2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: P.S. 016 LEONARD DUNKLY

Principal: MARY RENNY
Comprehensive Educational Plan (CEP) Outline

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- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Leonard Dunkly</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>14K016</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>331400100116</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre K-5</td>
</tr>
<tr>
<td>School Address:</td>
<td>157 Wilson Street</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 782-5352</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 486-8447</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Mary Renny</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Mrenny@schools.nyc.gov">Mrenny@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Mary Renny</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Lonnette Hollis</td>
</tr>
<tr>
<td>Parents' Association President:</td>
<td>Dewdney Liburd</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Wei-Ee Cheng</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Silina Woody</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 14 |
| Superintendent: | Alicja Winnicki |
| Superintendent's Office Address: | 215 Heyward Street, Room 246, Brooklyn, NY |
| Superintendent's Email Address: | Awinnic@schools.nyc.gov |
| Phone Number: | (718) 302-7600 |
| Fax: | (718) 302-7978 |

## Field Support Center (FSC)
Brooklyn North

FSC: ____________________________ Executive Director: ____________________________

131 Livingston St., Brooklyn, 11201

Executive Director’s Office Address: ____________________________

BFitrze2@schools.nyc.gov

Executive Director’s Email Address: ____________________________

(718) 935-3954 (718) 935-2382

Phone Number: ____________________________ Fax: ____________________________
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Renny</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lonnette Hollis</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Dewdney Liburd</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Brunilda Juarbe</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Dolores Pantoja</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Wei-Ee Cheng</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Samantha Salas</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Kimberly Guzman</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Debbie Feliciano</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Daniel Zide</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Silina Woody</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Carmen Negron</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1**: Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2**: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3**: Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4**: Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5**: Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6**: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

**1. What is your school’s mission statement?**

Our school mission is to establish a culture of leadership in which students will be empowered to make a difference in the world. We are a dedicated team of educators who together strive to create a nurturing and supportive environment which ensures that each child reaches his or her potential. Our staff members are dedicated to growing as professionals through reflection and collaboration with each other, students, and parents. We will instill in each student a passion for learning and character to succeed in college and/or career. We will identify, develop and
promote successful strategies that meet the educational, social, and emotional needs of each student. We will empower our students to be active learners, critical thinkers, and problem solvers. Our teachers, parents, and community members work together to provide a safe, supportive environment and a caring school community which values diversity. Our students will develop a strong sense of responsibility for themselves, each other, and the community. They will attribute success to hard work and persistence which will make them our leaders of tomorrow.

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

P.S. 16 Leonard Dunkly is located in a diverse community in the Williamsburg section of Brooklyn. We are a Title I school serving students from Pre-K to Fifth grade.

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

We offer many student programs that meet all the needs of students; academic, social, and emotional. Our students are well-rounded and versed in the arts. We have a peer mediator and mentor group, Monthly Awards Assemblies, Student Leader of the Month, Principal’s Prize, and the Super Kids Program. In addition, our students have opportunities to be a part of many exciting extracurricular programs such as a basketball team, clarinet and violin training, a chess team, a cheerleading team, Art Club, Lego Club and Debate Team where we partner with MS 50.

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

In addition to all of the above, we celebrate our students, teachers, parents and families through many events, including, but not limited to, Family Night, Dance Festival, Holiday Shows, and monthly Awards Assemblies and our deep dedication to numerous service projects. Teachers and parents are able to collaborate through the planning and preparation of these events. Many of our events occur annually and have become part of our school tradition which the entire school community looks forward to attending. The programs and events that parents are able to partake in and attend strengthen our family-community ties and positively impact students’ educational experiences.

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

We have seen a significant increase in the number of students with IEPs this year. Out School-Based Support and RTI teams are working tirelessly to provide these students with appropriate and least-restrictive services and environments. Our recently hired ENL teacher is fluent in three languages (English, Spanish, Chinese) -- all of which are beneficial to our specific student population.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.
Here at P.S. 16 we have a true professional learning community in which leaders, teachers, and parents all value education and work together to help children succeed. All of our students are held to high expectations. All of our teachers are highly qualified, well-versed in the Common Core Learning Standards and Danielson’s Framework.

Our curriculum is completely aligned to the Common Core Learning Standards and rigorous instruction is evidenced by the level of questioning and use of academic vocabulary during classroom instruction. Our school reflects the Framework for Great Schools, beginning with trust which is at the forefront of our school culture. From leadership, to teachers, to students, there is an understanding that we are all working together toward a common goal: student achievement.
### School Demographics and Accountability Snapshot for 14K016

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>223</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>47</th>
<th># SETSS (ELA)</th>
<th>11</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>43</td>
<td># SETSS (Math)</td>
<td>10</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

- # Visual Arts: [Value]
- # Music: [Value]
- # Foreign Language: [Value]
- # Foreign Language: [Value]
- # Dance: [Value]
- # Integrated Collaborative Teaching: [Value]
- # Integrated Collaborative Teaching: [Value]

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>91.0%</th>
<th>% Attendance Rate</th>
<th>90.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>90.1%</td>
<td>% Reduced Lunch</td>
<td>0.4%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>4.9%</td>
<td>% Students with Disabilities</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: 25.0% Mathematics Performance at levels 3 & 4: 23.9%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): 74% Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

#### Student Performance for High Schools (2016-17)

- ELA Performance at levels 3 & 4: N/A Mathematics Performance at levels 3 & 4: N/A
- Global History Performance at levels 3 & 4: N/A US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A 6 Year Graduation Rate (2011 Cohort): N/A
- Regents Diploma w/ Advanced Designation: N/A % ELA/Math Aspirational Performance Measures (2015-16): N/A

