



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 516 SUNSET PARK AVENUES ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 15K516

**Principal:** JILL SMITH

**Principal Email:** [JROGNESS@SCHOOLS.NYC.GOV](mailto:JROGNESS@SCHOOLS.NYC.GOV)

**Superintendent:** ANITA SKOP

**Network Leader:** ALISON SHEEHAN

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jill Smith	*Principal or Designee	
Jessica Knudson	*UFT Chapter Leader or Designee	
Liao Guo Mei	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Juliana Diamond	Member/ Teacher	
Aimei Wong	Member/ Teacher	
Shara Eisner-Grynberg	Member/ Teacher	
Lara Irias	Member/ Teacher	
Chun Yin Yang	Member/ Parent	
Xiu Qin Jiang	Member/ Parent	
Su Ying Zeng	Member/ Parent	
Vianey Gonzalez	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- To support teachers' development and improve the effectiveness of teacher practice by deepening teachers' understanding of the components of Danielson's *Framework for Teaching* through frequent classroom visits, actionable feedback, coaching, and professional development aligned to the *Framework for Teaching* and the CCLS.

By June 2014, 100% of teachers will improve one level in at least two high priority competency areas, collaboratively decided on between the administrator and the individual teacher, and in one school-wide priority competency area (3c: Engaging Students in Learning)

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal is aligned with the Citywide Instructional Expectations for 2013-2014. As a new school, it is imperative that administrators communicate a clear vision for the staff of the instructional vision for the school, including an emphasis on core instructional elements unique to the school. Even more important is the process of engaging in rich professional development cycles that target a teacher's individual needs for growth and development within those high-priority instructional areas. A school-wide focus must be set in order to establish coherency for instructional practice across the school, but teachers must also experience differentiated support from their administrator that comes through a deep understanding of their own practice and areas of need, coupled with targeted feedback and coaching in those areas.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- All teachers will meet with the principal to engage in a self-assessment on their strengths and areas in need of improvement in all components of Danielson's *Framework for Teaching*. Additionally, they will reflect on initial feedback they received from the principal during September and October informal observations. Teachers will use the results of the self-assessment, personal reflection, and informal principal observations to select two high-priority competency areas to focus on for the school year. All teachers will additionally focus on Engaging Students in Learning. Teachers will then work with the principal to establish an action plan for themselves for the year.
- The principal will conduct observations, according to the Advance system for evaluation, and provide regular feedback and ratings on all 22 components. Specific feedback will be provided in connection to the established high-priority competency areas and the school-wide priority competency area.
- Beginning in December, each teacher will meet with the principal once per month to engage in a reflective conversation about their development in the identified competency areas.
- School Literacy Coach will work with principal in order to include feedback in her planning for professional development cycles with individual teachers.

#### B. Key personnel and other resources used to implement each strategy/activity

- The principal, teachers, Danielson's *Framework for Teaching* rubric, self-assessment template, action plan template. The principal will conduct individual teacher meetings during the teacher's 6<sup>th</sup> professional preparation period.
- Principal is responsible for creating observation schedule, conducting regular classroom observations, and maintaining all records in the Advance online system. Following the classroom observation, the principal will provide written feedback and ratings within 48 hours of conducting the observation.
- Teachers will be scheduled for one professional preparation period per month to meet individually with the principal.
- The Literacy Coach meets weekly with principal to update and review current professional development cycles.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Self-Assessment completed by the teacher at the beginning of year, mid-year, and end-of-year.
- Principal maintains digital files for all observation rating data in Excel and written feedback records in Word.
- December – May monthly individual meetings between principal and teacher to share and discuss progress.
- Professional Development Cycle plans and reflections conducted by Literacy Coach for each individual teacher.

