2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: P.S. 016 WAKEFIELD

Principal: EDUARDO CALDERON
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Wakefield School</th>
<th>School Number (DBN):</th>
<th>11X016</th>
</tr>
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<tr>
<td>BEDS Code:</td>
<td>321100010016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-Kindergarten - 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>4550 Carpenter Avenue, Bronx NY 10470</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>7183241262</td>
<td>Fax:</td>
<td>7183248370</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Melissa O'Connell</td>
<td>Email Address:</td>
<td><a href="mailto:moconne2@schools.nyc.gov">moconne2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Eduardo Calderon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Dahlia Watson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Ann Marie Scotland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>JaymeMorrissey(Co-Chair/Teacher) Rosa Hoosain(Parent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Thela Pantin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
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<tr>
<td>CBO Representative:</td>
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### District Information

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<tr>
<th>Geographical District:</th>
<th>11</th>
<th>Superintendent:</th>
<th>MeishaRoss-Porter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1250 Arnow Avenue, Bronx, New York 104</td>
<td><a href="mailto:MRoss@schools.nyc.gov">MRoss@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td>718-519-2620</td>
<td>718-519-2621</td>
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### Field Support Center (FSC)
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<tbody>
<tr>
<td>Executive Director:</td>
<td>Jose Ruiz</td>
</tr>
<tr>
<td>Executive Director's Office Address:</td>
<td>1230 Zerega Avenue, Bronx, NY 10462</td>
</tr>
<tr>
<td>Executive Director's Email Address:</td>
<td><a href="mailto:Jruiz2@schools.nyc.gov">Jruiz2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-828-7776</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-828-3113</td>
</tr>
</tbody>
</table>
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>Eduardo Calderon</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Dahlia Watson</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Alecia Walters Folkes</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Ann Marie Daley</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Thela Pantin</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</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>N/A</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>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jayme Morrissey</td>
<td>Co-Chairperson/Teacher</td>
<td></td>
</tr>
<tr>
<td>Tara Dillon</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Mohamed Jalloh</td>
<td>Member/Parent</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>Abigail Belinda Lamptey</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jason Sewell</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Cotter</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Raven Lopez</td>
<td>Member/Parent</td>
<td></td>
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<td>Member/Parent</td>
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**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan**

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

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

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

**Strong Schools, Strong Communities**

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

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

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

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

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

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

The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Rigorous Instruction:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment:</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>Collaborative Teachers:</td>
<td>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>Effective School Leadership:</td>
<td>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 Family-Community Ties:</td>
<td>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>Trust:</td>
<td>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

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>1. What is your school’s mission statement?</strong></td>
<td><strong>PS 16 School Mission</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Students will engage in</strong></td>
</tr>
<tr>
<td></td>
<td><strong>a range of learning experiences</strong></td>
</tr>
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</table>
to acquire a powerful foundation

so that they can pursue big questions, solve complex problems

and effectively communicate

and engage in the global community.

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, The Wakefield school, is an elementary school of approximately 350 students in the northeast Wakefield section of the Bronx. The demographic makeup consists of 3% Asian, 59% Black, 28% Hispanic, 2% White, 5% English Language Learners and 25% SWDs.

The Administrative Team begins the school year by reviewing school-wide data, including the June Instructional Report, MOSL results, Quality Review feedback, Advance data and the item analysis of the New York State English Language Arts and Mathematics assessments. Analysis of all available data provides the basis for all decisions that are made to support school-wide improvement efforts. Our instructional programs are implemented and pedagogical practices are adapted each year based on our core beliefs about how students learn best.

Rigorous Instruction:

The workshop model of instruction is utilized in all grades throughout all content areas. Our school-wide programs include Fundations, Fountas and Pinnell Guided Reading (K-2), iReady, ReadyGen Literacy, Math Exemplars, My Math, NYC DOE Passport Social Studies Curriculum, Pre-kindergarten Integrated Units of Study, and NYC DOE Amplify Science Curriculum.

Teachers assess student participation in their learning process through the use of participation points, participation rubrics and checklists, in addition to student self-assessment tools. Students maintain work portfolios that evidence their growth throughout the school year. Across classrooms teachers use various formative assessments including entrance and exit slips to assess students understanding of daily lessons, in order to modify instruction, revise instructional student groups, and provide meaningful feedback to students.
**Supportive Environment:**

Within classrooms, students are challenged by their teachers to make their thinking visible through the use of "Thinking Maps", Math Exemplars, partner, small group and whole class discussions, performance-based tasks and special projects across the curriculum. Through the use of grade, content and genre specific rubrics, students self-assess, participate in peer assessments and then confer with their teachers for a final assessment.

In order to build a safe and inclusive school culture and include students in the process, we utilize the “Links of Pride” system of recognizing, acknowledging and celebrating positive behavior as a class unit. “PAW Pride”, our version of this positive citizenship incentive, builds strong bonds in the classroom and throughout the school.

Student voice is also promoted through the Student Government. Two representatives from each class in grades 2-5, including special education classes, participate in service projects within the school and the school community. Fifth Grade students participated in an Advisory Group where students facilitated an assembly for the school to launch our Acts of Kindness program.

**Collaborative Teachers:**

The curricula and academic tasks at PS 16 are planned and refined using student work and data. Teachers use the NTC Looking at Student Work Protocol (LASW) on a bi-monthly cycle during professional work time, grade meetings and common planning periods. Our school schedule includes time for frequent weekly grade level common planning periods (horizontal teams), bimonthly vertical team meetings during Monday professional development sessions, articulation between service providers and classroom teachers, two period per week for mentoring and designated times for classroom inter-visitations.

All teachers participate in data driven inquiry work that is routinized and supported by the administration. Grade teams review Common Core Learning Standards, performance-based tasks, and data from grade level assessments to assess student learning. During grade meetings they modify the curriculum to provide multiple entry points for our diverse population of learners with a special focus on our students with disabilities and English language learners. This practice strengthens the instructional capacity of teachers by allowing teachers on grade teams and on contiguous grades to analyze the data and share best practices to support student learning at all levels.
Effective School Leadership:

All staff members were provided communiqué on written protocols as well as the required documentation for grade meetings, parent communication, student conferences, flexible student groupings, progress monitoring, format of instructional blocks, assessment tools, procedures for safety and discipline, and Chancellor’s Regulations. All pedagogical staff members will receive an Accountability Calendar that outlines dates of interim assessments, including analysis and review, in addition to designated time for curriculum modifications and reviews of student work.

The professional development plan serves as a living document that outlines our current instructional initiatives and the professional development that supports our staff, inclusive of teachers, educational assistants and support staff in their continuous improvement efforts. Teachers receive training on the use of all of our school-wide technology instructional tools, arts partnerships, and instructional programs. In addition, teachers receive support and additional training on the use of the I-Ready, Coach Digital, and Teq. Grade Teams will also utilize Google drive for information sharing and seamless communication.

Our full-time Individual Education Plan teacher and full-time Crisis Intervention Teacher along with our full-time guidance counselor, social worker, and psychologist all serve to support our students' social and emotional needs through participation on our Crisis Intervention/ School Climate Team, Response to Intervention, and School Safety Committees.

Teacher teams (horizontal and vertical) were developed to distribute leadership roles to teachers. Each teacher team consists of teachers from each grade, such as The Equity Team, Professional Development Team, Thinking Maps Team, Math Team, ELA Team, Social Studies Team and Science Team, which meet bi-monthly.

Strong Family-Community Ties:

The school facilitates special academic programs and initiatives to encourage parent and community participation. These programs include our Science Fair, Annual Community Fair, Open House where parents/guardians are welcomed into the classroom to see instruction, Math Exemplar visits to classrooms, College and Career Awareness Day and Father Figure Breakfast.

To communicate and celebrate our high academic expectations to parents, we communicate regularly with each parent via telephone with our school-wide Voice Messaging System, prepare and distribute a monthly school calendar with important dates (i.e. PTA and Title 1 Meetings, Community Education Council Meetings, school closings, etc.), monthly newsletters from each grade, and teachers are available on Tuesdays from 2:25pm - 3:35pm to meet with
parents. To recognize and celebrate students' success we facilitate Student Awards Assemblies on a tri-annual Basis. In addition, each month we recognize students with perfect attendance.

The school funds a position for a full-time Crisis Intervention Teacher who conducts peer mediation between students, in addition to meeting with families to resolve conflicts that arise. The Crisis Intervention Teacher and guidance counselor collaborate to facilitate student assemblies and parent workshops for Respect for All Week and throughout the year.

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

Trust

To build trust this year, the administrative staff, parents, teachers and students will continue to work collaboratively on the new initiatives established during the 2017-2018.

Social Emotional: For staff and students, we have partnered with NYC Department Of Health and Mental Hygiene, to provide workshops on stress reduction, self management to improve staff functionality and support students.

Instructionally:

1. ELA: The lower grade teachers have voiced concerns regarding the lack of a phonics based curriculum to support early literacy. To address this need, we have implemented Fundations and guided reading in grades K-2, supported by a part time Literacy Coach to train them in these initiatives. Additionally, I-Ready provides all of our students in grades K-5 with individualized lessons that target specific needs covering six domains in reading - phonological awareness, phonics, high-frequency words, vocabulary and comprehension: close reading.

2. Math: According the the most recent state scores, only 25% of our students are performing at proficient levels. To improve the math scores in P.S. 16, we have implemented the Math Exemplar 5-day protocol for explicit math instruction in solving word problems within all classrooms daily. All teachers in K-5 participate in inter-visitations for support with this initiative and to identify best teaching practices.
Safety: To support the community needs, the school doors have been opened thirty minutes earlier for students in grades 2-5 and ten minutes earlier for students in Pre-Kindergarten - 1. As a result, we have increased our instructional time and families are able to report to their destinations on time.