#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>No Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes Local Assistance Plan</td>
<td>No</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes Focus School Identified by a Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
<td>No Focus Subgroups</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

##### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: YSH
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A

##### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: 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

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

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

We have made significant strides in improving the level of thinking in the classroom and in making our classrooms student-centered instead of teacher-centered. Our Instructional Focus at PS 16 is to provide rigorous instruction in Math across all grades. We are striving to have 85% of our 3rd - 5th graders meet the New York State Standards on Math tests. Based on the 2018 New York State Math cut scores, 78% of our current students meet the standard. We have designed a school-wide focused schedule with a built-in intervention block. This initiative will increase the quality of instruction. We have focused heavily on the Collaborative Teachers element of the Framework For Great Schools by scheduling 3-5 common preparation periods for each teacher; this allows teachers to have at least one inquiry period centered on mathematics. Teachers use collaborative protocols to examine student work and to create effective instruction based on the data. Teachers will collaborate consistently to ensure that Math intervention lessons include data-driven instruction aligned to the Common Core Learning Standards and address student achievement needs.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 85% of students in grades 3-5 will meet promotional standards in math based on the number of students taking the New York State math test.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All students in grades 4-5 | 10/1/18 - 10/30/18 | School leaders |
| Students will be placed in quadrants based on scale scores from the New York State math test. | All students in grades 4-5 | 10/30/18 - 5/1/19 | School leaders, teachers, classroom paraprofessionals |
| 90 minutes per week will be dedicated to mathematics intervention with the focus on students who scored at a Level 1 or Level 2 on the 2018 New York State Math test. | All students in grades 4-5 | 9/6/18 - 6/23/19 | School leaders, teachers, classroom paraprofessionals |
| 33% of daily instruction will focus on math skills, exemplars and math concepts. | All students in grades 4-5 | 9/17/18 – 6/24/19 | School leaders, teachers |
| Teacher PDs will be differentiated based on grade level and they will focus on mathematics instruction, strategies to meet the needs of all students including SWDs and ELLs, and the resources available within the Go Math program and Engage NY once a month. | All teachers Pre-K to 5, classroom paraprofessionals | 9/17/18 – 6/24/19 | School leaders, teachers |

**3b – Parent and Family Engagement**

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

The Parent Coordinator, school leaders, and/or teachers will hold parent workshops on the math curriculum across all grades from September 2018 to May 2019.

**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.

We will utilize professional development personnel from the Borough Field Office and DOE personnel. Teachers will be given common prep periods for planning.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>Title I SWP</td>
<td>Title I TA</td>
<td>Title II, Part A</td>
<td>Title III, Part A</td>
<td>Title III, Immigrant</td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Part 5 – Progress Monitoring</td>
<td></td>
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<td>--------------------------------</td>
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</tr>
<tr>
<td><strong>Part 5a.</strong> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</td>
<td></td>
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</tr>
<tr>
<td>By February 2019, 25% of students will be on track of receiving a level 3 on the New York State math test based on a mock test.</td>
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</tr>
<tr>
<td><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of Year assessment, End of Year assessment, and New York State math test</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Part 5c.</strong> In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

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

3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Members of the school community work together to meet the social and emotional needs of our students and to foster a sense of community across the school and within each classroom. As a result, we have a safe and orderly school environment with relationships built on mutual trust and assisting one another in behavioral and emotional escalations. Based on the 2017-18 School Quality Guide survey, our school is doing well in teaching students the skills they need to regulate their behavior and recognize disruptive behavior as social-emotional learning opportunities. Based on the Leader in Me survey, our students would like to develop more self-confidence and increase their self-esteem. In addition, the school survey shows that we could improve in the area of discipline so that it is applied fairly to students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 90% of all our students will demonstrate an awareness of cultural issues, human dignity and student diversity as measured by a drop in OORS reports.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K to 5 Students</td>
<td>9/10/18 - 10/15/18</td>
<td>School leaders, teachers, paraprofessionals, school support staff</td>
</tr>
<tr>
<td>All staff and students</td>
<td>9/10/18 - 6/20/19</td>
<td>School leaders, teachers, paraprofessionals, school support staff</td>
</tr>
<tr>
<td>Pre-K to 5 students</td>
<td>9/10/18 - 6/20/19</td>
<td>Teachers, paraprofessionals, school support staff</td>
</tr>
</tbody>
</table>

100% of teachers will make all students, including SWDs and ELLs, aware of universal discipline.

Staff members and students, including SWDs and ELLs, will participate in various community activities and programs (e.g., Respect for All, No Place for Hate, visiting nursing homes, community clean-up, student community team).

All students, including SWDs and ELLs, will complete projects / activities revolved around different cultures / backgrounds to share with the school community.

### 3b – Parent and Family Engagement

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

School leaders, teachers and the parent coordinator will review the parent handbook with parents and hold workshops revolved around discipline. The parent coordinator and the guidance counselors will connect the school and parents with community based organizations.

### 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.

*Multicultural instructional resources*

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>X</td>
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<tr>
<td>C4E</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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

By February 2019, 75% of all our students will demonstrate an awareness of cultural issues, human dignity and student diversity as measured by a drop in OORS reports.

