.</li> <li>• Use of Thinking Maps as pre-writing tool and assessment to scaffold and extend thinking</li> <li>• Administer Learning Styles Inventory to determine students' individual learning styles and needs to support classroom instruction.</li> <li>• Utilize glows/grows/next steps feedback sheets for performance assessments and assignments.</li> <li>• Utilize Common Core Learning Standards (CCLS) aligned grade appropriate common rubrics to guide instruction and evaluation of student performance.</li> <li>• Improve questioning and discussion techniques by citing text-based evidence when responding to text and using content-specific vocabulary when writing.</li> <li>• To increase opportunities for students to facilitate class discussions (Grades 2-5) practice oral language conventions (Grades Pre-Kindergarten - 1.)</li> <li>• Improve students' abilities to accurately compute numbers and operations in base ten (grades PK-2) and number and operations – fractions (grades 3-5)</li> <li>• Strengthen skills in operations and algebraic thinking (kindergarten and grades 1 &amp; 4), measurement and data (grade 2) and geometry (grades 3 &amp; 5)</li> <li>• School Leadership Team members coordinate with school staff to facilitate quarterly Student Honor Roll Assemblies for students in all grades that achieve honor status.</li> </ul>			<ul style="list-style-type: none"> <li>• Crisis Intervention Teacher</li> <li>• Parent Coordinator</li> <li>• School Aides</li> <li>• School Secretaries</li> <li>• School Leadership Team</li> <li>• Title 1 Parent Committee</li> <li>• Parent and Teachers Association</li> </ul>
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<ul style="list-style-type: none"> <li>• Principal allocates funding to support end of year trip and culminating student activity for students that consistently make the Student Honor Roll and perfect attendance.</li> <li>• Scholar Centric to provide training and social- emotional support for Crisis Intervention Teacher (CIT), SETSS and RTI teachers.</li> </ul>			
<ul style="list-style-type: none"> <li>• ESL teacher will attend monthly network ESL professional development sessions and provide turn-key training for colleagues.</li> <li>• SETSS teacher will attend monthly network special education teacher professional development sessions and training for alternate assessment administration.</li> <li>• Teachers and educational assistants will articulate regularly to provide focused intervention and support for students with disabilities and at-risk students.</li> <li>• Educational and crisis paraprofessionals will meet monthly with the administration for professional development and training in meeting the needs of their students.</li> <li>• Teachers and administrators collect and analyze data from City-wide, classroom and benchmark assessments for intervention and re-teaching for academic support.</li> <li>• Principal utilizes school funds to create a full-time RTI position to support opportunities for school-wide RTI, in addition to facilitating math clubs for accelerated students in grades 3-5.</li> <li>• Utilize Theatre Moves Company to provide social-emotional support for students with disabilities, through dramatic role-plays and theater productions.</li> <li>• Insight , a technology-based program, will be used for RTI for Students with Interrupted Formal Education (SIFE) students in Mathematics.</li> <li>• Translation services will be provided for ELL students during the NYS Math and Science assessments.</li> <li>• Title III Saturday Academy programs in Literacy and mathematics for ELLs.</li> <li>• Utilize Finish Line for improving skills in Reading and Mathematics, as per individual data analysis.</li> </ul>	<p>ELLs, SWDs, and other high need subgroups</p>	<p>Sept. 2015 through June 2016</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals (2)</li> <li>• Classroom Teachers</li> <li>• Generation Ready Math Consultant</li> <li>• Content Area Specialists (Science, Art, Technology, Physical Education)</li> <li>• SETSS Teacher</li> <li>• ESL Teacher</li> <li>• Mandated Service Providers (Speech, Occupational and Physical Therapists)</li> <li>• Part-time Math Coach</li> <li>• Part-time Data Specialist</li> <li>• Part-time RTI Teacher</li> <li>• Project Boost Teacher Facilitators</li> <li>• Educational and Crisis Paraprofessionals</li> <li>• Guidance Counselor</li> <li>• Crisis Intervention Teacher</li> <li>• Parent Coordinator</li> <li>• School Aides</li> </ul>

<ul style="list-style-type: none"> <li>● Imagine Learning , a web-based program, will be utilized to gather and analyze data, to provide additional support to ELL and RTI students.</li> <li>● Mind Play , a web-based program, will be utilized to provide RTI and support for students with disabilities and students who are identified as at-risk in the general education population.</li> </ul>			<ul style="list-style-type: none"> <li>● School Secretaries</li> <li>● School Leadership Team</li> <li>● Title 1 Parent Committee</li> <li>● Parent and Teachers Association</li> </ul>
<ul style="list-style-type: none"> <li>● My Math instructional program has on-line activities that students can do at home and parents can monitor usage and progress.</li> <li>● Parent access to Datacation to inform them of their child’s performance and progress, in all subject areas, through an online and instant messaging system.</li> <li>● RAZ Kids reading program is available for use in school and at home to support literacy development.</li> <li>● Monthly school calendar provided in English and Spanish informs families of monthly school-wide events designed to help them support their child’s academic success.</li> <li>● Principal and staff will plan student performances for parents in all arts disciplines throughout the school year.</li> <li>● School’s Annual SMART Fair (Science, math, art, research, technology) will take place during the school day and on Saturday.</li> <li>● School will utilize designated funds to provide project boards for all students in temporary housing.</li> <li>● Title 1 parent workshop will be dedicated to support parents with helping their students prepare projects for the SMART Fair which will be displayed throughout the school.</li> <li>● Utilize free websites for individual practice in phonics and reading comprehension.</li> <li>● Pupil accounting secretary met weekly with network attendance liaison to coordinate efforts in achieving increased student attendance.</li> <li>● Members of Attendance Committee will contact families to provide attendance data to parents of students with less than 80% attendance.</li> </ul>	All students, parents and guardians	Sept. 2015 through June 2016	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Assistant Principals (2)</li> <li>● Classroom Teachers</li> <li>● Generation Ready Math Consultant</li> <li>● Content Area Specialists (Science, Art, Technology, Physical Education)</li> <li>● SETSS Teacher</li> <li>● ESL Teacher</li> <li>● Mandated Service Providers (Speech, Occupational and Physical Therapists)</li> <li>● Part-time Math Coach</li> <li>● Part-time Data Specialist</li> <li>● Part-time RTI Teacher</li> <li>● Project Boost Teacher Facilitators</li> <li>● Educational and Crisis Paraprofessionals</li> <li>● Guidance Counselor</li> <li>● Crisis Intervention Teacher</li> <li>● Parent Coordinator</li> </ul>

<ul style="list-style-type: none"> <li>• Guidance Counselor will contact families and provide support for families to ensure regular attendance of students with a focus on students with less than 65% attendance.</li> <li>• Guidance Counselor will collaborate with case workers to provide support for families of at-risk students.</li> <li>• Crisis Intervention Teacher (CIT) and guidance counselor will conduct conflict resolution sessions with students, when needed.</li> <li>• CIT, Guidance Counselor and Parent Coordinator will collaborate to provide student assemblies and parent workshops for Respect for All Week .</li> </ul>			<ul style="list-style-type: none"> <li>• School Aides</li> <li>• School Secretaries</li> <li>• School Leadership Team</li> <li>• Title 1 Parent Committee</li> <li>• Parent and Teachers Association</li> </ul>

**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.											
<ul style="list-style-type: none"> <li>• Theatre Moves</li> <li>• Scholar Centric: Resilient School Culture &amp; Building Resiliency Across the Curriculum Workshops</li> </ul>											
<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	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.
See Section 5A
<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.

**Part 1 – Needs Assessment**

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

PS 16X 2014-15 School Quality Review report under QR indicator 4.2 indicates a proficient rating in teacher collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

**Part 2 – Annual Goal**

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

- By June 2016 all teachers will participate in structured collaborative teams that will result in a 25% increase of teachers utilizing the inquiry approach to promote improved student learning.

**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>• Strategies to promote teacher-parent collaborations to improve student achievement.</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?</b></p>
<ul style="list-style-type: none"> <li>• Utilize Math Consultant from Generation Ready to support teachers with implementation of the My Math instructional program, with a focus on differentiated instruction, engaging student learning activities and Concrete, Visual and Abstract (CVA) instructional strategies.</li> </ul>	<p>All teachers</p>	<p>9/15-6/16</p>	<p>Principal Assistant Principals(2) Coaches</p>