District wide focus on boys of color: The school has an equity focus to support learning, and social emotional needs of boys of color. We will continue our chess club at recess and will continue to have started dialogue with each teacher during their initial planning conference and summative end-of-year conference around how to support this district wide and school-wide goal. Additionally, we will partner with the Eagle Foundation for professional development that will support our staff with meeting the needs of our young men of color.

The element of the framework that we will continue to focus on for the upcoming year is Rigorous Instruction. Growth will be measured by the New York City School Survey.

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

PS 16 has ten percent of our students residing in temporary housing and shelters. Our turnover rate has increased steadily over the past few years. Due to this transient population, our school continues to struggle to meet the expected citywide attendance rate. Administration along with our District Attendance Teacher, and members of the School Attendance Committee have developed a comprehensive attendance plan and implemented attendance procedures and follow-up measures to increase the percentage of student attendance school-wide, in attempts to increase opportunities for student academic success.

90 % of our SWDs scored a level 1 and level 2 as measured by the NYS 2018 ELA Exam.

98 % of our SWDs scored a level 1 and level 2 as measured by the NYS 2018 MATH Exam.

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.

Rigorous Instruction:

The workshop model of instruction is utilized in all grades throughout all content areas. Our school-wide programs include Fundations, ReadyGen Literacy, Ready Math, NYC DOE Passport Social Studies Curriculum, Pre-kindergarten Integrated Units of Study, and the New York City DOE Amplify Science Curriculum.

Teachers assess student participation in their learning process through the use of participation points, participation rubrics and checklists in addition to student self-assessment tools. Students maintain work portfolios that show their growth throughout the school year. Across classrooms teachers utilize entrance and exit slips to assess students...
understanding of daily lessons in order to modify instruction, revise instructional student groups, and provide meaningful feedback to students.

Evidence of rigorous student work products can be found on our bulletin boards, both inside and outside of the classroom which display student work including rubrics, student self assessments, peer assessments, teacher assessments and meaningful feedback as well as the task, current curriculum focus and the Common Core Learning Standards addressed on the task. To ensure school-wide alignment in academic expectations, we use a school-wide grading policy and scoring system. In addition, rubrics are developed by grade teams to ensure consistency across the grades.
## School Demographics and Accountability Snapshot for 11X016

### School Configuration (2018-19)

| Grade Configuration | PK,0K,01,02,03,04, 05 | Total Enrollment (2017-18) | 356 | SIG Recipient (Y/N) | No |
---|---|---|---|---|---|
| Transition | N/A | Dual Language | N/A | Self-Contained English as a Second Language | N/A |
| Special Education Programs/Number of Students (2015-16) | # Special Classes (ELA) | 63 | # SETSS (ELA) | 23 | # Integrated Collaborative Teaching (ELA) | 34 |
| | # Special Classes (Math) | 63 | # SETSS (Math) | 16 | # Integrated Collaborative Teaching (Math) | 33 |
| # Visual Arts | 15 | # Music | # Drama | # CTE |

### School Composition (2017-18)

- **% Title I Population**: 97.0% 1.0% Attendance Rate 89.2%
- **% Free Lunch**: 89.9% % Reduced Lunch 7.3%
- **% Limited English Proficient**: 9.3% % Students with Disabilities 27.0%

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

- **% American Indian or Alaska Native**: 8.7% % Black or African American 47.2%
- **% Hispanic or Latino**: 35.1% % Asian or Native Hawaiian/Pacific Islander 5.9%
- **% White**: 2.5% % Multi-Racial 3.3%

### Years Principal Assigned to School (2018-19)

- 1.07 % of Assistant Principals (2016-17) 4

### % of Teachers with No Valid Teaching Certificate

- 0% % Teaching Out of Certification 6%

### % Teaching with Fewer Than 3 Years of Experience

- 3% Average Teacher Absences (2014-15) 7.8

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

- **ELA Performance at levels 3 & 4**: 35.0% Mathematics Performance at levels 3 & 4 24.7%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 87% 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)

- **Reward**: No Recognition N/A
- **In Good Standing**: Yes Local Assistance Plan No
- **Focus District**: Yes Focus School Identified by a Focus District No
- **Priority School**: No Focus Subgroups N/A

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

#### Elementary/Middle School

- **Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native N/A Black or African American N/A
  - Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
  - White N/A Multi-Racial N/A
  - Students with Disabilities NO Limited English Proficient N/A
  - Economically Disadvantaged NO ALL STUDENTS N/A

- **Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native N/A Black or African American NO
  - Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
  - White N/A Multi-Racial N/A
  - Students with Disabilities NO Limited English Proficient N/A
  - Economically Disadvantaged NO ALL STUDENTS N/A

- **Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native N/A Black or African American YES
  - Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
  - White N/A Multi-Racial N/A
  - Students with Disabilities N/A Limited English Proficient N/A
  - Economically Disadvantaged YES ALL STUDENTS YES

#### High School

- **Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native N/A Black or African American N/A
  - Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
  - White N/A Multi-Racial N/A
  - Students with Disabilities N/A Limited English Proficient N/A
  - Economically Disadvantaged N/A ALL STUDENTS N/A

- **Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native N/A Black or African American N/A
  - Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
  - White N/A Multi-Racial N/A
  - Students with Disabilities N/A Limited English Proficient N/A
  - Economically Disadvantaged N/A ALL STUDENTS N/A

- **Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native N/A Black or African American N/A
  - Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
  - White N/A Multi-Racial N/A
  - Students with Disabilities N/A Limited English Proficient N/A
  - Economically Disadvantaged N/A ALL STUDENTS 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.

As per 2017-2018 School Quality Guide:

- 58% of teachers say that students respond to challenging test questions
- 52% of teachers say that students respond to challenging questions in class
- 58% of teachers say that students build on each other’s ideas during class discussion
- 61% of teachers say that students provide constructive feedback to their peers and teachers

As per our 2017-2018 Advance data, approximately 14% of our teachers received a rating of developing in Component 3b (Using questioning and discussion techniques) during teacher observations.

Teachers averaged an overall rating of 2.90 in component 3b (Using Questioning and Discussion Techniques)

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, all teachers will increase academic rigor by strengthening our 5-day problem solving protocol in order to engage students in peer discussions and self/peer assessment. This will result in a 5% increase in teachers improving one performance level reflected in component 3b (Using Questioning and Discussion Techniques).
<table>
<thead>
<tr>
<th>Part 3a – Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will engage in critical thinking and reasoning skills to solve real world problems through the implementation of a 5-day problem solving protocol. It is designed with open ended prompts for students to navigate and learn from.</td>
</tr>
<tr>
<td>• Teacher will engage in inter-visitations using a protocol that allows them to give and receive feedback based on the implementation of the Math Exemplar 5-day problem solving protocol.</td>
</tr>
<tr>
<td>• In Pre-kindergarten, teachers will utilize the Building Blocks and Pre-K for All, along with integrated instructional units of study.</td>
</tr>
<tr>
<td>• Utilize <em>Thinking Maps</em> as a pre-writing tool to scaffold and extend thinking, as well as an assessment tool.</td>
</tr>
</tbody>
</table>

- School-wide utilization of *Rubicon Atlas* Curriculum Mapping program, to adjust and plan all aspects of curriculum, Common Core Learning Standards, scope and sequence, and lesson planning, including differentiation and assessment.

- Utilize content specific rubrics to self-assess their work and that of their peers.

- Utilize exit slips and entrance slips in classrooms to assess student learning throughout and at the conclusion of the lesson.

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

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

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

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

- Utilize Curriculum Associates on-line Ready Math resources to access lesson plans, differentiated learning tasks, student assessments, performance-based tasks, games, to support and strengthen math skills.
• Professional development and grade team meetings will be facilitated by teachers and the Assistant Principal assigned to Mathematics, focused on Instructional Shifts, developing higher-order questions using “Depth of Knowledge” to increase rigor, and the Standards of Mathematical Practice.

• All students will engage in performance-based tasks in mathematics to assess student knowledge of mathematical concepts.

• Administration continues to apply for Resolution A Grants to increase availability of school-wide technology

• iPad Air 2s for student use.

• Utilize i-Ready online program for test prep practice and preparation for small group instruction.

• School-wide utilization of Rubicon Atlas Curriculum Mapping program, to adjust and plan all aspects of curriculum, CCLS, scope and sequence, and lesson planning, including differentiation and assessment.

• My Math Diagnostic assessments are administered three times per school year to monitor progress, determine growth and differentiate instruction.

• Scantron’s Performance Series computer adaptive program is administered two times per school year to monitor progress, determine growth and differentiate instruction, for grades 3, 4 & 5.

  • Exemplars CCLS Math Performance-based Tasks (K-5)
  • Coach Digital/Guided Math (K-5)

• After-school program for grades 3, 4 & 5, two days per week, for students who are performing at levels 1 and mid-2 in Math, to strengthen skills and strategies in mathematics.

• Utilize content specific rubrics to self-assess their work and that of their peers.

• Utilize exit slips and entrance slips in classrooms to assess student learning throughout and at the conclusion of the lesson.
- Partnership with Algebra 4 All and collaborate with consultant to elevate teacher practice.
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three times a year</td>
<td>SETSS and IEP teachers provide RTI for students in grades K-5, through a push-in/pull-out model, to provide academic support prior to evaluation.</td>
</tr>
<tr>
<td>Twice a year</td>
<td>Utilize Smart Boards to enhance instruction, provide background information, content visuals and conduct research.</td>
</tr>
<tr>
<td>Daily</td>
<td>Technology teacher will focus on improving student technology process skills; typing performance, keyboarding, internet search, knowledge of software, hardware and operation systems.</td>
</tr>
<tr>
<td>Daily</td>
<td>Classroom teachers utilize the I-Ready, web-based instructional tool, to supplement lessons and differentiate instruction</td>
</tr>
<tr>
<td>As needed</td>
<td>All students Pre-Kindergarten through 5 (including students with disabilities and English Language Learners).</td>
</tr>
<tr>
<td>As needed</td>
<td>All pedagogy and Administrations</td>
</tr>
</tbody>
</table>
Monthly school calendar provided in English and Spanish informs families of monthly school-wide events.