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

A 25% drop in OORS Reports

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

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

Part 1 – Needs Assessment

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

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

Our 2017-2018 Instructional Focus aimed to use reciprocal teaching in mathematics. We made gains in this area by focusing professional learning on reciprocal teaching in mathematics. We taught our students how to work together in structured groups with teachers as facilitators. From component 1.2 of the 2018 PPO, pedagogy and rigorous instruction, reciprocal teaching, was an area of celebration in the rooms that use it. In 2017-18, teachers received professional development on text coding; this was a strategy that really worked to improve student understanding of pertinent and irrelevant information in reading passages. For the 2018-19 school year, we will incorporate text coding in all subject areas.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 75% of all student assessments will show evidence of text coding.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 Teachers</td>
<td>10/15/18 - 11/26/18</td>
<td>School leaders</td>
</tr>
<tr>
<td>K-5 Teachers</td>
<td>12/3/18 - 5/20/19</td>
<td>School leaders and teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>9/10/18 - 5/20/19</td>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>

Teachers will receive professional development on text coding in English Language Arts and Social Studies focusing on strategies to meet the needs of all students including SWDs and ELLs. All teachers and staff members will participate in professional Mondays.

Teachers will receive professional development on text coding in Math and Science focusing on strategies to meet the needs of all students including SWDs and ELLs. All teachers and staff members will participate in professional Mondays.

The Parent Coordinator will hold parent workshops on text coding.

### 3b – Parent and Family Engagement

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

School leaders, teachers, and the parent coordinator will introduce parents and guardians to text coding on September 12 during open school night. The Parent Coordinator will conduct text coding workshops for the parents throughout the school year.

### Part 4 – Budget and Resource Alignment

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

The parent coordinator will print fliers for the parent workshops. The parent workshops will also be publicized on the school website.

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

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

### Part 5 – Progress Monitoring
<table>
<thead>
<tr>
<th><strong>Part 5a.</strong></th>
<th>Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By February 2019,</strong> 60% of all student assessments will show evidence of text coding.</td>
<td></td>
</tr>
<tr>
<td><strong>Part 5b.</strong></td>
<td>Indicate the specific instrument of measure that is used to assess progress.</td>
</tr>
<tr>
<td>Student assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Part 5c.</strong></td>
<td>In <strong>February 2019,</strong> review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
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

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

According to the 2018 PPO, our areas of celebration are 1.3 - Test Prep and 1.4 - Working with parents. A recommendation from the 2018 PPO was to utilize Engage NY more effectively to drive instruction. However, Engage NY resources are no longer compatible to GoMath and Wonders Curriculum. There is a district-wide initiative to educate schools on culturally responsive teaching.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all staff members will be actively engaged in Inquiry work and data collection as measured by Inquiry data collection sheets.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>All teachers and paraprofessionals</td>
<td>9/10/18-6/17/19</td>
<td>Teachers from other schools (i.e., intervisitations), school leaders, consultants</td>
</tr>
<tr>
<td>Parents</td>
<td>9/10/18-6/17/19</td>
<td>School leaders, teachers, school support staff, parent coordinator</td>
</tr>
<tr>
<td>Teachers and school support staff</td>
<td>9/10/18-6/17/19</td>
<td>Teachers and school support staff</td>
</tr>
<tr>
<td>All teachers and paraprofessionals</td>
<td>11/19/18-6/17/19</td>
<td>School leaders, Culturally Responsive Teaching Team</td>
</tr>
</tbody>
</table>

#### 3b – Parent and Family Engagement

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

There will be PTA meetings, as well as monthly parent workshops, conducted by school staff on activities and resources available for parents to support the children at home.

### 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.

We will utilize Monday professional learning sessions and common preps. The parent coordinator will print fliers for the parent workshops.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

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

By February 2019, 100% of classroom teachers will utilize data from their weekly Inquiry Team Meetings into their daily lessons as measured by their Inquiry data collection sheets and lesson plans.

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

Weekly Inquiry Data Collection Sheets

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

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

Part 1 – Needs Assessment

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

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

We have been rated Proficient on the 2017-18 School Survey. Parents feel welcomed and are aware of the high expectations we have for their children. We will further develop Strong Family and Community Ties by improving our methods of communication with families on a daily/weekly basis. In addition to utilizing Class Dojo with all families, we will provide parent engagement workshops. Parent workshops will be tailored to the Leader In Me program, text coding, reciprocal teaching, and Engage NY. We will continue to host monthly events where parents are encouraged to participate. Parents will also be invited to volunteer their time to support our school and teachers will continually encourage parents to volunteer in the classroom.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 60% of our parents will have attended at least 2 parent engagement workshops and/or school wide events as measured by parent sign-in sheets.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All parents</td>
<td>9/10/18 - 6/26/19</td>
<td>School leaders, parent coordinator, teachers, paraprofessionals</td>
</tr>
<tr>
<td>• 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).</td>
<td>All parents</td>
<td>9/10/18 - 6/26/19</td>
<td>Teachers, parent coordinator, school leaders, paraprofessionals</td>
</tr>
</tbody>
</table>

Parents and guardians will receive a parent handbook and a monthly calendar that indicate upcoming events at the school in addition to a year at a glance calendar.

Teachers, with the help from PTA members, school leaders, and the parent coordinator will implement and maintain the Class Dojo system for daily communication.

All parents will be invited to writing celebrations, shows, monthly workshops (e.g., Leader In Me) with the parent coordinator and/or with teachers via fliers, printed calendars, invitations through Class Dojo, and social media.

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**3b – Parent and Family Engagement**

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

Parents as Art Partners, Cookshop For Families, Common Threads, local nursing home, St. Nick's Alliance, Dial-A-Teacher

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**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.