<ul style="list-style-type: none"> <li>● Part-time math coach to provide job-embedded professional development, in the form of in-class teacher coaching, support with lesson planning and differentiated instruction.</li>   <li>● Allocate funding to support instructional technology (I.e. Maintenance of Smart Boards, computers and laptops, update computers and CPUs, purchase headsets for students) to support classroom instruction.</li>   <li>● Allocate funding for targeted professional development for school technology teacher from Generation Ready consultant focused on standards, curriculum development, and college and career readiness.</li>   <li>● All teachers will participate in professional development workshops during weekly mandated UFT blocks on Mondays and Tuesdays.</li>   <li>● At the beginning of the school year, grade teams will analyze data from item analysis of spring 2015 NYS ELA and Math assessments to adjust curriculum.</li>   <li>● Content area teachers will meet with grade level teacher teams to align NYS and NYC Curriculum requirements with Ready Gen instructional unit topics.</li>   <li>● Classroom teachers will collaborate with mandated service providers (speech, occupational therapy and physical therapy) to review student progress towards goals.</li>   <li>● Classroom teachers will continue to attend Ready Gen professional development and turn-key information during UFT mandated Monday professional development sessions.</li>   <li>● Consultant from Generation Ready will facilitate professional development session with the Technology teacher designed to prepare for the PARCC assessments.</li>   <li>● Technology teacher will collaborate with classroom teachers to support and extend social studies curriculum.</li>   <li>● Teachers will attend city-wide and network/district professional development sessions focused on Danielson Component Framework for Effective Teaching and provide turn-key training for colleagues during city-wide Chancellor’s Conference Days and UFT Monday professional development sessions.</li>   <li>● School literacy liaisons will attend literacy professional development and facilitate turn-key training.</li> </ul>			<p>Math Consultant</p> <p>Teacher Team Leaders</p> <p>RTI Provider</p> <p>Data specialist</p> <p>Classroom teachers</p> <p>Service Providers</p>
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<ul style="list-style-type: none"> <li>• ESL teacher will attend ESL professional development sessions and provide turn-key training for colleagues.</li>   <li>• SETSS teacher will attend special education teacher professional development sessions and training for alternate assessment administration.</li>   <li>• ESL teacher will participate in horizontal and vertical grade team meetings through regularly scheduled common preps and multi-grade teams on Monday afternoons to articulate with classroom teachers across grades.</li>   <li>• Coaches and teachers will attend professional development sessions in content area and school-wide initiatives, and turnkey to staff.</li>   <li>• SETSS teachers will participate in professional development that will keep them abreast of new regulations, developments and changes in regulations, and SESIS, for SWDs.</li>   <li>• In order to support teacher professional growth, the principal strategically created a split classroom position. Two teachers collaborate and share one classroom. One of the teachers provides literacy coaching and the other teacher provides coaching in math. These two teachers serve as teacher leaders, part-time coaches, mentors and as a learning lab-site for the school. Two periods per week are embedded on the weekly preparation schedule to facilitate coverage for teachers to visit the lab-site classroom.</li>   <li>• To improve teachers' questioning and discussion techniques, increase opportunities for students to facilitate class discussions, and provide a model developing oral language conventions, teachers visit the lab-site classroom to observe effective pedagogy, in addition to receiving one-to-one support from the lab-site teacher with planning for instruction.</li>   <li>• In addition to the lab-site classroom, other teacher and grade team leaders are identified across the grades to provide models of effective teacher practices that support differentiated instruction for our lowest one-third, SWDs, ELLs, through the use of varied instructional supports in addition to methods of extending learning for accelerated students.</li>   <li>• Administrators provide feedback and support to teachers following formal and informal observations.</li>   <li>• Utilize Atlas Rubicon for curriculum mapping</li>   <li>• Utilize Datacation for compiling and analyzing student data</li> </ul>			
<ul style="list-style-type: none"> <li>• Grade teams will meet regularly and use the Looking at Student Work protocol to analyze data collected from grade level assessments, performance-based tasks, end of unit assessments</li> </ul>	All teachers	9/15-6/16	Principal

<p>and progress-monitoring assessments to inform instruction, and plan differentiated learning activities.</p> <ul style="list-style-type: none"> <li>• All teachers will set professional goals based on data from previous school year’s Advance data to improve pedagogy leading to increased student performance.</li> <li>• All teachers will participate in classroom inter-visitations within the school to share best practices and enhance pedagogy to improve student performance.</li> </ul>			<p>Assistant Principals(2)</p> <p>Coaches</p> <p>Math Consultant</p> <p>Teacher Team Leaders</p> <p>RTI Provider</p> <p>Data specialist</p> <p>Classroom teachers</p> <p>Service Providers</p>
<ul style="list-style-type: none"> <li>• Monthly grade-level newsletters are sent home to parents to inform them of academic expectations for the month, upcoming events and grade-level activities</li> <li>• Teachers notify parents through Datacation to inform them of their child’s performance and progress, in all subject areas, through an online and instant messaging system.</li> <li>• Bi-Monthly parent workshops are scheduled and facilitated by Parent Coordinator, Title I and/or Title III coordinators, focused on topics of interest, curriculum and CCLS expectations, and how to best support their children at home.</li> <li>• Monthly school calendar provided in English and Spanish informs families of monthly school-wide events.</li> <li>• Principal attends professional development and other seminars after work hours to learn about special programs and grants to enhance school programs and increase student achievement.</li> </ul>	All teachers	9/15-6/16	<p>Principal</p> <p>Assistant Principals(2)</p> <p>Coaches</p> <p>Math Consultant</p> <p>Teacher Team Leaders</p> <p>RTI Provider</p> <p>Data specialist</p> <p>Classroom teachers</p> <p>Service Providers</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>
<ul style="list-style-type: none"> <li>• Part-time literacy and math coaches: 2 teachers share responsibility of 1 lab-site classroom</li> <li>• Full time RTI teacher position</li> <li>• Additional SETSS position (least restrictive &amp; RTI)</li> <li>• Rubicon Atlas Curriculum Mapping</li> <li>• Datacation-Skedula</li> </ul>

- City-wide summer and school-year training for teachers for Ready Gen Literacy program
- MOSL Assessments (NYC writing performance & reading-Fountas and Pinnell): including per session costs of administration above the city-wide funding distribution

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

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

**Part 5 – Progress Monitoring**

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

See Sections 5A & 5B

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

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

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

### **Part 1 – Needs Assessment**

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

Based on the Elementary School Quality Snapshot 2013-14 87% of teachers agree that leaders of the school place a high priority on the quality of teaching. Our School Quality Review of 2014-2015 indicates that school leaders communicate a high level of professionalism, instruction and other criteria related to the Danielson Framework for Teaching. School leaders and teachers engage in meaningful partnerships with families to support progress towards college and career readiness.

### **Part 2 – Annual Goal**

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

By June 2016 teachers will participate in school leadership activities that will nurture their professional growth resulting in a 5% increase of teachers who perform effectively based on the HEDI teacher rating.

### **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?</b></p>
<ul style="list-style-type: none"> <li>• Administrative team will supervise and support teachers in providing rigorous instruction during Saturday and after school academic support program for students.</li> <li>• Administrative team will participate in monthly professional development facilitated by the School Leaders Network to monitor school goals and collaborate with other administrators to share best practices.</li> <li>• Administrative team will attend city-wide professional development in all content areas with a focus on their assigned academic areas.</li> <li>• Administrative team will attend professional conferences throughout the year to continue learning and keep abreast of instructional initiatives.</li> <li>• Assistant Principal is assigned as administrator of Math</li> <li>• Assistant Principal is assigned as administrator of ELA</li> <li>• Principal embeds time for teacher inter-visitations in weekly preparation schedule.</li> <li>• Allocate funding to support instructional technology (i.e. Maintenance of Smart Boards, computers and laptops, update computers and CPUs, purchase headsets for students)</li> <li>• Principal will facilitate lead teacher professional development sessions to develop vision and mission, in addition to providing effective strategies for teacher leadership and professional development.</li> <li>• Principal will facilitate bi-weekly Instructional Cabinet meetings with administrators, lead teachers, and mandated</li> </ul>	<p>All teachers and instructional leaders</p>	<p>7/2015 - 6/2016</p>	<p>Administrative team- Principal, Assistant principals</p>

<p>service providers to review school data, school-wide systems and adherence to school's instructional focus.</p> <ul style="list-style-type: none"> <li>• Administration facilitates instructional learning walks for all teacher teams.</li> <li>• Administrative team prepares and distributes Accountability Calendar to all staff members which outlines due dates for administering assessments, analyzing data and sharing information with parents via intermittent progress reports.</li> </ul>			
<ul style="list-style-type: none"> <li>• <u>P</u> principal utilizes school funds to create split teacher position to create a part-time literacy and math coach position to provide lab-site classroom, and support for teachers with planning instruction as well as provide opportunities for in-class coaching.</li> <li>• <u>P</u> principal manages school funds to create split teacher position to create a part-time data specialist position to collect and maintain school-wide data, assess students, score assessments and provide training in scoring and analyzing MOSL assessments.</li> <li>• <u>P</u> principal utilizes school funds to create a RTI position for school-wide intervention for at-risk students, in addition to facilitating literacy and math clubs for accelerated students in grades 3-5.</li> <li>• <u>P</u> principal matches highly effective teachers as mentors for new teachers.</li> <li>• Teachers and administrators regularly review student data throughout the school year, as outlined in the school Accountability Calendar.</li> <li>• Teachers and administrators collect and analyze data from City-wide, classroom and benchmark assessments for intervention and re-teaching for academic support as outlined in the School-wide Assessment Calendar.</li> </ul>	All teachers and instructional leaders	7/2015 - 6/2016	Administrative team-Principal, Assistant principals
<ul style="list-style-type: none"> <li>• Collaboration between Parent Teacher Association (PTA) and Administration in planning extracurricular activities to foster parent participation.</li> <li>• Parent Coordinator acts as liaison between parents and school leadership</li> <li>• School Leadership Team meets 2 times per month and during extended meetings as necessary.</li> </ul>	All teachers and instructional leaders	7/2015 - 6/2016	Administrative team-Principal, Assistant principals

<ul style="list-style-type: none"> <li>Principal conducts Town Hall meetings to inform parents of school policies and procedures.</li> <li>Parents as Partners in Learning Program developed by principal to include working parents in the learning experiences of their children on one Saturday per month.</li> <li>See Sections 5A-5C for strategies and actions demonstrating effective leadership practices</li> </ul>			

**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.											
School Leaders Network											
CEI Instructional Support (PD & Job-Embedded Support for supervision and support of ELLs, SWDs, school/grade inquiry, attendance, Quality Review, Early childhood education)											
See Sections 5A-5C											
<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	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.
See Section 5A
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

2014-2015 Quality Review findings indicate that parents are satisfied with the supports the school provides for their children. They expressed that the school provides high quality education for their children, including those with special needs. Parents pointed out that the support they get in terms of workshops which provide strategies for assisting their children in ELA and Mathematics have enabled them to adequately assist their children with homework assignments. Additionally the rubrics attached to the assignments provide clarity for the expectations of assignments.