Grade level parent newsletters provides parents with relevant information about curriculum and instruction grade-wide.

Utilize Tuesday UFT extended time for parent communication via telephone, text, email and written communication to maintain open communication.

The School Leadership Team facilitates Parent Open House Sessions twice during the school year allowing parents to observe instruction, utilizing our Common Core Aligned Curriculum. The first open house, parents observe their students in their current grade. The second open house held in the spring, parents observe instruction in the next grade that their child will be going in to in the upcoming school year.
• School-wide Voice Messenger used in English and Spanish to alert parents of ongoing school activities.

n/a n/a n/a n/a

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.

Title 1 Parent Workshops

Utilize the CASA grant to provide Arts during the day and afterschool culminating in performances for families to enjoy.

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.

• IEP Teacher
• CASA grant to integrate arts education into the school
• SETSS position (least restrictive)
• My Math program
• RAZ Kids online independent reading tool (at home and in school use)
• I-Ready (Progress Monitoring grades K-5)
• Exemplars Performance-based Math Tasks (K-5)
• Coach Digital/Guided Math (K-5)
• Social Studies program materials - Grades K-5 (Core curriculum)
• Rubicon Atlas Curriculum Mapping and Professional Development for Teachers
• Teq workshops to improve student engagement
• Title 1 Funding allocation for Academic After School and Saturday Enrichment Programs
• Per diem funding for mentor training days
• Per session funding for administrators and teachers for after school, enrichment, sports and arts programs
• Per session funding for before and after school mentor and mentee communication and planning hours
• Fundations
• Algebra 4 All professional development and after-school

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td>X</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>
### 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 January 2019, all students will have increased 2 reading levels as measured by the Fountas and Pinnell Reading Benchmarking System.

By January 2019, all students will have mastered 50% of their grade level expectations in mathematics as measured by the Ready Math Mathematics Diagnostic Assessment.

Our School Accountability Calendar outlines type of assessment, dates of administration, dates for scoring and data analysis, and expectations for reporting of results to administrators and parents.

- Beginning and end of year writing benchmark assessments administered in grades K-5.
- Beginning, mid-year and end-of-year My Math diagnostic assessments administered in grades K-5.
- My Math Diagnostic and end-of-unit assessments provide immediate data about secured mathematical concepts.
- Beginning, mid-year and end-of-year Teacher's College Assessments, provide Fountas & Pinnell reading levels, for students in grades K-5.
- Work sampling system is used to monitor progress of pre-kindergarten students throughout the year.
- Writing performance tasks from Ready Gen Literacy Program administered and scored on rubric at the end of each instructional unit.
  - Beginning, mid-year and end of year I-Ready assessments administered in grades K-5.
  - I-Ready ongoing progress monitoring with individualized lessons for students.
  - Math Exemplars is an explicit math instructional program that cycles for five days and is monitored throughout the year. This assessment has weekly tests built in that are monitored.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

**Measurement Tools:**

- Protocol for Looking at Student Work at grade team meetings.
- My Math Diagnostic and end of unit tests
- Scantron Performance Series
- iReady (on-line) progress monitoring assessments

### 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 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?

As per 2017-2018 School Quality Guide:

- 77% of teachers say that adults at their school recognize disruptive behavior as social emotional learning opportunities
- 72% of teachers say that adults at their school teach students how to advocate for themselves
- 71%

of teachers say that adults at their school have access to school-based supports to assist in behavioral and emotional escalations

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, staff will engage in professional development focused on social-emotional intelligence and using a growth mindset in student and adult interactions, as measured by a 5% decrease in student incidents monitored by OORS and a 5% increase in student/teacher responses captured in NYC School Survey.
### 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 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>All students</td>
<td>Sept. 2018 through June 2019</td>
<td>● Principal ● Assistant Principal ● Classroom Teachers ● Educational Assistants ● Guidance Counselor ● Social Worker ● Crisis Intervention Teacher ● Parent Coordinator ● School Aides ● School Secretaries ● Parent and Teachers Association</td>
</tr>
</tbody>
</table>

- Students will engage in learning experiences using a growth mindset lens in the classroom and communal spaces in the school.
- Students will engage in opportunities to self-assess, peer-assess and provide feedback to one another using growth mindset vocabulary.
- Students will collaborate with teachers to reflect, discuss and develop individualized action plan to support learning goals.
- Students will participate in monthly age appropriate assemblies focused on targeted areas for social emotional development.

- All teachers will engage in professional development around the growth mindset and how it connects to social emotional development.

| Teachers | Sept. 2018 through June 2019 | n/a |
Support staff such as Crisis Intervention Teacher, guidance counselor, social worker and school psychologists will meet once a month to discuss, identify and create an action plan for specific student social and emotional needs.

<table>
<thead>
<tr>
<th>Students Staff</th>
<th>Sept. 2018 through June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

- Families will engage in parent workshops focused on growth mindset and social emotional learning.
- Crisis Intervention Teacher will conduct peer mediation when needed. (as needed)
- Crisis Intervention Teacher, Guidance Counselor and Parent Coordinator will collaborate to provide student assemblies and parent workshops. (Beginning Fall 2018)
- Fall 2018 - Open House during school Hours- P.T.A. and SLT
- Parents will be invited weekly to communicate with child’s teacher regarding academic and social-emotional progress and will collaborate with staff to help develop individualized action plan to support student's growth and development.

### 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.

- TL FSF and Title 1 SWP funding will support SETSS and CIT positions, as well as school-wide staffing.
- Summer in the City, TL FSF and Title 1 SWP funding will support per session for mentor training continuing in August 2018. The same funding sources will be utilized to support per diem coverage for mentors and other teachers attending professional development throughout the school year.
- Title 1 SWP funding will be utilized to cover per session costs for teachers and administrators for all after school and Saturday programs.
- TL Translation funding will be utilized to provide translators for students for the NYS mathematics and science assessments.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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<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 January 2019, all staff would have engaged in professional development around growth mindset and social-emotional development.

By January 2019, parents would have participated in at least one workshop focused on growth mindset and social-emotional development.

By January 2019, all students would have participated in an assembly focused on growth mindset and social-emotional development.

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

2018-2019 NYC School Survey

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

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

Part 1 – Needs Assessment

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

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

- As per our feedback from our 2017-2018 Quality Review, we received a rating of "Proficient" in indicator 4.2 (Teacher Teams and Leadership Development)

In order to shift our practice into "Well Developed", "teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students to share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for groups of 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–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, teachers collaboratively analyze student assessment data using a school-wide protocol to measure student growth progress, resulting in ongoing modifications to lesson plans, unit plans and curriculum in alignment to CCLS, ultimately improving teacher practice.
**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>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All teachers | Sept. 2018 - June 2019 PD is on-going and year long Data analysis in August and September | Principal  
Assistant Principals  
IEP Teacher  
Teacher Team Leaders  
Classroom teachers  
ENL Teacher  
SETSS Teacher  
Service Providers |
| • Allocate funding to support instructional technology (i.e. Maintenance of Smart Boards, computers and laptops, update computers and CPUs, purchase headsets for students) to support classroom instruction.  
• All teachers will participate in professional development workshops on Mondays and Tuesdays.  
• At the beginning of the school year, grade teams will analyze data from item analysis of spring 2018 NYS ELA and Math assessments to adjust curriculum.  
• Content area teachers will meet with grade level teacher teams to align NYS and NYC Curriculum requirements with *Ready Gen* instructional unit topics.  
• Classroom teachers will collaborate with mandated service providers (speech, occupational therapy and physical therapy) to review student progress towards goals.  
• Technology teacher will focus on improving student technology process skills; typing performance, keyboarding, knowledge of hardware and software and operating systems  
• Teachers will attend city-wide and district professional development sessions and turn key on Monday professional development sessions and Chancellor's Day.  
• School literacy full time coach will attend literacy professional development and facilitate turn-key training.  
• ENL teacher will attend ENL professional development sessions and provide turn-key training for colleagues. | | | |
• SETSS teacher will attend special education teacher professional development sessions and training for alternate assessment administration.

• All teachers will participate in horizontal and vertical grade team meetings through regularly scheduled common preps and multi-grade teams on Monday and Tuesday afternoons to articulate with classroom teachers across grades.

• Teachers will attend professional development sessions in content area and school-wide initiatives, and turnkey to staff.

• SETSS teacher will participate in professional development that will keep them abreast of new regulations, developments and changes in regulations, and SESIS, for SWDs.

• To improve teachers’ questioning and discussion techniques, increase opportunities for students to facilitate class discussions, and provide a model developing oral language conventions, teachers visit the lab-site classroom to observe effective pedagogy, in addition to receiving one-to-one support from the lab-site teacher with planning for instruction.

• We are in the process of developing a lab-site classroom for lower grades, the grades to provide models of effective teacher practices that support differentiated instruction for our lowest one-third, SWDs, ELLs, through the use of varied instructional supports in addition to methods of extending learning for accelerated students.

• Administrators provide feedback and support to teachers following formal and informal observations.

• Utilize Atlas Rubicon for curriculum mapping

• Grade teams will meet bi-monthly and use the Looking at Student Work protocol to analyze data collected from grade level assessments, performance-based tasks, end of unit assessments and progress-monitoring assessments to inform instruction, and plan differentiated learning activities.