Computer, printer, copy machine, paper

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

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

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, 15% of students’ parents or guardians will have attended a workshop or school-wide activity as measured by parent sign-in sheets.

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

Parent Sign-In Sheets

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**Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.**
Section 6: Academic Intervention Services (AIS)  
*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Holdovers, State Test and Running Records, class assessments, teacher observations</td>
<td>Small class sizes, AIS personnel, F-Status personnel, After-school 2-5</td>
<td>Small class sizes, Small groups, one-to-one</td>
<td>Before school, during school, after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Holdovers, State Test, class assessments, teacher observations</td>
<td>Small class sizes, AIS personnel, F-Status personnel, After-school 2-5, Mathletics</td>
<td>Small class sizes, Small groups, one-to-one</td>
<td>Before school, during school, after school</td>
</tr>
<tr>
<td>Science</td>
<td>4th grade State Test, class assessments, teacher observations, Writing Units</td>
<td>Small class sizes, AIS personnel</td>
<td>Small class sizes, Small groups, one-to-one</td>
<td>Before school, during school, after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Class assessments, teacher observations, Writing Units</td>
<td>Small class sizes, AIS personnel, F-Status personnel, A/S</td>
<td>Small class sizes, Small groups, one-to-one</td>
<td>Before school, during school, after school</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Holdovers, Behavior Infraction Logs, Parent Requests, Student Requests, Attendance Records</td>
<td>One on one, Leader in Me Program</td>
<td>One on one, Peer Mediators and Mentors</td>
<td>During school</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>There are currently 43 Students in Temporary Housing from Pre-K to 5th grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>There are currently 43 students in our STH population. These students are greeted by the Parent Coordinator. Parents are given school supplies and uniforms if necessary. Since we offer universal free-breakfast and free-lunch, breakfast and lunch are provided to these students at no cost. Our guidance counselor is responsible for speaking to the students and making sure that they know he is available to them at any time. School trips are paid for, as well as, Metrocards for parents. We buy mini-library collections to send home with each of these children. Translation services are provided when needed.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Staff members are recruited within the needed license area and teachers are expected to teach a demo lesson to demonstrate their pedagogical practice. For retention, we give teachers a voice (with surveys, etc.) and leadership opportunities. New teachers are given a mentor that meets with them weekly to provide support. All teachers are encouraged to attend district and city-wide professional development to continue to grow in their practice. Teaching assignments are based on preference sheets and teacher strengths. Our professional learning opportunities are based on observations and teachers' needs with consistent teacher input. All staff members who attend professional development workshops are expected to turn-key information to relevant staff members.

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).

Based on teachers' needs or requests, professional development is sought out from the Brooklyn North Field Support Center, the district, and experts in the field. Our paraprofessionals were trained in how to assess students with running records. All staff members who attend workshops are provided with the time to present information to their colleagues. All paraprofessionals and out of classroom staff are involved in all professional development provided. Professional development is often differentiated based on grade levels and teachers' needs. Paraprofessionals attend break-out groups based on the children they are working with throughout the year. The principal and assistant principal attend monthly meetings provided by the district office. School leaders attend professional development.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
N/A

3b. TA Coordination with the Regular Program

2018-19 CEP
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

| N/A |

### Part 4: SWP Schools Only

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

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

| We hold consistent open houses for families of preschool children so they can see what the school has to offer. We reach out to local daycares and centers. We believe that early intervention is truly important. We utilize the Work Sampling System (WSS) for authentic assessment of our pre-Kindergarten students. Parents come in on Friday to assist with toys and games. Parents also help with breakfast and lunches. From January on, Pre-K and Kindergarten perform in school-wide shows and performances. This provides parents with the expectations of Kindergarten. Family meetings are organized in order to ask questions about the transition to Kindergarten. Students’ academic and emotional needs will be constantly observed and assessed so interventions can be provided as necessary. The Pupil Personnel Team will address the needs of Kindergarten students, AIS services, and support services for all Kindergarten students. Hearing, vision, and dental screenings will also occur, as well as, testing for fine and gross motor development. We will provide information about the PTA and the parent coordinator will serve as a link between the parents and the school. We will also hold parent workshops. |

#### 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.

| Teachers provide input into which assessments they want to use. We meet in grade meetings regularly during which teachers look at possible assessments to use and decide which ones to use, and then examine student work using norming protocols, and compare findings for future decision-making and planning. Teachers have been exposed to a Go Math professional development where they learned how to give online assessments. These assessments are broken down by standard and provide teachers with an item analysis that they utilize to drive their instruction. Students use Mathletics, an online math program. Teachers can use Mathletics to assign specific assessments. |

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. **On the chart below,** indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>164,626</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,430,708</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

2The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
• **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Parent Involvement Policy and Parent-School Compact for PS 16</td>
</tr>
</tbody>
</table>

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Therefore, P.S. 16 Leonard Dunkly, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent-Teacher Association, and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

PS 16’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.

In developing the PS 16’s Title I Parent Involvement Policy, parent members of the school’s Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 16 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents. She will work to ensure that our school environment is welcoming and inviting to all parents;

Provide opportunities for parents to help them understand the accountability systems, including student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report, and NYC Schools Account;

Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

Translate during meetings and events as needed.

Support for Parents and Family Members of Title I Students

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

1. Providing materials and training to help parents work with their children to improve their achievement level;

2. Fostering a caring and effective home-school partnership to ensure that parents can support and monitor their child’s progress;

3. Providing assistance to parents in understanding the Common Core Learning Standards;

4. Sharing information about school and parent related programs, meetings and other activities in languages that parents can understand.