However, based on the sign in sheets for parent workshops, School Open Houses, and PTA meetings, there is a need for improvement in parent participation in these categories.

### Part 2 – Annual Goal

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

By June 2016 PS 16 will promote parent/school partnership activities that will result in a 10% increase in the number of parents participating in workshops and other school/community activities.

### 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) 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?</b></p>
<ul style="list-style-type: none"> <li>• RAZ Kids reading program is available for use in school and at home to support literacy development.</li> <li>• Monthly school calendar provided in English and Spanish informs families of monthly school-wide events.</li> <li>• Grade level parent newsletters provide parents with relevant information about curriculum and instruction grade-wide.</li> <li>• Progress reports will be distributed to parents every six to eight weeks (in between official city-wide reporting periods) to keep parents informed about their child’s academic progress.</li> <li>• Principal will maintain community partnership with the Bronx Arts Ensemble to provide supplemental arts instruction in music, theater and dance.</li> <li>• Principal and staff will provide student performances for parents in all arts disciplines throughout the school year.</li> <li>• School’s Annual SMART Fair (Science, math, art, research, technology) will take place during the school day and on Saturday.</li> <li>• Title 1 parent workshop will be dedicated to support parents with helping their students prepare projects for the SMART Fair which will be displayed throughout the school.</li> <li>• Title 1 parent workshops throughout the school year occur on a monthly basis and focus on all academic areas. Each month a different content area is presented. This includes data, programs used, on-line supports, assessments and tools to help their child in that specific academic area.</li> </ul>	<p>All parents of PS 16</p>	<p>9/2015 - 6/2016</p>	<p>Administrators SLT committee Teachers PTA Guidance Counselor CIT</p>
<ul style="list-style-type: none"> <li>• Continue to develop bilingual libraries will for students in Spanish and Arabic for students to take home to read with their parents.</li> </ul>	<p>All parents of PS 16</p>	<p>9/2015 - 6/2016</p>	<p>Administrators SLT committee</p>

<ul style="list-style-type: none"> <li>• Parents of students receiving RTI services will receive interim progress reports.</li> <li>• Teachers utilize Tuesday UFT extended time for parent communication via telephone, text, email and written communication to maintain open communication.</li> <li>• Principal created monthly Parents as Partners in Learning Saturday Parent Workshop Series to provide opportunities for working parents who cannot attend UFT Tuesday extended time sessions during the day.</li> <li>• Monthly parent workshops during UFT mandated Tuesday sessions.</li> </ul>			<p>Teachers</p> <p>PTA</p> <p>Guidance Counselor</p> <p>CIT</p>
<ul style="list-style-type: none"> <li>• The School Leadership Team facilitates two (2) Parent Open House Sessions during the school day allowing parents to observe instruction utilizing our Common Core Aligned Curriculum. For the first open house parents observe their students in their current grade. During the second open house held in the spring, parents observe instruction in the next grade that their child will be going to in the upcoming school year.</li> <li>• Translation of correspondence sent home to parents is available in all languages.</li> <li>• Translators are available during the school day to provide translation services.</li> <li>• Parent access to Datacation to inform them of their child’s performance and progress, in all subject areas, through an online and instant messaging system.</li> <li>• Parent Coordinator will prepare schedule of parent workshops designed to explain all NYS, city-wide and school wide instructional mandates and initiatives.</li> <li>• Parent Coordinator will provide on-going series focused on Common Core Learning Standards.</li> <li>• Cool Culture program provides opportunities for parents of students in pre-kindergarten and kindergarten to take their families to various art institutions and shows throughout New York City.</li> </ul>	All parents of PS 16	9/2015 - 6/2016	<p>Administrators</p> <p>SLT committee</p> <p>Teachers</p> <p>PTA</p> <p>Guidance Counselor</p> <p>CIT</p>
<ul style="list-style-type: none"> <li>• Continue to host PS 16’s Annual Community Day Fair which includes student performances, arts and crafts, face painting and various games for all members of the community.</li> <li>• Multi-cultural dance classes provided for students throughout the school year with culminating performances.</li> </ul>	All parents of PS 16	9/2015 - 6/2016	<p>Administrators</p> <p>SLT committee</p> <p>Teachers</p> <p>PTA</p>

<ul style="list-style-type: none"> <li>• Continue to host Family Crafts and Family Game Nights for families of students and staff to get together informally and develop and strengthen relationships and trust.</li> <li>• Guidance counselor will continue to support parents with the Middle School Selection process.</li> <li>• Host a Back to School forum in August</li> <li>• Provide trip chaperone training for parents</li> </ul> <p>See attached Parent Involvement Policy</p>			<p>Guidance Counselor</p> <p>CIT</p>
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**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.											
<p>Datacation performance and progress monitoring</p> <p>Raz Kids on-line reading and assessment resource</p> <p>ConnectEd on-line mathematics support</p> <p>School Messenger for ongoing parent communication</p> <p>Discovery Education on-line social studies and science supports</p> <p>Parent Coordinator</p> <p>Teacher-led Title 1 and Title III Workshops</p>											
<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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.
<ul style="list-style-type: none"> <li>• February 2016 analysis of Tuesday mandated parent engagement participation, and parent workshop and meeting sign-in sheets to monitor engagement</li> <li>• School Quality Snapshot</li> <li>• Surveys and feedback sheets from parent engagement initiatives (Open House, College and Career Awareness Day, etc.</li> </ul>
<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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p><b>English Language Arts (ELA)</b></p>	<p>Analyze 2015 NYS ELA test scores for Levels 1 - mid-2</p> <p>Analyze prior and current F&amp;P reading levels - 1 grade level or more below current grade</p> <p>Analyze NYC Performance-based writing task for level 2 or below in each rubric trait</p>	<p><i>Mind Play</i></p> <p>Finish Line - ELA</p> <p>RAZ Kids</p> <p>Imagine Learning</p>	<p>Mind Play is used with students for a minimum of 3 days per week for 30 minutes per day. This program is a computer adaptive program used one-to-one with students. SWDs, with 1-1 crisis paraprofessionals, are supported with this program by their paras.</p> <p>Finish Line - ELA is used as a skills-based intervention for students in small groups for one hour per day, one day per week.</p> <p>RAZ Kids is an online leveled library to further support students to read various texts at their instructional and independent levels.</p> <p>Learning A-Z is an online program utilized by teachers to differentiate instructional groups.</p>	<p><i>Mind Play</i> is a computer based intervention provided during the school day.</p> <p>Finish Line - ELA is a Skill Based Program that is used during the Saturday Academic Program.</p> <p>RAZ Kids is an online leveled library that is used during the school day and at home.</p> <p>Learning A-Z is an online program used during the school day.</p> <p>Imagine Learning is a computer adaptive intervention provided during the school day.</p>

			Imagine Learning is a computer adaptive program used one-to-one with SWDs and ELLs, 3 days per week, 30 minutes per day	
<b>Mathematics</b>	Analyze 2015 NYS Math test scores for Levels 1 - mid-2  My Math Diagnostic  Scantron Performance Series	Mindplay  Finish Line Math  ConnectEd	Mindplay is used with students a minimum of 3 days a week for 30 minutes per day. This program is a computer adaptive program used one-to-one with students. We have purchased 60 student licenses.  Finish Line Math is used as a skill based intervention for students in small groups for one hour per day, one day per week.  McGraw is an online resource utilized by teachers to differentiate instruction and assign tasks	Mindplay is an intervention provided during the school day.  Finish Line Math is a Skill Based Program that is used during the Saturday Academic Program.  McGraw is an online resource used during the school day and at home
<b>Science</b>	Based-on teacher created assessments	Integrated Instructional Units based on the scope and sequence	Small group instruction is provided as determined by formative assessments and performance based tasks.	It is provided during the school day
<b>Social Studies</b>	Based-on teacher created assessments	Integrated Instructional Units based on the scope and sequence and NYS.	Small group instruction is provided as determined by formative assessments and performance based tasks.	It is provided during the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor,	Teacher observation and recommendation	The Child Study Team reviews students recommended by teachers.	As per the team's recommendations, students are seen on an at-risk basis	It is provided during the school day