• All teachers will set professional goals based on data from previous school year’s Advance data to improve pedagogy leading to increased student performance.

• All teachers will participate in classroom inter-visitations within the school and in other schools to share best practices and enhance pedagogy to improve student performance. Inter-visitations around Math Exemplars, I-Ready utilization, preparing students for Middle Schools to name a few.
• Monthly grade-level newsletters are sent home to parents to inform them of academic expectations for the month, upcoming events and grade-level activities and attendance progress.

• Bi-Monthly parent workshops are scheduled and facilitated by the Title I and/or Title III coordinators, focused on topics of interest, curriculum and CCLS expectations, and how to best support their children at home.

• Monthly school calendar provided in English and Spanish informs families of monthly school-wide events.

• Principal and assistant principals attend professional development and other seminars during the day and after work hours to learn about special programs and grants to enhance school programs and increase student achievement.

All teachers

Sept 2018 - June 2019

Principal

Assistant Principals

Teacher Team Leaders

Data specialist

Classroom teachers

ENL Teacher

SETSS Teacher

Service Providers

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.

Administration and grade teams will share grade level expectations and work of teacher teams with parents during extended day (Tuesday) parent engagement time, Open House, Parent & Teacher Conferences and individually scheduled appointments.

September 2018- Meet The Staff Night

Fall 2018 - Open House during school Hours- P.T.A. and SLT

Fall 2018 - Awards Assembly

Spring 2019 - Awards Assembly-SLT

Spring 2019 - 6th Annual College and Career Readiness Day- SLT

June 2019 - 12th Annual Community Day- Administration

June 2019 - Awards Assembly for Grades 1-4-SLT

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.
• CASA grant for arts education in schools and for afterschool programs.

School schedule was created around common prep times, each grade has a minimum of three

Provided coverages for inter-visitations to other schools to watch best practices

Additional IEP Teacher position to support interventions for students below grade level

• Rubicon Atlas Curriculum Mapping

• Funds will be allocated for afterschool intervention program for below grade level students

APs will be attending professional development trainings monthly to improve their practice

**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>C4E</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 June 2019, all students will have increased 2 reading levels as measured by the Fountas and Pinnell Reading Benchmarking System. The mid-point benchmark will be measured in February 2019, where we expect an increase in 1 reading level.

By June 2019, all students will have mastered 70% of their grade level expectations in mathematics as measured by the My Math Mathematics Diagnostic Assessment. The mid-point benchmark will be measured in December. We expect a 45% mastery at that point.

Outreach from attendance teacher is weekly. Attendance school aide, pupil accounting secretary, social worker, follow-up weekly via written correspondence, home visits and as needed via telephone daily.

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

Measurement Tools:

- I-Ready (on-line) progress monitoring assessments
- Advance

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

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

Part 1 – Needs Assessment

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

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

As per the NYC School Survey:

- 74% of teachers agreed or strongly agreed that overall, their professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.
- 84% of teachers agreed or strongly agreed that the principal/school leader at their school sets clear expectations for teachers about implementing what they have learned in professional development.
- 75% of teachers agreed or strongly agreed that overall, their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.

As per our 2018-2019 Advance data:

- Approximately 37% of our teachers received a rating of developing in Instructional Domain 3 during teacher observations.

Part 2 – Annual Goal

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

By June 2019, teachers will engage in ongoing targeted professional development, using the instructional focus, to support teachers with increasing critical thinking for all students to own their learning. This will result in a 5% increase in teachers improving one performance level reflected in component 3c, Engaging Students in Learning, in Advance.
### 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, SIF, STH).

| Target Group(s) | Timeline | Key Personnel
|-----------------|----------|-----------------
| What is the start and end date? |

| Who is responsible for implementing and overseeing the activity/strategy? |

<table>
<thead>
<tr>
<th>● Administrative team will supervise and support teachers in providing rigorous instruction during Saturday and after school academic support program for students.</th>
</tr>
</thead>
</table>

| ● On designated PD days teachers will facilitate Best Practices workshops for their colleagues. |
| ● Administrative team will participate in professional development to monitor school goals and collaborate with other administrators to share best practices. |
| ● Administrative team will attend city-wide professional development in all content areas with a focus on their assigned academic areas. |
| ● Administrative team will attend professional conferences throughout the year to continue learning and keep abreast of instructional initiatives. |
| ● Assistant Principal is assigned as administrator of Math |
| ● Assistant Principal is assigned as administrator of ELA |
| ● Principal allots time for teacher inter-visitations |
| ● Allocate funding to support instructional technology (i.e. Maintenance of Smart Boards, computers and laptops, update computers and CPUs, purchase headsets for students) |
| ● Administration will engage in weekly Instructional Cabinet meetings with building leaders, mandated service providers to review school data, school-wide systems and adherence to school’s instructional focus. |
| ● Administration facilitates instructional learning walks for all teacher teams. |
| ● Administrative team prepares and distributes Accountability Calendar to all staff members which outlines due dates for |

| Teachers | Monthly | Sept 2018 | Administration |
| As needed | Sept 2018 | Administration |
| As needed | Sept 2018 | Administration |
| Administration | | |
administering assessments, analyzing data and sharing information with parents via intermittent progress reports.

- Teachers will participate in inter-visitations with specific protocol guidelines and feedback from colleagues.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Start Date</th>
<th>End Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administering Assessments</td>
<td>Monthly</td>
<td>Oct 2018</td>
<td></td>
<td>Admin/Teacher</td>
</tr>
<tr>
<td></td>
<td>As needed</td>
<td>Aug 2019</td>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td>Teachers participating in inter-visitations</td>
<td>Weekly</td>
<td>Sept 2018</td>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>As needed</td>
<td>Oct 2018</td>
<td></td>
<td>Admin/Teachers</td>
</tr>
<tr>
<td>Teachers and administrators regularly review student data throughout the school year</td>
<td>All teachers and instructional leaders</td>
<td>Sept 2018 - June 2019</td>
<td></td>
<td>Administrative team- Principal, Assistant Principal, Teachers (Including Classroom and Content Area Specialists)</td>
</tr>
</tbody>
</table>

- Teachers and administrators collect and analyze data from City-wide, classroom and benchmark assessments for intervention and re-teaching for academic support as outlined in the School-wide Assessment Calendar.

- Collaboration between Parent Teacher Association (PTA) and Administration in planning extracurricular activities to foster parent participation. Parent Coordinator acts as liaison between parents and school leadership. School Leadership Team meets monthly. Principal conducts Town Hall meetings to inform parents of school policies and procedures.

n/a

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.
Teachers and administrators regularly review student data throughout the school year as outlined in the school Accountability Calendar.

Teachers and administrators collect and analyze data from City-wide classroom and benchmark assessments for intervention and re-teaching for academic support.

Administrative team prepares and distributes Accountability Calendar to all staff members which outlines due dates for administering assessments, analyzing data and sharing information with parents via intermittent progress reports.

Monthly Newsletters to families. Oversight by APs
Voice Messages sent out to families. Oversight by AP.
Targeted parent workshops to inform parents of curricular and new initiatives in the school. Oversight by PTA
Open House Pre K-5 October 2018. Oversight by Administration
Meet The Staff Night September 2018. Oversight by Administration
Monthly Calendar of school initiatives. Oversight by Teachers and Administration.

Preschool Workshops (2) Fall 2018 and Spring 2019. Oversight by Pre K AP
Parent Workshops, (2), Fall 2018 and Spring 2019, for ELLS facilitated by ENL teacher. Oversight by ENL Teacher and AP

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.

Bronx Field Support Center (PD & Job-Embedded Support for supervision and support of ELLs, SWDs, school/grade inquiry, attendance, Quality Review, Early childhood education)

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 |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   | 21st Century Grant |   | SIG |   | PTA Funded |   | In Kind |   |

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 January 2019, all students will have increased 2 reading levels as measured by the Fountas and Pinnell Reading Benchmarking System.

By January 2019, all students will have mastered 50% of their grade level expectations in mathematics as measured by the Ready Math Mathematics Diagnostic Assessment.

By January 2019, all teachers would have received professional development around engaging students in learning in alignment with our school's instructional focus.

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

Measurement Tools:

- Advance Teacher Observation Reports
- Grade Team Meeting Summary Sheets
- Scantron
- Feedback from Teacher Facilitated Professional Development
- New Teacher Retention rate
- Fountas and Pinnell Reading Benchmarking System
- My Math Diagnostic and end of unit tests
- NYC Performance-based Tasks in Writing
- I-Ready (on-line) progress monitoring assessments

**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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</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>
<td>As per the NYC School Quality Guide for 2017-2018, our highest score was in the Collaborative Teachers element. Our lowest score was 3.41 in the element of Trust and 3.49 in the element of strong family-community ties. - The element of the framework that we will focus on for the upcoming year is Trust and Effective School Leadership.</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>
<td></td>
</tr>
</tbody>
</table>

**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.

| Goal | By June 2019, PS 16 will strengthen partnerships with families and community organizations, as measured by a 5% increase in the Trust component of the Framework for Great Schools. |

2018-19 CEP 40
## 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).

### Target Group(s)

Who will be targeted?

### Timeline

What is the start and end date?

### Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>● RAZ Kids, I-Ready reading program is available for use in school and at home to</td>
<td>All parents of</td>
<td>Sept 2018 - June</td>
<td>Administrators</td>
</tr>
<tr>
<td>support literacy development.</td>
<td>PS 16</td>
<td>2019</td>
<td>SLT committee</td>
</tr>
<tr>
<td>● Monthly school calendar provided in English and Spanish informs families of</td>
<td></td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>monthly school-wide events.</td>
<td></td>
<td></td>
<td>PTA</td>
</tr>
<tr>
<td>● Grade level parent newsletters provide parents with relevant information about</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>curriculum and instruction grade-wide.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>● School Community will maintain community partnership with the Bronx Arts Ensemble</td>
<td></td>
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<tr>
<td>to provide supplemental arts instruction in music, theater and dance.</td>
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<td></td>
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</tr>
<tr>
<td>● Student performances for parents in throughout the school year.</td>
<td></td>
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<tr>
<td>● School’s Annual Science fair will take place during the school day and on</td>
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<tr>
<td>Saturday.</td>
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<tr>
<td>● Title 1 parent workshop will be dedicated to support parents with helping their</td>
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<tr>
<td>students prepare projects for the Science Fair which will be displayed throughout</td>
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<td></td>
</tr>
<tr>
<td>the school.</td>
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</tr>
<tr>
<td>● Title 1 parent workshops throughout the school year focusing on all academic</td>
<td></td>
<td></td>
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<tr>
<td>areas. This includes data, programs used, on-line supports, assessments and tools</td>
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</tr>
<tr>
<td>to help their child in that specific academic area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Teachers utilize Tuesday UFT extended time for parent communication via</td>
<td>All parents of</td>
<td>Sept 2018 - June</td>
<td>Administrators</td>
</tr>
<tr>
<td>telephone, text, email and written communication to maintain open</td>
<td>PS 16</td>
<td>2019</td>
<td>SLT committee</td>
</tr>
<tr>
<td>communication.</td>
<td></td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>● PTA members will support in school within the classroom setting.</td>
<td></td>
<td></td>
<td>PTA</td>
</tr>
<tr>
<td>● The School Leadership Team facilitates two Parent Open House Session during the</td>
<td>All parents of</td>
<td>Sept 2018 - June</td>
<td>Administrators</td>
</tr>
<tr>
<td>school day allowing parents to observe</td>
<td>PS 16</td>
<td>2019</td>
<td>SLT committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PTA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
instruction utilizing our Common Core Aligned Curriculum. The open houses allow parents to observe their child in their current grade and the grade they will be in the following year.

- Translation of correspondence sent home to parents is available in all languages.
- Translators are available during the school day to provide translation services.
  - Father Figure Breakfast facilitated by the school community.
  - Learning Leaders continue to support students and teachers in the classroom.

- Continue to host PS 16’s Annual Community Day Fair which includes student performances, arts and crafts, face painting and various games for all members of the community.
  Multi-cultural dance classes provided for students throughout the school year with culminating performances.
- Continue to host open houses for families of students and to observe instruction and develop and strengthen relationships and trust.
- Guidance counselor will continue to support parents with the Middle School Selection process.

<table>
<thead>
<tr>
<th>3b – Parent and Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.</td>
</tr>
</tbody>
</table>

- Bronx Arts
- NYC School Mental Health Consultant Program
- Full Time Guidance Counselor

<table>
<thead>
<tr>
<th>Part 4 – Budget and Resource Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

- Rubicon Atlas Curriculum Mapping
- Raz Kids on-line reading and assessment resource
I-Ready Math on-line mathematics support

School Messenger for ongoing parent communication

Parent Coordinator

Coach Digital

Ready Gen Literacy Program Materials

My Math Program Materials

Fundations

Library Resources and Books

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
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<td></td>
<td>21st Century Grant</td>
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<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></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 June 2019, all students will have increased 2 reading levels as measured by the Fountas and Pinnell Reading Benchmarking System. The midpoint benchmark will be measured in February 2018, where we expect an increase in 1 reading level.

By June 2019, all students will have mastered 70% of their grade level expectations in mathematics as measured by the My Math Mathematics Diagnostic Assessment. The midpoint benchmark will be measured in December. We expect a 45% mastery at that point.

By January 2019, all teachers would have received professional development around engaging students in learning in alignment with our school's instructional focus.

By January 2019, parents would have attended Open House focused on classroom instruction and/or at least one-on-one teacher meeting during Tuesday parent engagement time.

Outreach from district attendance liaison is weekly. School aide follow-up monthly via written correspondence and as needed via telephone daily in order to increase attendance by 1%.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
<table>
<thead>
<tr>
<th>Measurement Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advance Teacher Observation Reports</td>
</tr>
<tr>
<td>• Feedback from Teacher Facilitated Professional Development</td>
</tr>
<tr>
<td>• New Teacher Retention rate</td>
</tr>
<tr>
<td>• Teacher’s College Reading Benchmarking System</td>
</tr>
<tr>
<td>• Ready Math Diagnostic and end of unit tests</td>
</tr>
<tr>
<td>• I-Ready</td>
</tr>
<tr>
<td>• Parent Survey</td>
</tr>
</tbody>
</table>

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Analyze 2018 NYS ELA test scores for Levels 1 - mid-2</td>
<td>RAZ Kids</td>
<td>RAZ Kids is an online leveled library to further support students to read various texts at their instructional and independent levels.</td>
<td>RAZ Kids is an online leveled library that is used during the school day and at home.</td>
</tr>
<tr>
<td></td>
<td>Analyze prior and current F&amp;P reading levels - 1 grade level or more below current grade</td>
<td>I-Ready</td>
<td>I-Ready is an online adaptive data collecting and tracking tool that provides materials to differentiates for groups of students</td>
<td>during and after school</td>
</tr>
<tr>
<td></td>
<td>Analyze NYC Performance-based writing task for level 2 or below in each rubric trait</td>
<td>Fundations</td>
<td>Fundations is a phonics program for grades K and 1 to assist students in learning to read</td>
<td>during the day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Analyze 2018 NYS Math test scores for Levels 1 - mid-2</td>
<td>Curriculum Associates</td>
<td>iReady is an online resource utilized by teachers to differentiate</td>
<td>iReady is an online resource used during</td>
</tr>
<tr>
<td>Instrument</td>
<td>Purpose</td>
<td>Method</td>
<td>Task Type</td>
<td>Delivery</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>--------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>My Math Diagnostic</td>
<td>Scantron Performance Series</td>
<td>Instruction and Assign Tasks</td>
<td>At home</td>
<td>the school day and at home</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Based-on teacher created assessments</td>
<td>Integrated Instructional Units based on the scope and sequence</td>
<td>Small group instruction is provided as determined by formative assessments and performance based tasks</td>
<td>It is provided during the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Based-on teacher created assessments</td>
<td>Integrated Instructional Units based on the scope and sequence and NYS.</td>
<td>Small group instruction is provided as determined by formative assessments and performance based tasks</td>
<td>It is provided during the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Teacher observation and recommendation</td>
<td>The Child Study Team reviews students recommended by teachers.</td>
<td>As per the team’s recommendations, students are seen on an at-risk basis</td>
<td>It is provided during the school day</td>
</tr>
</tbody>
</table>
### 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:


<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th></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>38</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>• At-risk Counseling</td>
<td></td>
</tr>
<tr>
<td>• Transportation</td>
<td></td>
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<tr>
<td>• Meals</td>
<td></td>
</tr>
<tr>
<td>• School Supplies, Including book bags</td>
<td></td>
</tr>
<tr>
<td>• School Uniforms</td>
<td></td>
</tr>
<tr>
<td>• Costs covered for school field trips</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th></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>n/a</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.

All teachers have assignments in their license area and are highly qualified. New teachers work collaboratively with their grade teams to develop, refine and revise their CCLS aligned curriculum that supports college and career readiness. There are scheduled inter-visitations to observe best practices.

Additionally, new teachers receive mentoring. This is accomplished through in class coaching support, grade level colleagues.

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).

- All teachers will set professional goals based on data from previous school year’s Advance data to improve pedagogy leading to increase in student performance.
- All teachers will participate in inter-visitations to share best practices and enhance pedagogy to improve student performance.
- All teachers will participate in a multi-grade level inquiry process designed to focus on scaffolding strategies across the grades and school-wide.
- Content area teachers will meet with grade level teacher teams to align NYS and NYC Curriculum requirements with Ready Gen instructional unit topics.
- Classroom teachers will collaborate with mandated service providers (speech, occupational therapy and physical therapy) to review student progress towards goals.
- Technology teacher will collaborate with classroom teachers to support and extend social studies curriculum.
- Utilizing the Framework for Effective Teaching and provide turn-key training for colleagues during city-wide Chancellor’s Conference Days and UFT Monday and Tuesday professional development sessions.
- School literacy liaisons will attend monthly network literacy professional development series and facilitate turn-key training.
- English as a New Language (ENL) teacher will attend monthly network ENL professional development sessions and provide turn-key training for colleagues.
- SETS teacher will attend monthly network special education teacher professional development sessions and training for alternate assessment administration.
• Teachers and educational assistants will articulate regularly to provide focused intervention and support for students with disabilities and at-risk students.
• Educational and crisis paraprofessionals (K-5) will meet weekly with the administration for professional development and training in meeting the needs of their students. Additionally Pre K educational assistants attend professional development with their teachers four times a year.
• Parent coordinator and guidance counselor attend monthly professional session.
• Administration attends weekly/monthly 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
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.).

• School hosts introduction to pre-kindergarten and open house sessions for incoming pre-kindergarten students during the first day of school.
• Pre-kindergarten students are provided an opportunity to visit kindergarten classes in the spring to see what kindergarten will be like.
• Kindergarten students are provided an opportunity to visit first grade classes in the spring to see what first grade will be like.
• School provides pre-kindergarten moving up ceremony for students and parents which includes student performances in the arts.
• School provides kindergarten moving up ceremony for students and parents which includes student performances in the arts.
• In September of each school year, parents are provided with the grade level expectations for learning for parents of students in pre-kindergarten, kindergarten and all other grades.
4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The school needed a school wide data monitoring system. I-Ready will be implemented with fidelity.

Vertical and Horizontal Teams were created to work together to select, develop, modify, administer, score and analyze grade level common formative and summative, benchmarks and diagnostic assessments.