Parental Involvement and School Quality

Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents. She will work to ensure that our school environment is welcoming and inviting to all parents;
● Provide opportunities for parents to help them understand the accountability systems, including student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report, and NYC Schools Account;

● Translate during meetings and events as needed

● Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA

Encouraging School-Level Parental Involvement

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

● Holding annual Title I Parent Grade Conferences;

● Hosting educational family events/activities during Open School Week and throughout the school year;

● Supporting FACE (Family and Community Engagement) District Family Day events;

● Establishing a Parent Resource Center and lending library for parents with materials in both English and Spanish;

● Providing monthly written progress reports to parents to keep parents informed of their children’s progress;

● Distributing all school notices to parents monthly via email, Class Dojo, school calendars, fliers, parent meetings, and/or social media

● Offering weekly parent engagement meetings on Tuesday mornings

School-Parent Compact (SPC)

Section II: School-Parent Compact

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

I. School Responsibilities: High Quality Curriculum

School Responsibilities:

● Provide high quality curriculum and instruction consistent with State Standards and the Common Core Learning Standards (CCLS) to enable children to meet all standards;

● Respect cultural, racial and ethnic differences;

● Implement a curriculum aligned to State Standards;

● Provide instruction by highly qualified teachers

I. School Responsibilities: Supporting Home-School Relationships
Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each marking period to discuss their child’s achievement;
- Arranging additional meetings at other flexible times;
- Providing translated documents and interpretation services related to school, parent programs, meetings, and other activities for parents who prefer communication in a language other than English in order to ensure participation in their child’s education;
- Providing parents with timely information regarding their child's academic progress;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to translation and interpretation services in order to communicate with limited English speaking parents effectively;
- Having a means of communication (e.g., Class Dojo, e-mail, phone);
- Providing monthly school calendars with school events and activities.

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress;
- Sharing and communicating the school-wide curriculum through P.T.A. meetings and parent workshops;
- 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;
- Providing a parent handbook with school policies and procedures.

### II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

- Monitor their child’s attendance and ensure that their child arrives to school on time, as well as, follow the appropriate procedures to inform the school when their child is absent;
- Maintain communication with the school or their child's teacher through meetings, Class Dojo, e-mail, and/or phone.
● Ensure that their child comes to school well-rested and with good personal hygiene;
● Assist their child in completing homework tasks;
● Ensure that their child is reading daily and completing homework assignments;
● Set limits to the amount of time their child watches television or plays video games;
● Encourage their child to enroll in extracurricular activities (e.g., after-school programs, clubs, team sports, music lessons);
● Encourage my child to follow school rules and Chancellor regulations and discuss this Compact with my child;
● Volunteer in their child’s school as often as possible;
● Attend school events, P.T.A. meetings, and parent workshops as often as possible;

**Participate, as appropriate, in the decisions relating to their child’s education. Parents will also:**

● Read and respond to all notices received from the school;
● Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
● Take part in the school’s Parent-Teacher Association as often as possible;
● Take responsibility for the academic achievement of their child

### III. Student Responsibilities

**Student Responsibilities:**

● Attend school every day and be on time;
● Complete homework and submit all assignments on time;
● Follow the school rules, be proactive, and take responsibility for their actions;
● Read daily
● Show respect for themselves, others and school property;
● Resolve disagreements or conflicts peacefully;
● Always be a leader;
● Always use kind words and caring hands;
● Come prepared to school
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Brooklyn</td>
<td>016</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leonard Dunkly P.S. 16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
<th>Related-Service Provider</th>
<th>Foster/Speech</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Renny</td>
<td>Priscilla Mundo</td>
<td></td>
<td></td>
<td>Wei-Ee Cheng</td>
<td>Daniel Zide</td>
<td>Kathy DePhillips / SETSS</td>
<td>Dewdney Liburd</td>
<td>type here</td>
<td>Iraida Cortes</td>
<td>Stephanie</td>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

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

D. Student Demographics
**Part II: ELL Demographics**

### A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
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### Part III: Assessment Analysis