<i>School Psychologist, Social Worker, etc.)</i>				
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## 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.
<p>All teachers have assignments in their license area and are highly qualified. New teachers work collaboratively with their grade teams to develop, refine and revise their CCLS aligned curriculum that supports college and career readiness. There are regularly scheduled inter-visitation periods on the schools' preparation schedule providing all teachers an opportunity to visit their colleagues' classrooms to observe best practices and provide support with student achievement.</p> <p>Additionally, new teachers receive mentoring above and beyond the required hours. This is accomplished through in class coaching support, from the part-time literacy and mathematics coaches, grade level colleagues and consultants. Regular mentoring sessions and professional study groups support teacher pedagogy. These sessions take place 3 days per week after school, in the morning before school and during the regular school day. The school mentors were chosen based on their proven success as evidenced in the consistent performance and/or progress on their students' ELA and math assessments.</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• All teachers will set professional goals based on data from previous school year's Advance data to improve pedagogy leading to increase in student performance.</li> <li>• All teachers will participate in classroom inter-visitations within the school and network to share best practices and enhance pedagogy to improve student performance.</li> <li>• All teachers will participate in a multi-grade level inquiry process designed to focus on scaffolding strategies across the grades and school-wide.</li> <li>• Content area teachers will meet with grade level teacher teams to align NYS and NYC Curriculum requirements with Ready Gen instructional unit topics.</li> <li>• Classroom teachers will collaborate with mandated service providers (speech, occupational therapy and physical therapy) to review student progress towards goals.</li> </ul>

- Classroom teachers will attend Ready Gen professional development and turn-key information during UFT mandated Monday professional development sessions.
- Technology teacher will participate in professional development sessions designed to prepare for the PARCC assessments.
- Technology teacher will collaborate with classroom teachers to support and extend social studies curriculum.
- Teachers will attend city-wide and network professional development sessions focused on Danielson Component Framework for Effective Teaching and provide turn-key training for colleagues during city-wide Chancellor’s Conference Days and UFT Monday professional development sessions.
- School literacy liaisons will attend monthly network literacy professional development series and facilitate turn-key training.
- ESL teacher will attend monthly network ESL professional development sessions and provide turn-key training for colleagues.
- SETSS teacher will attend monthly network special education teacher professional development sessions and training for alternate assessment administration.
- Teachers and educational assistants will articulate regularly to provide focused intervention and support for students with disabilities and at-risk students.
- Educational and crisis paraprofessionals will meet monthly with the administration for professional development and training in meeting the needs of their students.
- Parent coordinator and guidance counselor attend monthly professional sessions

**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/info, early intervention services, etc.).

- School hosts introduction to pre-kindergarten and open house sessions for incoming pre-kindergarten students during the first 2 days of school.
- School hosts kindergarten open house and parent information sessions for incoming kindergarten students in the fall of the previous school year and in September of the current school year.
- Pre-kindergarten students are provided an opportunity to visit kindergarten classes in the spring to see what kindergarten will be like.
- Kindergarten students are provided an opportunity to visit first grade classes in the spring to see what first grade will be like.
- Parent Coordinator meets with pre-kindergarten parents upon pre-registration and upon request, shows them a current pre-kindergarten class.
- School provides pre-kindergarten moving up ceremony for students and parents which includes student performances in the arts.
- School provides kindergarten moving up ceremony for students and parents which includes student performances in the arts.
- In September of each school year, parents are provided with the grade level expectations for learning for parents of students in pre-kindergarten, kindergarten and all other grades.

#### **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.

Grade team members work together to select, develop, modify, administer, score and analyze grade level common formative and summative, benchmarks and diagnostic assessments.

School Professional Development Committee in conjunction with the administration prepares school-wide professional development calendar based on NYS and city-wide mandates, Chancellor, Superintendent and district initiatives, identified needs of teachers based on Advance Ratings, student data trends, school-wide initiatives, City-wide Instructional Expectations, and curriculum based needs.

The School MOSL Committee attends city-wide professional development and turn-keys information to colleagues to inform the decision making process when selecting school measures.

- The School Leadership Team reviews selections of MOSL Committee.
- The administrative team reviews the recommendations of the MOSL Committee and makes the final decisions on school-wide assessment measures.

#### **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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<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	454,451.00	X	11-44
Title II, Part A	Federal	149,933.00	X	11-44
Title III, Part A	Federal	11,200.00		11-44
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,613,857.00	X	11-44

**<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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

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

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

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

## Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 16X Wakefield School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 16X Wakefield School]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC) Template

**[PS 16X Wakefield School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

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

### **III. Student Responsibilities:**

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

## Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Department of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 16X Wakefield School	DBN: 11X016
Cluster Leader: Deborah Maldonado	Network Leader: Ben Soccodato
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday Academy <input type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: 30	
Grades to be served by this program (check all that apply): 2,3,4,5 <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 3	
Describe the direct instruction supplemental program in the space provided below. Description should include:	
<ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
<ul style="list-style-type: none"> <li>• Begin description here:</li> <li>• <b>SATURDAY ACADEMY – Academic Enrichment Vocabulary Development:</b>            The majority of PS16X immigrant population in grades 2-5 is functioning between two to six reading levels below grade level. Based on the MOSL reading scores, NYSESLAT tests and NYS ELA exams, our students are not achieving proficiency because of the lack of academic language required to make their speaking, reading, and writing responses CCLS standard quality. Part of our school-wide instructional focus is “to improve questioning and discussion techniques by using content specific vocabulary when speaking and writing”. This program will also assist in preparing students with the content specific language that ELLs need for the speaking and writing subtests of the NYSESLAT exams. In order to assist our immigrant population to achieve this goal PS 16 has chosen to use the <b>Discussions 4Learning Program</b>. Students from grades two through five (30 students) will be served using this program.            This will take place for forty five minutes as part of a three hour Saturday Academy program for ten Saturdays beginning December 20, 2014, and ending March 28, 2015.             Three certified teachers will provide these supplementary services for the immigrant students. The program has four levels. Each level includes a Teacher’s guide for each theme, a CD-ROM with 96 fine art images and real world photos, word cards, and pre and post -tests . Students will also have a notebook to write down vocabulary words and do writing activities. In addition students will have access to laptops for additional research.  <b>ELA Enrichment</b>            Immigrant students and ELLs not only need to acquire a rich academic vocabulary they also need to have good comprehension skills in order to meet grade level standards and promotional requirements. Most of these students have limited experience with strategies required to respond to questions which require inferencing, citing evidence and essay type answers are very challenging for them. This program offers students <b>additional opportunities</b> to enrich their experiences. The programs to accomplish this objective is the digital online <b>Measuring Up</b> </li> </ul>	

**Insight and Map Quest Program and consumable practice booklets and Getting Ready For NYSESLAT practice booklets.**

Three certified teachers will provide these supplementary services for the immigrant students for seventy five minutes during the three hour Saturday Academy beginning Saturday December 20, 2014 and ending March 28, 2015. Students will use the **Measuring Up Insight and Map Quest** online formative assessment program which provides print and online assessments, instruction, and test practice. This program allows for downloadable re-teach and practice sheets, and also individualized tests based on student data. **Getting Ready for NYSESLAT test prep books** are designed with practice tests for all four subtests of the exam. It will be especially valuable for preparing students for the speaking, and writing subtests. Students will have grade level student booklets and the teachers will have the accompanying teachers' guides. Students will also use notebooks for writing written responses.

**Mathematics Enrichment**

There is a need to use ESL strategies to break down instruction in Mathematics for ELLs in small groups. Our ELL students receive instruction in English only. Some Spanish speaking students get the Spanish translated Math text and Arabic students receive a glossary of mathematical terms. The teachers also use Google translate to help facilitate interpretation of particular vocabulary. However, the overall deficiency in academic vocabulary and experiences limit their ability to interpret word problems and relate to real world experiences as required by the CCLS. In keeping with the school-wide instructional goals for mathematics, sixty minutes of the Saturday Academy which will run from December 20, 2014 through March 28, 2015 will be dedicated to improving students' ability to solve word problems which involve interpreting the language used and determining which strategies are needed to compute the numbers and operations. We will use the digital online **Measuring Up Insight and Map Quest Program**. Three certified teachers will provide these supplementary services for the immigrant students. Students will use the Measuring Up Insight online formative assessment program which provides print and online assessments, instruction, and test preparation. This program allows for downloadable re-teach and practice sheets, and also individualized tests based on student data.

As a building requirement for Saturday programs, The Saturday Academy will be supervised by an Assistant Principal of the school Ms M. Sausa.

Three teachers will be involved in this program. The ESL teacher Marcia Higgins, a certified Special Education teacher Dahlia Watson, and Alexandra Fittipaldi who is a certified teacher with a Masters in TESOL and Special Education.

Teachers rotate groups on an hourly basis: Ms. Higgins- the ESL teacher teaches Vocabulary Development, Ms. Watson Mathematics Enrichment, and Ms. Fittipaldi ELA Enrichment.

Twenty five students will be invited to participate in this program.

**AFTER SCHOOL ENRICHMENT**

**Because of religious reasons some students are unable to attend Saturday Academy enrichment programs. In order to facilitate them two after school programs will be offered.**

**After School Mathematics for SIFE students:** There is a need for **added supplemental instruction** in Mathematics for SIFE students and other ELLs who will be taking the NYS Math exams using ESL strategies. These students are deficient in the skills needed to function at grade level and are unfamiliar with solving word problems. They need support in interpreting word problems, solving them, and using the academic vocabulary required to explain their answers. Eight students from grades three through five would be served in this program. These students will be served after school because they do not attend Saturday Academy due to religious obligations. Students will use the **digital online Measuring Up Insight and Map Quest Program which includes** online formative assessments, in print and online, instruction, and test

preparation. This program also allows for downloadable re-teach and practice sheets, and also individualized tests based on student data.