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

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

• The School Leadership Team reviews selections of MOSL Committee.

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>454,451.00</td>
<td>X</td>
<td>Sections 5A, 5B, 5C, 5D, 5E, 6, 7, 8, and 9</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>149,933.00</td>
<td>X</td>
<td>Sections 5A, 5B, 5C, 5D, 5E, 6, 7, 8, and 9</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>11,200.00</td>
<td>X</td>
<td>Sections 5A, 5B, 5C, 5D, 5E, 6, 7, 8, and 9</td>
</tr>
</tbody>
</table>
Title III, Immigrant

Federal | 0 | N/A | N/A
---|---|---|---

| Tax Levy (FSF) | Local | 2,613,857.00 | | Sections 5A, 5B, 5C, 5D, 5E, 6, 7, 8, and 9 |

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. <strong>PS16XWakefield School,</strong> in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[PS 16X Wakefield School]</strong> will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

**Parental Involvement and School Quality**

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

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

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

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

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

## Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing grade level newsletters designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

PS16X, 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
Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;
● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

---

### III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
### Title III Supplemental Program for ELLs for the 2018-19 SY

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

1. **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
   - The Title III supplemental instructional services must be based on student need
   - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   - Direct supplemental services should be provided for before school, after school, and Saturday programs.
   - Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   - These are in addition to mandated activities, such as parent orientation during ELL identification process.

**NOTE:** The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

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### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

---

### Part B: Direct Instruction Supplemental Program Information

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

- Before school
- ☐ After school
- ☒ Saturday academy

Total # of ELLs to be served: _____

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

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

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

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

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

Begin description here:

After School Program - Wednesdays and Thursdays 2:30 - 4:30 pm

- **Rationale**: Approximately 70 percent of ELLs in grades 2 to 5 are functioning between two to six reading levels below grade level. Based on i-Ready, MOSL, NYSESLAT, and NYS&ELA exams ELLs aren't achieving proficiency at the desired rate because of their lack of academic vocabulary and language required to produce standards based responses in reading, comprehension, and constructed written responses.

- **Wednesdays - Vocabulary Development (120 minutes)** - Grade 2-5
  - **Rationale**: In order to equip our ELLs with the required language so that they will be able to perform within a rigorous classroom environment; in which they engage in discussions, ask and answer standards based questions, and create constructed written responses.
  - **PS 16X proposes to conduct an After School Program for Grades 2-5 ELLs that will engage them in a range of vocabulary activities.**
  - We will utilize Reader's Theater Word Plays and i-Ready; Readers Theater Word Plays is comprised of multi-level scripts of authentic texts for Common Core practice in listening, speaking, reading and writing. i-Ready is an online reading program which is used in the school for RTI in reading.
  - **Students will get an additional period of practice during this After School program to help move them along their journey to achieve grade level performance.** There will be 3 groups. Grouping will be based on reading and language proficiency levels.
  - **The teacher will rotate small group instruction while the other two groups are either engaged in i-Ready online reading practice for 40 minutes or writing activities related to their Readers Theater Word Plays lesson.**

- **Thursdays - Critical Thinking Skills (120 minutes)** - Test Prep - Grades 2-5
  - **Rationale**: In order to build student critical thinking skills in preparation for NYS&ELA and NYSESLAT exams we will utilize the Blue Star Comprehension and Critical program grades 3-5 and Common Core Support Coach (Grade 2).
  - Blue Star is a program has CCLS aligned standards based non-fiction/fiction paired texts for building comprehension and critical thinking skills. Students are exposed to both multiple choice questions as well as constructed written response activities. Similarly, Common Core Support Coach is aligned and engages students in building comprehension skills in preparation for NYS&ELA in the third grade.
  - **Grouping will be similar to the Wednesday program.**

- **Saturday - Building Family and Cultural Diversity**
  - PS 16X believes in engaging the whole family in the child's educational process. As a result we propose a Saturday Academy in which parents and children will participate in an Arts based multicultural program. This will be a project based activity in students and parents will conduct research about cultures, make joint presentations, and create visual arts products using a variety
Part B: Direct Instruction Supplemental Program Information

of media. In order to carry out this project PS 16X will partner with Bronx Arts Ensemble to provide the artistic expertise.
As per NYC DOE regulations a supervisor will paid for the hours of the duration of the program.

- Schedule and Duration
- After School Program (Vocabulary Development and Critical Thinking Skills) Wednesdays and Thursdays 2:30-4:30 pm, starting October 3, 2018 through March 28, 2019. There is a total of 44 sessions
- Saturday Academy - Building Family and Cultural Diversity - March 2019 - 5 Saturdays (3/2, 3/9, 3/16, 3/23, 3/30, 9:00 am to 12 noon

- Language of Instruction - English
- The ESL teacher will provide direct instruction for the students during After School and Saturday Academy
- Bronx Ensemble artist will provide art instruction during Saturday Academy
- As required a school supervisor will be present to provide supervision during the Saturday Academy
- Materials- Instructional materials - Readers Theater Word Plays Kit, Blue Star Comprehension and Critical Thinking Kits, i-Ready teaching charts, notebooks, pencils, folders, art supplies, copy paper.

Part C: Professional Development

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

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

Begin description here:

- The goal of PS 16 is to ensure that all faculty involved in instruction of ELLs are knowledgeable about our LEP population and the best practices that will enable them to succeed in a rigorous learning environment. CR Part 154 requirements for integrated co-teaching makes it necessary for the ENL teacher and classroom teachers to have ongoing professional development on co-teaching, co-planning, differentiation, and data analysis. Besides the mandated professional development activities at the school level each Monday, the ENL teacher will attend monthly professional development workshops provided by the School District ELL department as well as other relevant workshops provided by RBERN and other city agencies. She will in turn turnkey the information to the faculty. In addition, the teachers of each grade that has the ENL students will be invited to attend monthly ENL meetings or workshops that will provide additional insights for best practices.

- Teachers receiving training: The ENL teacher attends monthly District level workshops.
  - First Grade and Third Grade classroom teachers accompany the ENL teacher to monthly workshops on integrated instruction
  - Schedule and duration - monthly, all day workshops
  - Topics - Integrated Teaching, Co-planning, Co-teaching, Analysing Data for Instruction, Building Rigor in ENL instruction

- Name of Provider - District 11 ENL Support Staff, RBERN
Part D: Parental Engagement Activities

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

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

Begin description here: ______

- Rationale - PS 16 believes in the home/school collaboration. Our goal is always to incorporate our parents of ELLs in the language acquisition process and all the school activities. Our parent activities are inclusive of all parents. Parent workshops are conducted bimonthly in which parents are offered information about the Common Core, requirements for promotion, instructional shifts, Math exemplars, performance based tasks etc. PS 16 also has Open House twice per year where parents visit classrooms to observe instruction, and participate in their children's learning experiences. PS 16X believes in engaging the whole family in the child's educational process. As a result we propose a Saturday Academy - Building Family and Cultural Diversity in which parents and children will participate in an Arts based multicultural program. This will be a project based activity in students and parents will conduct research about cultures, make joint presentations, and create visual arts products using a variety of media. In order to carry out this project PS 16X will partner with Bronx Arts Ensemble to provide the artistic expertise.

- Schedule and Duration:
  - Name of Providers - ENL teacher - Marcia and Bronx Arts Ensemble artist
  - How parents will be notified

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
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<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>1. Per session</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Per diem</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td>Must be supplemental.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Additional curricula, instructional materials.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Must be clearly listed.</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
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</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 11  Borough Bronx  School Number 016
School Name Wakefield School

B. Language Allocation Policy Team Composition

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

| Principal       | Eduardo Calderon |
| Coach           | Kathleen Mallon - part time Li |
| ENL (English as a New Language)/Bilingual Teacher | Marcia Higgins |
| School Counselor | Jayanna Brathwaite |
| Teacher/Subject Area M. Puleo - Elementary subjects | Parent N/A |
| Teacher/Subject Area A. Robinson- Elementary subject | Parent Coordinator Elayne Seligman |
| Related-Service Provider Jackie Plate - IEP Teacher | Field Support Center Staff Member Vladimir Pierre |
| Superintendent | Meisha Ross-Porter |
| Other (Name and Title) | Yendi Reyes - parent |

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6) | 0 |
| Number of special education teachers with bilingual extensions | 0 |
D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>374</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>36</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>9.63%</td>
</tr>
</tbody>
</table>

**Part II: ELL Demographics**

**A. ELL Programs**

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

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</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>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<td>TBE</td>
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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?