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

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

   There are a number of formative assessments and curriculum-embedded assessments being used to guide instructional planning for our ELLs; these include Fountas and Pinnell running records, Wonders reading curriculum unit assessments and teacher-created assessments. The Fountas and Pinnell running records help to determine each student’s reading level and allows both the teacher and student to develop specific reading goals throughout the school year. It also informs teachers of the types of questions students’ struggle with (e.g., literal, inferential). The Wonders reading curriculum unit assessments are used to assess a variety of literacy skills, such as, phonemic awareness, phonics, vocabulary and reading comprehension. In addition, teacher-created assessments are used throughout the year to assess students’ letter identification skills, phonics skills, decoding skills, Dolch sight word knowledge and writing skills. Instruction is driven by the data collected from these assessments and data is then used to decide specific skills that must be taught. The data shows that ELLs who make gains in
2. What structures do you have in place to support this effort?
To support this effort, paraprofessionals assist teachers in conducting the running records four times a year for students (i.e., once in the beginning of the school year, twice mid-year, and once at the end of the school year). Teachers administer the Wonders curriculum-embedded assessments at the end of each unit (i.e., every 4 to 6 weeks). Also, Kindergarten to second grade teachers and the English as a New Language teacher (E.N.L.) also create their own assessments to assess early literacy skills.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
ELA benchmark assessments and ELL periodic assessments are being used to identify baseline, progress and areas of need. The ELA benchmark assessments are administered once in the fall and once in the spring to students who are not first year ELLs in grades 3 to 5. The ELL periodic assessments are administered once in the fall and once in the spring to ELLs in grades 3 to 5.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The 3 to 5 classroom teachers and the E.N.L. teacher meet to discuss students’ progress and areas of need once the summative data has been gathered. Assessment results are used to create intervention groups and adjust student groups based on the skills and strategies students must work on.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] Our school uses data (e.g., formative and summative assessment data, years of service, English and home language literacy, SIFE status) to guide instruction for ELLs within the RtI framework by providing responsive and rigorous instruction through a tiered system of instructional support. There are three tiers of instruction and intervention support. Tier 1 is the core of instruction that uses a rigorous and research-based curriculum that includes differentiation and methodologies for ELLs to meet their language development needs. Teachers use formative and summative assessments to guide daily instruction and to monitor ELLs’ progress throughout the year. If students are not showing sufficient progress or performing below-benchmark and need more targeted and intensive academic support, then they move into Tier 2 intervention or Tier 3 intensive intervention where specific students are placed in small groups or receive individualized instruction within or outside of the classroom to focus on their specific language and content area needs. Instruction is tailored specifically to meet their needs as language learners. RtI provides a systematic process for examining ELLs’ backgrounds, educational history, native language proficiency, socioeconomic status and culture in order to understand how these impact academic achievement and use this knowledge in the lesson planning process. Ongoing data is used to adjust instruction and intervention for ELLs; Tier 2 and Tier 3 supports are removed when ELLs have shown significant progress.

6. What outcome assessments (e.g., NYSESLAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
The NYSESLAT and the ELL Data Analysis Tool (EDAT) are used to evaluate and inform our ELL programs by determining how many students are making progress by advancing a proficiency level or improving their scale score. NYSESLAT individual student reports display students’ strengths and weaknesses according to each modality. By using the results of the EDAT and the RLAT from ATS, we are able to see how students performed on each modality, their at-risk levels and the number of proficiency levels they advanced or regressed by. We are then able to determine the type and amount of ELL services each student will need based on their proficiency levels and the modalities we need to focus on for each student; our ELLs quickly become proficient in Listening and Speaking (social language-BICS) and are making steady progress in Reading, but they are making minimal progress in Writing. Therefore, the data shows that instruction should focus on Reading and Writing in order to push students to overall proficiency. Their at-risk levels and whether or not they advanced or regressed will also inform teachers about any additional supports the student(s) will need. Students may be put into smaller groups and receive push-in services in addition to pull-out services in order to provide more guided instruction in areas of need and to help them excel in all four modalities. In addition, ELA and math data are analyzed to determine how many students met grade level standards.
We also calculate AMAO in order to note scale score increases and look at the number of students who advance a proficiency level. Our school continues to meet AMAO I and II, which shows that students continue to significantly show progress as well as attain proficiency on the NYSESLAT.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   In the beginning of the school year, the ENL teacher disseminates NYSESLAT data to the staff and explains the scores, proficiency levels and needs so that she could create an ELL program for the ELLs with input from the staff. The administration disseminates ELA and math test scores so that teachers can target those students that need additional support and work with the ENL teacher to meet those needs.

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**Part IV: ELL Programming**

### Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Students are grouped based on grade bands and/or proficiency on the NYSITELL/NYSESLAT. In the freestanding ENL program, instruction for ELLs is delivered through a combination of standalone ENL and integrated ENL depending on the students' proficiency levels. As per CR Part 154.2, ELLs in grades K-8 that are at the Entering and Emerging levels of English proficiency must receive at least 360 minutes of ENL instruction per week; Entering ELLs must receive equal minutes (i.e., 180 minutes) of Stand-Alone ENL and Integrated ENL in ELA, whereas, Emerging ELLs must receive 90 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL in ELA, but have the option of choosing either Stand-Alone ENL or Integrated ENL in any content area for the remaining 90 minutes of ENL instruction. ELLs in grades K-8 that are at the Transitioning and Expanding levels of English proficiency must receive at least 180 minutes of ENL instruction. Transitioning ELLs must receive 90 minutes of Integrated ENL in ELA, but have the flexibility of choosing Stand-Alone ENL or Integrated ENL in a content area for the other 90 minutes of ENL instruction. Expanding ELLs only receive Integrated ENL, but it can be in ELA or another content area. Lastly, Commanding ELLs receive ENL services for an additional two years; the 90 minutes of ENL instruction they receive must be integrated ENL, but it can be in ELA or another content area. Students are grouped heterogeneously (i.e., mixed proficiency levels) by grade and are usually placed in the same class for ease of integrated ENL instruction. Depending on the group size and the students' English proficiency levels, students from multiple grades with no more than 2 grade spans between them may be grouped together for Stand-Alone ENL instruction.
   b. TBE program. *If applicable.*
      Paste response to questions here:
   c. DL program. *If applicable.*
      Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Explicit ENL and ELA minutes are delivered in the freestanding ENL model through a combination of standalone ENL instruction that focuses on English language skills that will support students in the content area classes and integrated ENL instruction that consists of co-planning and co-teaching by the classroom content area teachers and the ESL teacher. For the 2017-2018 school year, we currently have 16 ELLs in K-5 grades at our school; they range from the Entering to Commanding levels and depending on their language proficiency level, they receive anywhere from 90 minutes to 360 minutes of ENL instruction per
week. At PS 16, ELLs receive 600 minutes of ELA instruction per week through the Wonders curriculum and two periods of Math everyday through the Go Math! program; the Wonders and Go Math! programs have ENL specific components which help the ENL teacher align the ENL and general education class curricula. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and the Cognitive Academic Language Learning Approach. In the ENL classroom, co-planning and co-teaching occurs between the classroom teachers and the ENL teacher in order to provide integrated ENL instruction in the various content areas to help ELLs access the content while developing their language skills. Many different practices are utilized for ENL instruction; they include scaffolding, modeling, bridging, schema building, contextualization, text representation and metacognition.