**This program will run for one hour on Wednesdays for 10 weeks from 2:30 to 3:30 beginning Wednesday December 17, 2014 through March 18, 2015 and will be taught by the ESL teacher. Eight students will participate in this program.**

#### **After School –Imagine Learning Literacy Program**

Despite the fact that these students are given supplemental instruction in school, there is a need for extended support and enrichment in reading for some immigrant students in grades 2-5 who are reading at a pre-primer level. These students fall into two categories. Some are ELLs who are SIFE students whose literacy skills in their native language are deficient and therefore find it difficult to transfer learning to English. Others are immigrant students from the Caribbean who have had little or no schooling before coming to the United States. Their deficient literacy skills make it challenging for them to produce standard based work. The Imagine Learning Program is an individualized literacy program that monitors student progress and designs lessons to match the students needed skills. An excellent feature is its ability to translate in other languages. This is especially relevant for our Arabic speaking population. Students will have a personal profile and ID to login to their activity menu and curriculum area. Students will meet with the teacher twice weekly on Wednesdays and Thursdays for one hour beginning December 17, 2014 through March 19, 2015 for ten weeks. The advantage of this program is that students can also login at home for follow up activities. Ten students will benefit from this program. The teacher of this program will be Alexandra Fittipaldi certified in general education ,Special Education and TESOL .

#### **Part C: Professional Development**

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:

- Rationale
  - Teachers to receive training
  - Schedule and duration
  - Topics to be covered
  - Name of provider
- 
- Begin description here:
  - Monday afternoon professional development activities at PS16 are designed for training teachers to work with all sub groups of students. These workshops are conducted by administrators, in house colleagues who turnkey workshops that they have attended, and network personnel. All activities planned include practices for ELLs, SWDs and students of all learning styles. In addition, the ESL teacher shares strategies for differentiating for ESL students and scaffolding instruction in order to achieve maximum participation in the classroom among their peers with classroom teachers after attending monthly network professional development sessions.
  - There is ongoing communication between the ESL teacher and the classroom teachers of ELLs.
  
  - The goal of PS 16 is to ensure that all teachers are knowledgeable about our immigrant population and to ensure that they utilize the best practices of instruction for our students. The teachers in the program will meet on Saturday December 13, 2014 for three hours for professional development with the ESL teacher Marcia Higgins to view the videos of theDiscussions4Learning program in action in order to learn how to execute the lessons with their classes and to re-familiarize themselves with the Measuring Up online program. There will be a monthly one hour workshop to look at data, best practices and recalibration of the program in order to plan next steps. These dates are :

- 1/8/15 – Workshop Topic -RTI for ELLs
- 2/5/15 – Measuring Up Online Webinar -
- 3/5/15 – Looking At Student Data – Next Steps.
- Two teachers in the program Alexandra Fittipaldi, and Dahlia Watson and the ESL teacher Marcia Higgins will attend network professional development workshops on strategies to teach ELLs.- Design Effective Literacy Instruction for SIFE students on January 16, 2015
- The ESL teacher, Marcia Higgins, and the Special Education teacher, Karlene Patterson-Reid, will work with students in the Imagine Learning Program, will meet for two hours 12/10/14 for training on how to use the program.

#### **Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here: PS 16X makes every effort to encourage immigrant parents to become active participants in their children’s education. Research has proven that when parents are directly involved in their children’s education , their children do better in school. With this in mind, it is our goal to incorporate immigrant parents in school activities and make them feel comfortable. With this objective in mind we plan events and workshops to empower parents and guide them in learning what resources are available in the community.

Similar to our professional development sessions our parent workshops are inclusive of all our student/parent population. This means that our parent workshops are a combination of Title I and Title III Immigrant parents. Monthly workshops help parents understand the Common Core Learning Standards and the City wide instructional shifts. They include hands on activities which expose parents to standards based performance tasks that their own children have had to do in ELA, Math, Science and Social Studies. Parents are offered strategies that they can duplicate at home. A Spanish translator is available for Spanish speaking parents at these workshops. They are also given manipulatives and online resources that they can use at home to help their children. In addition to the monthly Title I/ Title III workshops, PS16x also will have monthly Parents as Partners Saturday workshops designed for working parents who cannot attend the weekly UFT parent engagement sessions that take place during the day. Topics to be covered at these workshops include: Understanding the Common Core learning standards, Depth of Knowledge , Questioning and Discussions Strategies, How to use Raz-Kids online Reading Program, Improving Your Child’s Academic Vocabulary, Math Games to Develop Number Sense and Automaticity, Using Household Supplies to Create Science Projects, How to Help Your Child Prepare for the NYS Tests, Poetry Night etc. We also listen to parent feedback and will include workshops that parents request on their feedback sheets after each workshop session.

Many of the parent workshops are conducted by teachers but some are also conducted by outside personnel. These include Arts Agencies which offer workshops in multicultural activities which validate the cultures of our immigrant populations. PS16 will set aside funds for three workshops for parents on the Annual School Community day on May16, 2015. These workshops will focus on storytelling, music and theater around the world.

In addition PS16X will use Title III Immigrant funds to purchase a bilingual Ladders content area books from National Geographic Learning to set up a parent/ child lending library. The object of this library is

to provide parents with a compact non-threatening text from which students and parents can become engaged in academic conversation as they acquire content specific vocabulary. The follow up questions will also familiarize parents with the types of questions and conversations their children are expected to participate in during class.

Our Annual Title I Parent Meeting was held on October 28, 2014. This is very important for all parents to attend. Parents completed a survey in which they indicated the activities they would like to participate and elected their Title I representatives. We encourage all parents to participate in this process by using our voice messenger to remind parents to attend. The ESL teacher translates the flyers that advertise these meetings and workshops in Spanish and there is a translator at the workshops.

Immigrant parents have various opportunities to converse with their children's classroom teachers, the ESL teachers, and the content area teachers. In September we had the meet the teacher night. Every Tuesday parents are able to come in and speak with their children's teachers from 2:20 to 3:00 p.m. Otherwise parents are able to set up appointments with their children's teachers, email or call them. The ESL teacher has a more flexible approach and makes herself available to the parents of ELLs and other immigrant parents to listen to their concerns, offer advice, or even explain how to complete an assignment. She also serves as a liaison between the parents and the teachers when they need a Spanish translator.

PS 16X has also implemented a bi-annual Open House. At the first Open House which was held on October 24, 2014 parents were able to visit their children's classrooms and observe a Common Core Learning Standards based lesson. The objective of this exercise is to familiarize parents with the instructional shifts, the strategies teachers use and what is required of the students. The second Open House is held in March. Parents will visit the grade that follows the one in which their children are presently in on March 19th. The object of this is to familiarize parents with the expectations for the contiguous grade so that they will continue working with their children during the entire school year and during summer vacation.

PS 16X sends out a monthly calendar of activities to parents. These, along with other school notices, are written in English and Spanish. Apart from the written notices we also use a school voice messenger to inform parents of events that are taking place in the school. There is a Spanish translator at the meetings. People who speak other languages usually attend with a relative or friend who is able to translate for them. PS16X will also purchase bilingual dictionaries for ELLs and Thesaurus dictionaries for parents to better enable them to assist their children in their writing which requires more content specific vocabulary. This tool will also facilitate parents understanding any written communication they receive.

As a courtesy PS16X usually provides some form of light refreshment at our workshops.

Workshop dates : 1/15/15 – Fun and Educational Math Games You Can Play With Your child At Home  
2/5/15 – Preparing For The Smart fair  
3/11/15 - Getting Ready For The NYS ELA and Math Tests  
4/29/15 - Poetry Night

All of P.S. 16 parents are invited to participate in our parent workshops. Realistically, about 30 parents attend on a good night.

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ \_\_\_\_\_

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



**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>11</b>	Borough <b>Bronx</b>	School Number <b>016</b>
School Name <b>Wakefield School</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>Yvonne B Williams</b>	Assistant Principal <b>Melissa O'Connell</b>
Coach <b>Tracy Bloom ( part time - ELA)</b>	Coach <b>Lauren Doherty(part time -Math)</b>
ENL (English as a New Language)/Bilingual Teacher <b>Marcia Higgins</b>	School Counselor <b>Arnold Aguilar</b>
Teacher/Subject Area <b>K. Traina</b>	Parent <b>Johanny Amaya</b>
Teacher/Subject Area <b>K. Coyle</b>	Parent Coordinator <b>Elayne Seligman</b>
Related-Service Provider <b>Inga Bruce</b>	Borough Field Support Center Staff Member <b>Luis Quan</b>
Superintendent <b>Meisha Ross-Porter</b>	Other (Name and Title) <b>type here</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>0</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>1</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	
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>461</b>	Total number of ELLs	<b>27</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	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### 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
<b>Dual Language</b>														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>	25	<b>Newcomers</b> (ELLs receiving service 0-3 years)	19	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<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>	20	1	3	7	0	3				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE SP														0
Arabic Arabic														0
SELECT ONE Wolof														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 Twi											1								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): <u>0</u>	Number of students who speak three or more languages: <u>0</u>