   * Reading Levels - Teachers College, Fountas and Pinell,
   * Writing - MOSL End of Unit ELA Performance Writing Assessments
   * RTI - iReady diagnostic assessments
   * Unit Pre-tests, teacher surveys, teacher designed tests and activities to determine student’s prior knowledge for unit
   * Sight word check lists
   * Home Language Literacy Assessments - El Sol, LENS
   * iReady Diagnostic tests indicate a need for instruction in basic foundational skills in phonics for most ELLs in lower grades
   * Math Exemplars
2. What structures do you have in place to support this effort?
   * Online accessibility of all Curriculum maps through Rubicon Atlas to enable parallel planning for ELLs.
   * Weekly Co-planning - ENL teacher plans with Classroom teachers for ELA instruction - topics covered, reading strategies of focus, writing activities and vocabulary.
   * Monthly Co-reflection sessions for student data analysis to examine areas of strengths and needs and to determine next steps ie. grouping, RTI activities
   * All ELLs are placed in one class on each grade to facilitate scheduling
   * Embedded bi-weekly schedule for i-Ready program use

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?
   * MOSL scores in writing - comparing scores in September to June.
   * Teachers’ College Reading Assessments - assess reading progress during the school year
   * Performance based assessments - ELA and Math - rubrics are used to assess performance
   * AYP goals - did the school meet the AYP goals or not
   * Rubrics based on NYS guidelines to assess performance in the four modalities
   * Targets of Measurement as guidelines to see how students are moving along the continuum
   * i-Ready diagnostic tests in October, March and June (beginning of year, mid-year, and end of year)

4. What structures do you have in place to address interventions once the summative data has been gathered?
   * Co-planning sessions
   * Co-reflection sessions for student data analysis to examine areas of strengths, growths and needs and to determine next steps.
   * Bi-monthly Grade Team meetings to examine and share student data and findings

   * Professional Development activities to share findings with colleagues and to address strategies for re-teaching and improving areas of need to move students
   * Curriculum map review sessions to recalibrate curriculum map as per findings and misconceptions

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.]
   * Tier I intervention - at classroom level based on the F & P and i-Ready data place ELLs into guided reading groups during class and stand alone instruction Guided Reading period.
   * Tier II intervention - i-Ready data provide individual re-teaching and practice during scheduled i-Ready periods
   * Center Time and At-Home - Additional Tier II intervention utilizing online reading programs Raz-Kids, i-Ready
   * Tier II - RTI and IEP teacher provide additional intervention in small groups including eligible ELLs
   * Utilize data from the Raz-Kids, Smarty Ants and i-Ready, to inform classroom, ENL, IEP and RTI teachers regarding individual student progress, areas of weakness and next steps
   * Item analysis from unit tests and performance based assessments to monitor progress and areas of need for re-teaching
   * Examine monthly student writing piece based on NYSESLAT rubric to assess gains as well as areas for reteaching and next steps.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   RLAT, i-Ready, and NYS ELA data drive planning for instruction for ELLs based on overall results. Results from Spring 2017 NYSESLAT assessments indicated that the area of need for ELLs is improvement in the reading and writing modalities. Based on these results the instructional focus of the ELL program was modified. During instruction questions were
formatted using the question stems utilized during the NYSESLAT tests. Thematic units were aligned to the Scope and Sequence in Science and Social Studies for grade bands, thus providing students with content related vocabulary and experience in the topics for discussion, reading comprehension and writing. Writing assignments were constructed as SCRs (short constructed responses) and ECRs (extended constructed response) in alignment with the standards of both the NYS ELA and NYSESLAT. The rubrics used for assessment of tasks were aligned with those used in NYSESLAT and NYS ELA. In addition, for the lower grades - MOSL writing, Fountas and Pinnel reading and i-Ready data indicated that the instructional focus for the entering ELLs should be based primarily on phonics: and learning to read and write in English.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   * Professional Development Workshops
   * Curriculum mapping sessions
   * Grade Team Meetings
   * RTI meetings
   * Co-planning and Co-reflecting sessions
   * ENL teacher has access to all curriculum maps

---

**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.
      * PS 16 ENL program is primarily delivered through block scheduling due to the fact that the ELLs are spread out between grades K-5. Ells are placed in one class on each grade. In order to satisfy the requirements of CR Part 154 this is the best way. Students are grouped in two contiguous grade levels but also based on academic, developmental and linguistic needs.
      * Block scheduling for entering and emerging students for 180 minutes (four periods of 45 minutes each) stand alone - ENL instruction - language development - listening, speaking, reading, writing.
      * Block scheduling of 180 minutes - four periods of 45 minutes, for Integrated instruction of ELA/Social Studies/Science (Thematic Study) for varying proficiency levels. For example, the ENL teacher co-teaches the ELA lesson with the class teacher four periods of 45 minutes each week. There are ENL students of all levels in that class. However, for Kindergarten and First Grade, the ENL teacher co-mingles the group and teachers Social Studies with a common theme for both grades.
      * .5 unit of integrated teaching for commanding students in content area
      * Co-teaching
   b. TBE program. If applicable.
      not applicable
   c. DL program. If applicable.
      not applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

* PS 16 only has the ENL model
  * Core content areas are delivered primarily in English using ENL instructional strategies for ELLs
  * For newly arrived ELLs who speak Spanish, ENL teacher provides supplemental instruction in Spanish
  * Spanish speaking students are provided with Spanish texts in Mathematics, Science and Social Studies based on availability
  * Non-Spanish speaking students are given supplemental instruction using ENL strategies including using google translate
  * ELL SWDs who have an alternate bilingual placement transliterator paraprofessionals provide clarification in Spanish
  * Other newly arrived ELLs in the upper grades- the ENL teacher uses added ENL strategies to enhance learning
  * Students are given bilingual glossaries and dictionaries
  * ENL teacher co-teaches in content area
  * Hands on instruction
  * Cooperative learning activities that incorporate ELLs
  * Scaffolding
  * Visual guides
  * Thinking Maps and graphic organizers
  * Utilize online resources -Discovery Education videos etc :

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

  - Students have bilingual glossaries to use during tests
    - Spanish translated tests for Mathematics and Science for NYS tests to accompany English tests
    - ENL teacher provides oral translation of content area tests in Spanish for lower grades
    - Translators are hired for students who speak languages other than those available in translated tests

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

  a. SIFE
     - Assess literacy and academic skills using LENS
     - Examine data and design intensive 1:1 interventions to develop literacy skills - phonics, writing
     - Utilize ENL strategies to teach content area and develop language skills
     - Maximize students strengths in content areas to create self confidence
     - Utilize online resources to enable comprehensible imput and provide additional instruction inside and outside the classroom
     - Involve parents in the learning process-provide resources and ideas for at home activities
     - Utilize i-Ready program for RTI in reading and math

  b. 0-3 years ELLs
     - Utilize newcomer books
     - Utilize Starfall.com and ABCya.com for phonics and early language skills
- Utilize Explode the Code to supplement phonics and vocabulary instruction
- Utilize bilingual readers and dictionaries
- Buddy system
- Encourage parental involvement in the learning process
- Translate homework assignments (in Spanish)
- Utilize language rich content based core curriculum
- Utilize iReady program for RTI in reading and math
- Utilize free online English programs (Talk English.com, Duolingo, etc)

c 4-6 years
- Examine student data to determine student need in order to achieve proficiency
- RTI- small group and or 1:1 instruction
- Evaluation to see if factors other than language are interfering with learning
- Utilize online programs to build reading comprehension - iReady
- Utilize data from online programs to identify needs and design intervention to move students
- as above in b

d. ELLs 6 years or more
- examine student data to determine implications for instruction
- based on findings a combination of b and c as per student needs
- Extended Afterschool AIS classes

e. Former ELLs
- two 45 minute period classes per week class
- Extended Day Afterschool AIS classes
- Articulate with class teacher regarding student progress
- Examine student data to address student progress
- Ensure they receive all ELL testing accommodations

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?

Instructional Programs
- Visions Reading Program for ELLs
- On Our Way to English by Rigby
- ReadyGen Reading Program
- Explode the Code
- Wilson Reading Program
- Fundations

Strategies
- pre-reading, during and after reading strategies
- questioning and clarifying
- use question and sentence stems and frames for discussion and writing
- graphic organizers and Thinking Maps
- writing from all sources
- DOK, UDL
- grade level rubrics
- modeling
- scaffolding
- vocabulary development- more Tier 2 and 3 word choices
- utilize rubrics to set standards and expectations
- Discovery Education to provide visual experience and supplement content
- thinking maps for organizing ideas and planning for writing

Supplemental Online programs
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?
- ENL teacher has access to ELLSWDs IEPs and plans lessons and strategies accordingly
- ELL SWDs are mainstreamed into ELL groups.
- Differentiation strategies to provide access to instructional material
- Utilize UDL and SIOP strategies to scaffold instruction that enable ELL-SWDs to participate in classes
- Collaborate with service providers, special education teachers, RTI etc
- Provide PD for all teachers in ENL and Special Education
- Co-reflection and co-assessment with all providers of ELLSWDs re- progress and needs

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.
- Wilson/ Fundations Reading Program for SWD ELLs by classroom teacher, paraprofessional and or Extended Day Program teacher as per student data
- Tier II RTI- Small group instruction by classroom teacher based on daily assessments in literacy and math classes
- Tier II intervention based on daily assessments, student data during ENL instructional sessions and iReady data
- Tier III intervention by ENL and RTI teachers utilizing Fontas ans Pinell, iReady data as guidelines for instruction
- Tier III- Extended Day for supplemental instruction in reading and math for ELLs of grades 3-5
- Tier III - Extended day supplemental instruction offered for second grade ELLs reading below grade level standard -
- Tier III - SETTS teacher utilizes Fundations reading Program for SWD ELLs in lower grades with ELLs with IEPs
- Tier III - IEP teacher utilizes SPIRE reading program for Second Grade SWD ELLs
- Tier III ENL teacher utilizes ENL strategies to clarify misconceptions and explain concepts for 3-5 ELLs in Math and Science as needs arise through student performance data
- Intervention Services are offered in English

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
- Continue to evaluate data and recalibrate instructional curriculum based on findings
- Continue to align themes in core ENL instructional program with Ready Gen
- Continue to utilize Fountas and Pinell, iReady and data as guidelines for RTI interventions
- Continue to utilize Raz-Kids and i-Ready as additional individual reading improvement sources
- Expand use of Thinking Maps as strategies to access and organize information
- Continue to utilize question frames with the language that encourages student engagement and prepares students for state tests
- Utilize Rubicon Atlas curriculum mapping to further align curriculum
- Utilize Discovery Education as a major resource for expansion of content-
- Utilize Kids Discovery Education
- Utilize discussion protocol to promote conversation and student engagement

10. If you had a bilingual program, what was the reason you closed it?
P.S. 16X did not have a Bilingual Program
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   - ELLs have access to all school programs as long as their data meet the criteria
   After School supplemental services include:
   - Extended Day RTI for students of grade 3-5 performing at levels 1 and 2 in ELA and Math - twice a week for 120 minutes each session
   - Extended Day RTI for students of Grade 2 and 3 reading below grade level standards - twice a week for 120 minutes each session
   - Saturday Academy - Building Family Engagement through the Arts - 9:00 to 12 noon (four weeks).