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

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

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

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

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

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

a. SIFE: Students are invited to attend the following intervention programs: after school and Saturday Academy. Students meet with the ENL teacher for 360 minutes per week and receive academic intervention services (AIS). Sometimes students are placed in a lower grade. Students are grouped based on proficiency and grade level. Additional resources such as high interest/low level books, native language and/or bilingual books are given to the students to support and supplement their class books.

b. Newcomer ELLs: Students are invited to attend the following intervention programs: after school and Saturday Academy. Students meet with the ENL teacher according to the mandated number of minutes depending on their level of proficiency. The ENL teacher utilizes many visuals, hands-on activities and web-based programs (e.g., Starfall) to teach basic literacy and conversational skills. Additional resources such as high interest/low level books, bilingual dictionaries and glossaries, bilingual stories, bilingual peers, native language books, and books on tape are given to the students to supplement their class materials. These students are often placed in classes where the classroom teacher is bilingual, which provides native language
c. Developing ELLs: Students will be invited to attend the following intervention programs: after school and Saturday Academy. Students meet with the ENL teacher according to the mandated number of minutes depending on their level of proficiency. Special focus will be placed on preparation for the NYSESLAT as well as the ELA and content area exams. Specifically, teachers provide whole-class and small-group instruction focusing on reading comprehension strategies, writing skills and tier II and tier III vocabulary. The ENL teacher will use data from a variety of sources (ARIS, Scantron, Predictive tests, teacher-created assessments) to determine specific areas of weakness to target in order to help students attain proficiency.

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

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

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

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

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

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

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

For SIFE, newcomer ELLs, developing ELLs and Long Term ELLs, the following interventions will be offered for ELA, Math, Science and Social Studies: after school program for 2 hours twice a week (e.g., Wednesday and Thursday), Saturday Academy for 3 hours per session and Academic Intervention Services several times a week depending on students’ individual needs. Cluster teachers serve as academic intervention specialists to help classroom teachers and students in all areas that need improvement. Long term ELLs, SIFE and newcomers are particularly encouraged to attend these programs. Intervention services will be offered in English, but native language support is available as needed.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, the ENL teacher is integrating language instruction with the Wonders curriculum, the GoMath! program, the Science Fusion curriculum and the Social Studies Passport curricula. She will be co-planning and co-teaching with various classroom teachers to deliver ENL instruction within the content areas.

10. If you had a bilingual program, what was the reason you closed it?

N/A

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

ELLs receive the same opportunities as the general population of students. They are invited and encouraged to attend all school programs and supplemental services. As per Jose P. all teachers are trained in ENL methodologies in order to include and accommodate for ELL students. After school and Saturday Academy programs are offered to all ELLs to provide support and language development in all content areas. Letters inviting students to attend programs are always sent home in the parents’ preferred language. Supplemental programs such as chess and art are offered to all students, including ELLs.

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

Instructional materials that are used to support ELLs include:
ELA: leveled books, ELL support workbooks and teacher’s guides in the Wonders curriculum, picture dictionaries, bilingual glossaries, thesauri, laptops, overhead projector, and listening center
Math/Science/Social Studies: native language text books and workbooks, bilingual dictionaries, bilingual glossaries
ENL: listening center, games, picture cards, realia, computer programs, internet sources (e.g., Starfall, BrainPOP ESL), iPad applications, Carousel of Ideas language program, NYSESLAT test prep books

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

We do not have a TBE or Dual Language program at our school. Our ENL program is delivered in English with native language support provided to newcomers and/or beginner level ENL students, as well as, any students who may still need the support. When appropriate, native language support is offered in the following ways: bilingual/native language books, one-on-one support from a bilingual teacher, text books in the native language, glossaries and picture dictionaries and access to computers and iPads for use in translation. In addition, students are encouraged to speak and read in their native language at home in addition to English.

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

For support services and programs, students are grouped according to age, ability, and proficiency. A range of materials are available to ELLs from grades K-5 including, but not limited to: leveled books, educational games, scaffolded text, bilingual textbooks and workbooks and internet programs. Differentiation is used to ensure that resources correspond to ELLs ages and grade levels.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Resources that are used to support ELLs are inside the ENL teacher’s room, as well as, classroom teachers’ and guidance counselors’ rooms. Resources are shared and staff members meet weekly in order to discuss and meet the academic, linguistic and socioemotional needs of ELLs.

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

Newly enrolled ELLs are welcomed to the school community by a bilingual speaking staff member. They are given an orientation including a tour of the school, a back to school supply list, and families are introduced to the parent coordinator and ENL teacher. In addition, all newly enrolled ELLs, including ELLs who enroll throughout the school year, are able to participate in all after school and Saturday school programs. They are also invited to join any extracurricular activities and clubs available at our school.
17. What language electives are offered to ELLs?
There are currently no language elective courses offered at the school.