**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	1	4	6	2	4	2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1	1	2	2								0
Haitian														0
French	1													0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Philipino	1													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)	2		1		1	2								0
<b>Emerging</b> (Low Intermediate)		2	3											0
<b>Transitioning</b> (High Intermediate)			1											0
<b>Expanding</b> (Advanced)	1		2		3	1								0
<b>Commanding</b> (Proficient)		2		3	2	1								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	0	0	0	0	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3			0
4	1	1			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	2	1	2		1				0
4	1		1	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	1			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.
  - \_ Fountas and Pinell MOSL assessment for early literacy
  - El Sol for Spanish speaking students who show high level of competency
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - \* Results fro Spring 2015 NYSESLAT assessments indicated that the 25% of the ELLs are at the commanding performance level, 18% are at the expanding level, 18% are at the emerging level, and less than 1% are at the transitioning and entering level.
  - \* Current NYSITELL results indicate 33% of the students tested eligible for ESL is at the expanding level and the remaininig students are at the entering level.
  - \*MOSL and Fountas and Pinnel results indicate that ELLs at the entering and emerging level are functioning several levels below performance grade level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
  - \* AMAO information is used for curriculum planning and instructional focus. School data indicate a need for tier II and Tier III vocabulary developmen as well as improving writing skills in order to promote higher performance in state assessments. It also becomes a guideline for determining the choice of instructional materials and the instructional pace of the curriculum in order to guarantee maximum preparation of our students to achieve proficiency.
  - \* AMAO 2 indicates that PS 16 met its AMAO goals - 25% of the current ELL population achieved the commanding level in the Spring 2015 NYSESLAT.assessments.
  - \* RLAT Data revealsthat most ELLs performed higher in listening and speaking modalities than in reading and writing.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

\*There is a steady movement towards proficiency across performance levels. However, students tend to plateau between the expanding and commanding levels.

- \* 2014-15 NYS ELA tests indicate 59% met promotional criteria, and 76% met promotional criteria in mathematics.
  - \* Item analysis of periodic assessments indicate strengths and needs. Teachers and leadership utilize this information to recalibrate instructional goals, curriculum, and determine intervention.
  - \* Periodic assessments indicate a gradual progression along the proficiency continuum for most ELLs. Content area assessments indicate that most ELLs are performing on grade level.
  - \* Home language is used in the form of translated tests in Spanish. Arabic students are given content area glossaries, access to google translate and bilingual arabic dictionaries.
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](#).]
- \* The MOSL data is used to place ELLs into guided reading groups and Tier I intervention at the classroom level. Based on the number of reading levels below grade students are also given Tier II RTI through Imagine Learning during afterschool and Saturday Academy programs.
  - \* Feedback from the Imagine Learning program enables the classroom, ESL, and RTI teacher to address areas of weakness. In addition, teachers use item analysis from unit tests and performance based assessments to monitor progress and areas of need for reteaching
  - \* Measuring Up Insight online assessments are used by the ESL teacher for periodic assessments for grades 2 through 5. The immediate feedback allows the teacher to reteach standards and provide individual practice based on their personal data.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Multiple points of entry and UDL strategies are included in lesson planning. Differentiation of activities are based on students linguistic abilities. Grouping of students for discussion, consideration of students learning styles, sentence and paragraph frames are examples of how the ESL teacher assures that the students' language development is considered.
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?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- \* MOSL scores in writing - comparing scores in September to June.
  - \* Fountas and Pinnel reading levels - progress during the school year
  - \* Scores on performance based assessments
  - \* Meeting the AYP
  - \* Informal assessments - class discussions, writing responses, end of unit assessments
  - \* Student progression along the performance continuum

## 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.
  - Certified ESL teacher interviews parents of potential ELLs and administers HLIS
  - ESL teacher/ ESL coordinator interviews new student through a battery of questions to assess students English proficiency.
    - NYSITELL eligibility is determined based on responses.
    - ESL coordinator administers NYSITELL if student is eligible, scores responses and determines ELL eligibility based on guideline
    - Based on the NYSITELL score Spanish speaking students the ESL teacher administers the Spanish LAB
    - Should there be a SIFE student whose parents' have indicated little or no formal education, the ESL teacher administers the LENS in order to assess the student's academic level.
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).

\*The ESL teacher administers the El Sol to Spanish speaking students whose Spanish Lab results indicated a deficiency in literacy in Spanish in order to get a more in-depth assessment of the students' strengths and weaknesses in the language

8 The student is also given a grade/age appropriate assessment in Mathematics (focus on calculations - addition, subtraction, multiplication, division) to determine their educational exposure.

\* For students who speak other languages other than Spanish they are given the LENS assessment.

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).

\* Language Proficiency Team will review IEPs. Based on findings during evaluation the principal, IEP teacher, ESL Coordinator,

\* The ERPG report is checked for SIFE identification

classroom teacher and school psychologist will review evidence of the student's English language development..

\* LPT recommends whether the student should take the NYSITELL

\* LPT recommends student takes NYSITELL

\* If the decision is not to take the NYSITELL the principal reviews the recommendation.

\* Principal decides that student should take the NYSITELL, assessment is administered

\* Principal determines student should not take the NYSITELL the determination is sent to the superintendent for revision within 3 days.

\* Based on the superintendent's decision NYSITELL is administered.

\* During all this process the parent is informed of the sequence of events through a certified interpreter if one is needed. The final outcome is given to the parent verbally and in written form in the language of choice as indicated on the HLIS.

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.

\* ESL coordinator sends entitlement/ non entitlement letters to parents in student's communication folder in English or native language based on parent request as indicated on HLIS

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).

\* ESL coordinator sends entitlement /non entitlement letters to parents in students' communication folder in English or home language based on parent preference as indicated on HLIS

\* Parents are informed of their right to appeal if they do not agree with the ELL or non-ELL status of their child by submitting a letter requesting a re-identification of ELL status

\* The ESL teacher/Coordinator files a copy of the entitlement/ non entitlement letters in students' folders in her file cabinet in her classroom.

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

-Parents are sent a notification letter of NYSITELL results, a brochure about programs and invitation to an orientation meeting with ESL coordinator within 5 school calendar days of student admission

-Parents view video about the three options in their native language

- Parents also get information about Common Core Learning Standards, assessments, and school expectations for English Language Learners

- Parents complete Parent Survey and Program Selection forms in native language within 5 school calendar days

- Parents are notified of program placement as per selection form and program availability in the school

- If parents choose a bilingual or TBE program that isn't available in the school because we do not have 15 students on two contiguous grades to open a class and the parent is adamant about having the program for the student the school sends the request to [ELLProgramTransfer@schools.nyc.gov](mailto:ELLProgramTransfer@schools.nyc.gov),

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.

-ESL coordinator sends entitlement letters to parents in student's communication folder in English or native language based on parent request as indicated on HLIS

For parents who haven't responded, subsequent letters are sent and outreach is made through telephone calls by ESL coordinator and /or Parent Coordinator

\* If a parent program choice is not available at that moment it is noted- ( a list is made)

\* When that program is available ( fifteen students on two contiguous grades- as indicated by parents) parents are informed of that program availability.

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

- \* Documentation checklist on each student's folder - The ESL teacher keeps a folder of related documents for each ESL eligible student for the school year. There is a checklist of all the documents needed- HLIS, parent survey form etc. This checklist enables the ESL teacher/ coordinator to monitor which notifications have been returned and what follow up is needed
  - \* ESL coordinator maintains a checklist in monitoring folder to ensure all forms are returned
  - \* ESL coordinator and Parent coordinator follow up by calling parents in to complete forms in the office
9. Describe how your school ensures that placement parent notification letters are distributed.
- \* ESL coordinator is responsible for distributing notification letters- ESL teacher sends home notification letters in communication folder.
  - \* ESL teacher personally communicates by telephone or in person with parents to expect these letters.
- :
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
 \_ENL eligible students each have a folder with HLIS form, NYSITELL test scores, entitlement letters, parent program selection form and all other related documents are maintained in a file cabinet in the ESL coordinators room..  
 - Copies are stored in students' cumulative records too
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The school chooses a team of pedagogues as the NYSESLAT testing team
  - The RLER report is printed to identify those students who are eligible to take the NYSESLAT
  - NYSESLAT Tests( all four components) are scheduled by the team - accommodations for Special Education students are taken into consideration.
  - Speaking tests are administered by the RTI teacher (trained in scoring the speaking test).
  - Writing tests are scored by the NYSESLAT scoring team.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- \*ESL Coordinator sends continued entitlement letters in preferred language of written communication to parents at the beginning of each school year in students communication folders to inform parents of continued entitlement and transitional support. Parents sign and return letters. Letters are kept in students ESL folders with other documents.
  - \* During Parent/ESL teacher Conferences. parents are informed of transitional support of .5 unit weekly for transitional students and the continued testing modifications afforded to their children
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).
- 90% of parents choose ESL as first choice
  - 10% of parents choose Bilingual Education
  - The program model is aligned to 90% of parent requests
  - Due to the lack of numbers the parent choice of Bilingual Education is not offered.
  - Mobility of families cause ESL population to fluctuate and affect any future plans to form other program models other than ESL.
  - Should there be enough students in contiguous grades and the parent still wants the program then a class will be formed.