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.
   ENL CORE CURRICULUM
   On Our Way to English
   Visions - grades 4 and 5
   ReadyGen
   3D English
   Phonics/Reading
   Explode the Code - phonics
   SRA Reading Program
   Voyager Reading Program
   Spire Reading Program
   Fundations/Wilson Reading Program
   Technology/ Online resources
   Starfall.com, ABCya.com, RazKids,
   iReady - diagnostic and individually calibrated lessons for RTI
   Discovery Education- online content area instructional videos
   Core Content
   My Math in Spanish
   Spanish translated Social Studies and Science texts
   Other materials
   Bilingual glossaries and dictionaries
   Thesaurus
   Books on CDs

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   ENL Program
   Assessed
   - Examine data from NYSITELL and NYSESLAT in order to assess linguistic needs of students
   - Conferencing with students and parents
   Delivered
   - translated content area texts (Spanish)
   - introduce parents to online translation resources ex. google translate, UFT Teacher Hotline for homework help
   - glossaries and bilingual dictionaries
   - translation services for conferencing and state tests
   - translated homework
   - ENL teacher collaborates with classroom teacher for conferencing and communication with parents
   TBE and DL
   Currently there are no TBE or DL programs at PS 16
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   - Grade level appropriate materials
   - Appropriate age grouping
   - Differentiated instructional strategies relevant to age and grade level expectations
   - Differentiated instruction and multiple entry points to allow for all learning styles and needs
   - Data driven instruction
   - CCLS aligned instruction and materials

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?
   PS 16X does not share a building

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).
   - ENL coordinator Interviews with ELLs and parents
   - Offer information on websites and libraries that may be useful for learning English
   - Provide materials for at home learning activities-Leap Frog material, early literacy material, picture dictionaries, educational websites
   - ENL teacher and Parent Coordinator provide opportunities for parents of ELLs who are new to the area to meet each other
   - ENL teacher and classroom teachers utilize a buddy system for students
   - Maintain an open-door policy so parents can have their concerns heard and addressed

17. What language electives are offered to ELLs?
   Not applicable

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)?
   Not applicable

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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?
   - ENL teacher will attend monthly District Level workshops for ENL
   - ENL Teacher will turnkey information gathered at liaison meetings to school faculty
   - ENL Teacher conferences with classroom teachers on strategies to enable ENL students academic growth and participation individually and during grade team and co-planning sessions
   - Administrators provide PD on Danielson and CCLS
   - Regional support staff provide PD in ENL teaching strategies and co-teaching
   - Online PD videos through ARIS
   - ENL teacher conducts monthly PDs for staff on strategies for teaching ELLs
   - ENL teacher co-plans with classroom teachers for instruction
   - ENL teacher offers resources and support to classroom teachers that will assist ELLs in learning and being successful
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.

- ENL teacher provides workshops for teachers based on needs of the teachers and the school's instructional focus.
- ENL teacher attends monthly ENL Liaison meetings and turnkeys to all teachers.
- PDs usually surround topics such as Co-Teaching, Co-Planning, Co-Assessing, Building Vocabulary, Developing Writing Skills For ELLs
- Records are kept by having sign in sheets and agenda
- ENL Teacher collaborates with other faculty members to provide PD on scaffolding and differentiation
- ENL teacher participates in horizontal and vertical student work analysis for implications for instruction.

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?

- ENL teacher will hold annual meeting with individual parents of ELLs to discuss academic and language progress in June. ENL teacher utilizes the language development progress chart, and student performance records to discuss with parents their child's performance throughout the year. We look at their strengths and needs and discuss strategies that can be used at home in order to foster growth.
- ENL teacher will translate to Spanish and French speaking parents
- Interpreters will be provided as needed for speakers of other languages (either through family members 18 years or older or the DOE Translation and Interpretation Unit)
- Records of attendance are kept through sign in sheets

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

- All ENL parents are encouraged to participate in all activities in PS 16 (SLT, Learning Leaders, Title I, Title III PTA, chaperones for trips)
- ELL parents attend parent workshops - Spanish translation offered at workshops and meetings
- ELL parents become Learning Leaders to assist in the classroom
- Records of participation are kept through sign in sheets at these meetings.

Additional Information

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

not applicable
Part 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, Eduardo Calderon, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eduardo Calderon</td>
<td>Principal</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Melissa O'Connell</td>
<td>Assistant Principal</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Elayne Seligman</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/21/18</td>
</tr>
<tr>
<td>Marcia Higgins</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Yendi Reyes</td>
<td>Parent</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Andrea Robinson</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>M. Puleo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Kathleen Mallon</td>
<td>Coach</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>J. Brathwaite</td>
<td>School Counselor</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Meisha Ross-Porter</td>
<td>Superintendent</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>V. Pierre</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>Jackie Plate</td>
<td>Other <em>IEP Teacher</em></td>
<td></td>
<td>06/21/18</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
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</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 11X016  School Name: Wakefield School  Superintendent: Jeremy Kabinoff

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

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

Methodologies

* HLIS surveys
* blue emergency cards
* parent and teacher surveys
* RACL and RCPL reports

Data
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>85.78</td>
<td>88.78</td>
<td>88.78</td>
<td>88.78</td>
</tr>
<tr>
<td>French</td>
<td>0.23</td>
<td>0.23</td>
<td>0.23</td>
<td>0.23</td>
</tr>
<tr>
<td>Arabic</td>
<td>0.68</td>
<td>0.68</td>
<td>0.68</td>
<td>0.68</td>
</tr>
<tr>
<td>Spanish</td>
<td>13.09</td>
<td>13.09</td>
<td>13.09</td>
<td>13.09</td>
</tr>
<tr>
<td>Bangla</td>
<td>0.23</td>
<td>0.23</td>
<td>0.23</td>
<td>0.23</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.

- Spanish

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>school calendar</td>
<td>monthly</td>
<td>ENL teacher translates in Spanish</td>
</tr>
<tr>
<td>Category</td>
<td>Frequency</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| School Notices                               | as needed          | * ENL teacher translates into Spanish.  
* (For those other languages that are less than 1% there are family members who read and speak English and are able to translate the information for those parents.) |
| Student Parent Compact                       | yearly             | * ENL Teacher translates in Spanish.  
* Use DOE translation services to translate document                                                                                   |
| Meeting Agendas- PTA, Title I etc           | monthly            | * ENL Teacher translates in Spanish.  
* The school networks the parent population of each language group in order to have someone to help translate                           |
| Parent Teacher Conference announcements      | November, March, May | * ENL Teacher translates in Spanish.  
* For other languages other than Spanish documents would be sent to DOE approved translation services as needed. (Seeing that this population is less than 1% the school usually networks the parent population of each language group in order to have someone to help translate. In most cases these parents have family members who are proficient in their home language.) |
| Compliance documents (ELL documents)        | As needed          | Access DOE website for translated documents,                                                                                           |
| - Homework sheets, letters                   | As needed          | * ENL Teacher translates in Spanish.  
* As above- parents have relatives who translate homework sheets and or letters.                                                          |
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>* Parent Teacher conferences-</td>
<td>* November, March, June</td>
<td>* ENL Teacher interprets in Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* For other languages use Over the Phone Interpreter Services for speakers of languages other than Spanish if the parent hasn't brought a relative as an interpreter</td>
</tr>
<tr>
<td>Parent Conferences</td>
<td>* Every Tuesday 2:20 - 3:00 pm</td>
<td>* ENL Teacher interprets for Spanish speakers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* An interpreter is requested through Over the Phone Interpreter services for speakers of languages other than Spanish</td>
</tr>
<tr>
<td>* Annual conference with ELL parents regarding their student's progress</td>
<td>* June of each school year</td>
<td>* ENL Teacher conferences with parents who prefer to be communicated with in Spanish.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* For the parents who speak Arabic, they usually bring an adult relative to interpret. If they aren't available there</td>
</tr>
</tbody>
</table>
* Attendance Teacher - re students' attendance history
  * As needed

* Guidance Counselor meeting
  * As needed

| * Attendance Teacher speaks directly to parents in Spanish
  * Attendance teacher can utilize the Over The Phone Interpreter Hotline

* ENL Teacher interprets in Spanish
  * Utilize Over The Phone Interpreter Hotline for languages other than Spanish

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

* Utilize the Language Line to relay message in Home Language

* Utilize school staff - ENL Teacher, School Aide, Parent Volunteers who are fluent in the parents' languages to relay message

* Contact relatives listed on emergency card who speaks English and relay message

**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.

* Disseminate copies of Chancellor’s Regulations A-663 to all faculty

* Disseminate Parent’s Language Access Guide

* Inform staff of availability of Language Line for Over-The Phone Interpreter services

* Identify Language Access Coordinator and team of personnel on staff available for interpretation needs

* Language Access Coordinator and Parent Coordinator attend meetings and workshops to familiarize with compliance issues and turnkey training to faculty

**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.)

* Welcome poster in different languages posted at the entrance of the building

* Maintain Language ID guide at the security desk and in the main office.

* Distribute Parents Bill of Rights to all parents

* Provide website address for information re- DOE Translation and Interpretation Services

* Create signage in Spanish based on school data

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**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 survey at Title I/III meetings at the beginning and end of year

* Feedback sheets after workshops, Open House, Curriculum Nights etc

* Information gathered from feedback influences planning for parent engagement- providing for interpretation during meetings, translating some notices and agendas for meetings