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

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

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   The ENL teacher will attend monthly district ELL liaison meetings, Office of ELLs' (OELL) professional developments, technical support sessions (e.g., LAP, BESIS, NYSESL) and other professional development workshops focused on ELL regulations, the Common Core Learning Standards and best practices. For classroom teachers of ELLs, opportunities will be provided to attend professional development through the OELL. Additionally, the ENL teacher will provide in-house training/professional development to the assistant principal, the secretary, and all teachers regarding ENL methodologies and strategies for supporting ELLs in the general education classroom and within the school, beginning from the registration process and continuing as they receive services. Workshops for staff in all content areas occur on Monday afternoons from 2:35 to 3:55, Election Day and Chancellor’s Conference Day. Staffs also register and attend professional developments offered outside of the school throughout the school year.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

   Our school meets the professional development requirements as per CR PART 154.2: 15% of total hours for all teachers by providing ELL-specific professional development throughout the school year; they are conducted by either Ms. Cheng, the ENL teacher, or ENL consultants. Our school meets the professional development requirements as per CR PART 154:2: 50% of total hours for ENL teachers by informing the ENL teacher of workshops offered by the OELL. The teachers are also informed about the professional development workshops and trainings provided by the OELL and are encouraged to attend. Records are kept for professional development activities by keeping the meetings' agendas and attendance sheets.

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**Parental Involvement**

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

   The school provides annual individual meetings, not including mandated parent orientation meetings and DOE scheduled parent-teacher conferences, with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas by meeting with parents on Tuesday...
mornings during parent engagement time. Ms. Cheng, the ENL teacher, helps provide language translations for Spanish and Chinese. For all other languages, the translation and interpretation unit are called as needed.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents (including parents of ELLs) are invited and encouraged to be involved in the school community. Some of the programs include awards assemblies, holiday shows, science fair, parent breakfasts, family night and other celebrations throughout the year. Parents are welcomed into the classroom to participate in author celebrations and to attend field trips. They can also volunteer to assist in various activities. All parents are encouraged to participate in the PTA. Additionally, the school provides programs for parents of ELLs some of which include weekend family field trips, ELL parent breakfasts and ELL parent workshops. The parent coordinator, Ms. Cortes, conducts workshops and sends out invitations in the parents’ preferred language of communication so that they can also participate in PTA events and learn how to support their children better at home. She is the liaison between the parents, principal and the teachers. She also works closely with the PTA to organize meetings. She attends Community Education Council (CEC) meetings to help resolve community issues. Ms. Cortes, the parent coordinator, is able to translate for parents that speak Spanish. For Chinese, she asks for support from Ms. Cheng, the ENL teacher. For all other languages, the Translation and Interpretation Unit is contacted.
Part V: ELL Identification Attestation

Principal Certification

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

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

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</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 14K16  School Name: Leonard Dunkly  Superintendent: Ms. Winnicki

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

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

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

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

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

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

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

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>192</td>
<td>86.49%</td>
<td>192</td>
<td>86.49%</td>
</tr>
<tr>
<td>Spanish</td>
<td>30</td>
<td>13.51%</td>
<td>30</td>
<td>13.51%</td>
</tr>
<tr>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

None

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Home Language Identification Survey (HLIS)</td>
<td>Upon registration</td>
<td>The ENL teacher has copies of the HLIS in Spanish ready for parents in the main office. She also prints out translated copies of the HLIS in other’ preferred languages as needed.</td>
</tr>
<tr>
<td>ELL Parent Notification Letters (i.e., entitlement, non-entitlement, continued entitlement, placement), brochures and Parent Survey and Program Selection form</td>
<td>September and throughout the school year</td>
<td>The ENL teacher has copies of the ELL Parent notification letters, brochures and parent survey and program selection forms in Spanish ready for parents in her file cabinet. She also prints out translated copies of these forms in other’ preferred languages as needed.</td>
</tr>
<tr>
<td>ELL Parent Orientation notification flyer</td>
<td>September</td>
<td>The ENL teacher translates the ELL parent orientation notification flyer into Spanish for parents. She will call upon the Translation and</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL parent orientation for newly enrolled ELLs</td>
<td>September and throughout the school year</td>
<td>The school has bilingual Spanish and English staff members to provide interpretation service(s). The ENL teacher is able to translate for Chinese and Spanish speaking parents. For all other languages, the school will call upon the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Parents' Night</td>
<td>September</td>
<td>The school has bilingual Spanish and English staff members to provide interpretation service(s). The ENL teacher is able to translate for Chinese and Spanish speaking parents. For all other languages, the school will call upon the Translation and Interpretation Unit.</td>
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<tr>
<td>Parent-Teacher conferences</td>
<td>November and March</td>
<td>The school has bilingual Spanish and English staff members to provide interpretation service(s). The ENL teacher is able to translate for Chinese and Spanish speaking parents. For all other languages, the school will call upon the Translation and Interpretation Unit.</td>
</tr>
<tr>
<td>Parent engagement time</td>
<td>Tuesday mornings</td>
<td>The school has bilingual Spanish and English staff members to provide interpretation service(s). The ENL teacher is able to translate for Chinese and Spanish speaking parents. For all other languages, the school will call upon the Translation and Interpretation Unit.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

The school has bilingual Spanish and English staff members and a bilingual Chinese and English ENL teacher to reach limited-English-proficient families in the event of a school emergency. For all other languages, the school will call upon the Translation and Interpretation Unit.

Part C: Training Staff on Policies and Procedure

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

The Chancellor’s Regulation A-663 will be disseminated to all staff members on the first day of school.

Part D: Providing Notice of Language Assistance Services

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

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

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

Part E: Monitoring Provision of Language Services

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

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