## 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.
    - PS 16 ENL program is primarily a stand alone model. Due to the fact that ELLs are spread out across the six elementary grades it is necessary to do block scheduling. There are mixed grade levels (based on their proficiency and developmental level). The grade span for groupings is usually two contiguous grades. Some grades are kept separately. This is determined by proficiency level, number of students, and the overall scheduling of the school. In order to meet the students' academic needs some entering students are scheduled in multiple groups. For example, an entering student from grades 2-5 will be scheduled with an entering group for 180 minutes but also with a grade level group for another 180 minutes. This allows the students to acquire the basic language expressions in the entering group while they learn grade level content among mixed levels (emerging to expanding). There is no separation of SWDs who are ELLs. They are scheduled into groups based on their grade and reading level. We consider the group in which the students will feel most comfortable still ensuring that their academic needs are being met.
    - The PS 16 ENL program provides .5 unit of integrated teaching for students who are at the commanding level in content area. For 2015-16 year this will happen in First, third, fourth and fifth grades
  - b. TBE program. *If applicable.*  
and not applicable
  - c. DL program. *If applicable.*  
not applicable
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)?
    - ESL teacher provides major portion of ESL instruction
    - Flexible scheduling- students are scheduled primarily in grade levels but also across grades to ensure instructional minutes as per CR Part.2 154 mandates
    - ESL teacher will push in for content area instruction
    - monolingual classroom teacher uses ESL strategies in content area and literacy instruction
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.
  - \* PS 16 only has the ESL model
  - \*-content areas are delivered primarily in English using ESL instructional strategies for ELLs
  - \* for newly arrived ELLs who speak Spanish, ESL teacher provides supplemental instruction in Spanish
  - \* Non-spanish speaking students are given supplemental instruction using ESL strategies including using google translate
  - \* ELLSWDs who have an alternate bilingual placement transliterator paraprofessionals provide clarification in Spanish
  - \*Other newly arrived ELLs in the upper grades- the ESL teacher uses added ESL strategies to enhance learning
  - \* Students are given bilingual glossaries and dictionaries
  - \* ESL teacher co-teaches in content area for commanding level students
  - \* Hands on instruction
  - \* Cooperative learning activities that incorporate ELLs
  - \* scaffolding
  - \* visual guides
  - \* Thinking Maps and graphic organizers
  - \* provide translated texts
  - \*utilize online resources -Discovery Education videos etc *aste response here:*
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
  - students have bilingual glossaries
  - students get translated tests to accompany english tests wherever available and if students are able to read in native language
  - translator are hired for students who speak languages other than those available in translated tests
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  - Periodic Assessments
  - ongoing assessment in daily classes

- end of unit assessments
  - performance assessments -presentations, dialog, discussions
  - writing assignments
  - Test prep
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
- Periodic Assessments
    - ongoing assessment in daily classes
    - end of unit assessments
    - performance assessments -presentations, dialog, discussions
    - writing assignments
      - a. SIFE
    - Assess literacy and academic skills
    - Examine data and design intensive 1:1 interventions to develop literacy skills - phonics, writing
    - utilize ESL strategies to teach content area and develop language skills
    - maximize students strengths in content areas to create self confidence
    - utilize online resources to enable comprehensible input and provide additional instruction inside and outside the classroom
    - involve parents in the learning process-provide resources and ideas for at home activities
    - Title III Afterschool
  - b. 0-3 years ELLs
    - utilize newcomer books
    - utilize Starfall.com and ABCya.com for phonics and early language skills
    - utilize Explode the Code to supplement phonics and vocabulary instruction
    - utilize bilingual readers and dictionaries
    - buddy system
    - encourage parental involvement in the learning process
    - translate homework assignments (in Spanish)
    - utilize LeapFrog readers
    - Utilize RAZKids , Brain Pop for reading comprehensio
    - utilize language rich content based core curriculum
    - Title III Afterschool programs
  - c 4-6 years
    - examine student data to determine student need in order to achieve proficiency
    - RTI- small group and or 1:1 instruction
    - Evaluation to see if factors other than language are interfering with learning
    - Title III Afterschool programs
    - Utilize online programs to build reading comprehension
    - as above in b
  - d.ELLs 6years or more
    - examine student data to determine implications for instruction
    - based on findings a combination of b and c as per student needs
  - e. Former ELLs
    - Title III programs
    - one period per week class
    - Extended Day Afterschool
    - articulate with class teacher regarding student progress
    - Ensure they receive all ELL testing accomodations
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.
- \* ESL coordinator notifies parents that student is entitled/not entitled to ESL.
  - \* Parent is notified of right to appeal within 45 days of enrollment
  - \* Upon receipt of a letter of request for re-identification within 10 days the school-( principal, ESL coordinator, ) reviews all

documents related

- \* School ( principal, ESL teacher, class teacher) review student's work in English
- \* If student was determined non-ESL originally, then student is administered the NYSITELL
- \* Other school assessments are reviewed to determine reversal or maintenance of status
- \* Documentation is sent to the superintendent
- \*Protocol of decision making occurs
- \*Parent is notified in language of preference. Copies are put in student cumulative folder
- \* Student progress is monitored to ensure that there is no academic loss -

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?

Visions Reading Program for ELLs

- On Our Way to English by Rigby
  - ReadyGen Reading Program
  - Explode the Code
  - Wilson Reading Program
- Strategies
- pre-reading, during and after reading strategies
  - questioning and clarifying
  - graphic organizers and Thinking Maps
  - writing from all sources
  - DOK , UDL
  - grade level rubrics
  - modeling
  - scaffolding
  - vocabulary development- more Tier 2 word choices

Imagine Learning for RTI

Measuring Up Insight

Mind Play

Discovery Education

Raz-Kids and Learning A-Z

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 are mainstreamed into ELL groups.

The instructional material is the same but the ESL teacher provides individual attention based on their needs and IEP goals.

Utilize UDL and SIOP strategies to scaffold instruction that enable ELL-SWDs to participate in classes

- Collaborate with service providers, special education teachers, AIS, etc
- Provide PD for all teachers in ESL and Special Education

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

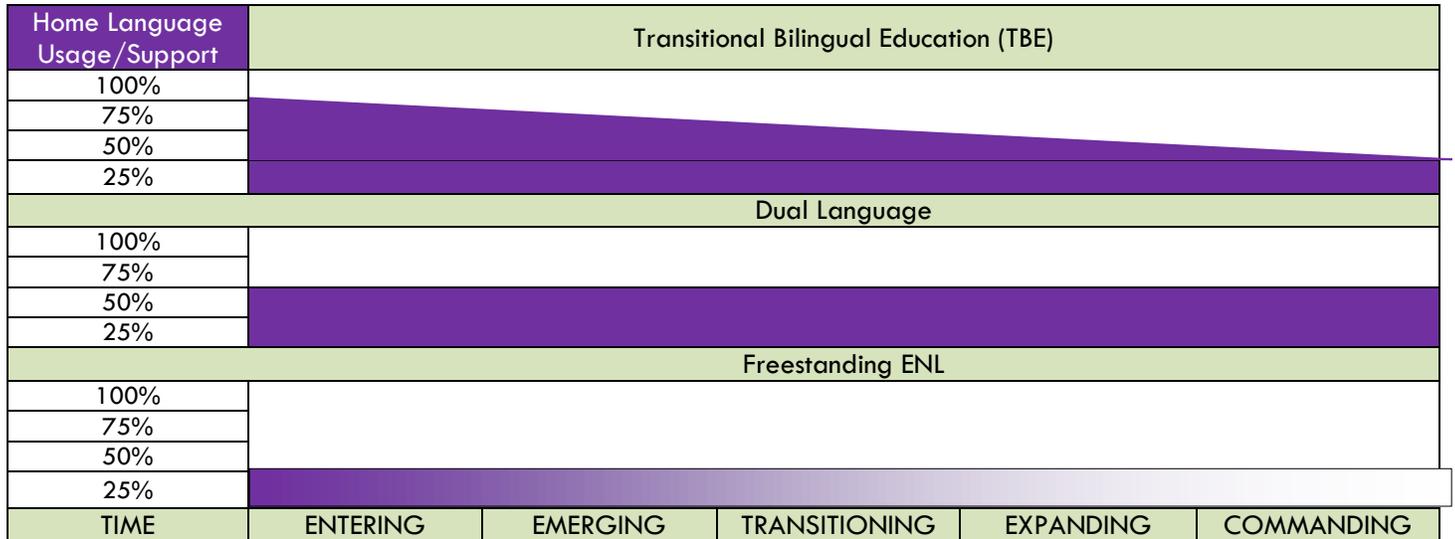


\*Note “other approved services” does not apply to New York City at this time.

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.
- Wilson Reading Program for SWD ELLs by classroom teacher, paraprofessional and or Extended Day Program teacher as per student data
- Imagine Learning Reading program Tier II intervention for students performing several levels below grade level and newcomers
- Tier II RTI- Small group instruction based on daily assessments in literacy and math classes
  - Tier II intervention based on daily assessments and student data during ESL instructional sessions
  - Extended Day for strategies in reading and math ELLS grades 3-5 using Measuring Up
  - RTI services by RTI teacher in pull out program
  - ESL teacher utilizes ESL strategies to clarify content area concepts as needed based on classroom teachers findings
  - ESL teacher provides content area instruction in Spanish as needed for students who may need added clarification.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 44% ELLs increased in proficiency levels
  - 100% ELLs achieved level3 in NYS Science test
  - % ELLs achieved level 2 in NYS Mathematics test
  - Promotes student engagement
  - Content based themes relevant to student experiences providing opportunity for student participation in all modalities
  - Data driven assessments that provide feedback for reteaching and extensions for learning
  - Material and texts are inclusive of cultural diversity of ESL population
  - Rubrics and next steps guidelines available:
12. What new programs or improvements will be considered for the upcoming school year?
- Continue to align themes in core ESL instructional program with Ready Gen
  - Continue to utilize Measuring Up Insights online assessments in reading and mathematics during regular school day and Title III Academy
  - Continue utilizing MyQuest online supplemental instruction for 1:1 intervention
  - Expand use of Thinking Maps - frame questions to encourage student engagement
  - Utilize Rubicon Atlas curriculum mapping to further align curriculum
  - Utilize Discovery Education as a major resource for expansion of content
  - Utilize Raz-kids and Learning A-Z as added resources for reading
  - Continue utilizing Imagine Learning (depending on Title III funding) for RTI.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have access to all school programs as long as their data meet the criteria
- After School supplemental services include::
- After School for students performing at levels 1 and 2- using Measuring Up
  - Title III Saturday Academy for ELLs:
  - test taking skills in ELA and Math using Measuring Up for NYS Common Core Tests
  - Measuring Up Insights online assessment in ELA and Math
  - Measuring Up MYQuest
  - Wilson Reading Program for phonics
- RTI services based on student data and intervention decisions made at inquiry meetings
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.
- On Our Way to English- core ESL curriculum
- Visions- grades4 and 5
- Explode the Code
- Starfall.com, ABCya.com
- RazKids, Learning A-Z - online reading
- Discovery Education- online content area instructional videos
- Leap Frog - reading supplemental program
- MyMath in Spanish
- Spanish translated Social Studies and Science texts
- Bilingual glossaries and dictionaries

**Thesaurus**

**Books on Tape**

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- ESL Program**
- translated content area texts(Spanish)
  - glossaries and bilingual dictionaries
  - translation services for conferencing and state test
  - translated homework
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- grade level appropriate materials
  - appropriate age grouping
  - instructional strategies relevant to age and grade level expectations
  - differentiated instruction and multiple entry points to allow for all learning styles and needs
  - data based
- CCLS aligned**
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).
- ESL coordinator Interviews with ELLs and parents
  - Offer information on websites and libraries that may be useful for learning English
  - Provide materials for at home learning activities-LeapFrog material, early literacy material, picture dictionaries, educational websites
  - ESL teacher and Parent Coordinator provide opportunities for parents of ELLs who are new to the area to meet each other
  - ESL teacher and classroom teachers utilize a buddy system for students
  - Maintain an open-door policy so parents can have their concerns heard and addressed
19. What language electives are offered to ELLs?
- Not applicable for now, however parent choice is recorded and it is possible that in the future a dual language program may be offered.
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)?

not applicable

## 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.)
  - ESL teacher attends network based PD workshops for ESL instruction and other compliance related issues
  - ESL teacher attends in school PD workshops on CCLS, ReadyGen Reading programs, RTI etc.
  - Title III program teachers attend in school, network, and OELL ELL instruction workshops
  - ESL Teacher provides professional workshops for all teachers of ELLs
  - ESL Teacher conferences with classroom teachers on strategies to enable ENL students academic growth and participation.
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?
  - Administrators provide PD on Danielson and CCLS
  - Regional support staff provide PD in SIOP and other teaching strategies
  - Online PD videos through ARIS
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  - Parent Coordinator and Guidance Counselor provide staff with information for middle schools that will assist parents in choosing middle schools for ELLs
  - ESL teacher assists parents in completing middle school application forms
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.
  - \* ESL Teacher and teachers of Title III program attend OELL workshops and turnkey to all teachers.
  - \* ESL teacher attends monthly regional workshops on SIOP and differentiation and turnkey to all teachers
  - \* Records are kept by having sign in sheets and agenda
  - \* ESL Teacher collaborates with other faculty members to provide PD on scaffolding and differentiation
  - \* ESL teacher participates in horizontal and vertical student work analysis for implications for instruction.

### 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?
  - \* ESL teacher will schedule meeting with parents of ELLs to discuss program at the beginning of the school year and learning expectations .
  - \* ESL teacher will hold annual meeting with individual parents of ELLs to discuss academic and language progress
  - \* ESL teacher will translate to Spanish speaking parents
  - \* Translators will be provided as needed for speakers of other languages( either through family members or the DOE Translation and Interpretation Unit)Sign in sheets are kept for these meetings  
Question 2  
Parents sign a parents sign in sheet that is kept in a folder in the ESL teacher's room  
The ESL teacher keeps a log of phone calls, in person meetings
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  - \* All ESL parents are encouraged to participate in all activities in PS 16 ( SLT, Learning Leaders, Title I, Title III PTA, chaperone)
  - ELL parents attend parent workshops - Spanish translation offered at workshops and meetings
  - Parental needs are evaluated based on data indicated in the school survey, Title I school survey, and responses on school admissions form
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The local public library offers ESL and GED classes for parents of ELLs
5. How do you evaluate the needs of the parents?
  - \* Parental needs are evaluated based on data indicated in the school survey, Title I/III school survey, and their responses on the admission forms
  - \* Personal information offered during conversation with parents of ELLs.
6. How do your parental involvement activities address the needs of the parents?  
Parental involvement activities address needs of parents in various forms:
  - 1:1 resolution of personal issues
  - offer information about services for social needs
  - guidelines to help their children at home
  - inform parents about instructional expectations
  - Title III and Title I workshops inform parents about CCLS, citywide instructional expectations, strategies to help their children at home, grading systems etc

### 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.  
not applicable

## **Part VI: LAP Assurances**

School Name: **PS 16 Wakefield School**

School DBN: **11X016**

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)
Yvonne B. Williams	Principal		6/25/15
Melissa O'Connell	Assistant Principal		6/25/15
Elayne Seligman	Parent Coordinator		6/25/15
Marcia Higgins	ENL/Bilingual Teacher		6/25/15
Johanny Amaya	Parent		6/25/15
K. Traina	Teacher/Subject Area		6/25/15
K. Coyle	Teacher/Subject Area		6/25/15
T. Bloom	Coach		6/25/15
L. Doherty	Coach		6/25/15
A. Aguilar	School Counselor		6/25/15
Meisha Ross-Porter	Superintendent		6/25/15
L. Quan	Borough Field Support Center Staff Member _____		6/25/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **11X016** School Name: **Wakefield School**  
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.learnedoe.org/tiu/lac](http://www.learnedoe.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.

Parents of incoming students complete HLIS, blue emergency cards, parent and teacher surveys surveys

- Information gathered from HLIS and individual interviews determine oral and written translation and interpretation needs
- ESL teacher, paraprofessionals, school secretary, guidance counselor and school aides provide oral translation support as necessary in Spanish ( conferences, workshops, etc.)
- ESL teacher translates school calendars, notices, homework, teacher communications to parents, etc.
- Translation and interpretation needs of other languages are provided by siblings, family members, and DOE contracted translators for academic meetings.
- School demographics data indicate that 30% of the school population is hispanic thus the determination of Spanish being the language chosen for translation
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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.

The adult preferred language report indicates that 0.1% (53/549) of parents of PS16 prefer to receive oral and written communication in their native language. 48 parents of that population speak Spanish, 4 speak Arabic , 1 speaks Moldavian and the rest speak English.

- A poster with information about the availability of interpretation services is posted in the main entrance and throughout the school

## **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.)

- monthly school calendar, school notices, student and parent compact, and meeting agendas in Spanish
- ESL teacher translates monthly school calendar, school notices, parent compact, parent teacher conference announcements, newsletters and meeting agendas in Spanish
- Utilize DOE website to access translated compliance documents (IEPs, etc)
- ESL teacher translates homework sheets, letters and notifications to parents in Spanish as needed
- For languages of lower incidents utilize DOE translation and interpretation services

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.

Parent Teacher conferences- November, March, May  
IEP meetings -as scheduled by IEP and Special Education teacher  
Curriculum Night conferences - September  
Title/ Title III workshops - monthly  
Calls to parents - weekly every Tuesday  
Annual conference with ELL parents regarding their student's progress  
Attendance Teacher- as needed  
Guidance Counselor Calls- as needed

## **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.

- \* ESL teacher, paraprofessional, school aides, and a school secretary will translate for parents who require oral Spanish translation.
- \* Documents are accessed from the DOE website in languages of parents.
- \* Translation services are requested for parents of other languages who may not have a relative or friend who can translate for them at registration or if they need to speak with a teacher. For any meetings which relate to educational issues such as IEPs translators from the from the DOE translation and Interpretation unit perform these services by phone or in person at IEP meetings etc.
- \* Utilize google translate for on the spot translation or for documents teachers may need to send to parents..

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.

- ESL teacher, paraprofessional, school aides, and a school secretary will interpret for parents who require Spanish translation.
- \* Documents are accessed from the DOE website in languages of parents.
  - \* Interpreters are requested for parents of other languages from the DOE translation and Interpretation unit for meetings by phone or in person at IEP meetings etc.
- Interpreters from the DOE translation and interpretation unit translate content area tests for ELL students of languages other than spanish.
- \* Utilize google translate for on the spot interpretation.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

- \* Email Translation and Interpretation brochure and Language ID link to all teachers
- \* Distribute Language Palm Card to teachers at staff meetings

#### **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

- \* Welcome poster in different languages posted at the entrance of the building
- \* Maintain Language ID guide at the security desk and in the main office.
- \* Distribute Parents Bill of Rights to all parents
- \* Provide website address for information re- DOE Translation and Interpretation Services

## **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 survey at Title I/III meetings at the beginning and end of year
- \* Feedback sheets after workshops, Open House, Curriculum Nights etc
- \*