#### D. Timeline for implementation and completion including start and end dates

1. Year-long: September 2013 – June 2014. Individual action plan developed by December 2013. Mid-year conducted in February 2014. End-of-year conducted in June 2014.
2. All IPCs conducted and completed by October 2013. Observations ongoing from October 2013 – May 2014, as per Advance.
3. Individual monthly meetings begin December 2013 and continue through May 2014.
4. Literacy Coach professional development cycles begin December 2013 and last for 6 weeks. This is ongoing through May 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 6<sup>th</sup> preparation period each week dedicated to professional development with either school’s Literacy Coach or scheduled meetings with the principal. All teachers have a 90 minute preparation period each week to engage in professional development aligned to their action plan and areas in need of improvement.
2. Principal’s schedule for conducting observations, principal’s digital files for recoding numerical rating data and written feedback data.
3. School-wide professional development calendar.
4. Literacy Coach provides 2 period of push-in coaching in literacy each week for all classroom teachers. Over the 6 week cycle, engages in specific work around an identified area of need.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- The principal reports monthly to the School Leadership Team to share the school’s professional development focus and the intended impact on student learning. Parents can ask questions and offer feedback at this time.
- Parents are invited into the classrooms at least once per month for student work celebrations or as Parents as Learning Partners. By participating in lessons and projects, parents experience first-hand the focus for teaching practices and impact on student work products.
- During monthly PTA meetings, teachers provide parent workshops to keep families up-to-date on curriculum revisions and the way parents can support their students’ achievement at home.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- To ensure students will experience rigorous, Common Core-aligned instruction in literacy, which will result in increased reading proficiency.

By June 2014, all classroom teachers will plan, develop, and implement ELA units of study aligned to the Common Core Learning Standards, which will lead to 75% of students in Kindergarten reading at level D/E or higher, as measured by Teacher’s College Running Records.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal is aligned to the Citywide Instructional Expectations. All students will learn content by engaging with standards-aligned curricula in all content areas, but this goal specifically identifies literacy. As a new school with only Kindergarten students serving a largely immigrant neighborhood, the majority of our students are English Language Learners. Specifically, out of our 73 enrolled students, 60 are identified as English Language Learners, representing 81% of our student population. Furthermore, of the 59 students identified as ELLs, 49 are Beginners. With 83% of our ELLs as newcomers, there is urgency to focus specifically on language acquisition and the development of foundational literacy skills in our all of our students. This summer, the principal and two staff members wrote the year-long literacy curriculum, rooted in the Teacher’s College Reading and Writing Workshop model. In addition to a daily reader’s and writer’s workshop that incorporate all components of balanced literacy, we additionally implemented a Literacy Centers period three times per week to allow us to focus on specific instruction matched to the needs of our ELLs. As their

second language, developing literacy skills in English requires additional time and attention devoted to planning, looking at students work, analyzing data, and making instructional shifts to constantly monitor the progress of students in primary literacy benchmarks. Grade-level reading standards for Kindergarteners is to be able to read, with fluency, accuracy, and comprehension at a level D/E in June. Given the unique needs of the majority of our students being newcomers to the country and Beginning ELLs, we believe a goal of having 75% of our students reading at or above grade level in English is a challenging, but realistic, goal to meet.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. During August, all staff members will be introduced to the year-long curriculum in Literacy and review the CCLS in reading, writing, listening, and speaking. Teacher team meetings 2 times per week, for a total of 150 minutes per week, to focus on planning for curriculum and instruction in all content areas, looking at student work, and analyzing student data.
2. In September 2013, all students will be administered the TCRWP Running Record and baseline reading levels will be established as pre-emergent, early emergent, level A or level B independent reading levels in English. Running records will be administered as determined by the classroom teacher and literacy coach, but no less than 4 times per year in September, November, March, and June. Additionally, primary reading benchmarks in concepts of print, letter identification, letter-sound identification, and sight words will be assessed and reported in September, November, March, and June.
3. Teachers and administrators will work with Teacher's College staff developer across the year in 4 separate cycles. A December, February, and April cycle will focus on literacy units of study and instruction, and a June cycle will focus on curriculum planning and revisions. Staff development includes teacher team meeting, coaching through labsites, and attendance at workshops held at Teacher's College. All teachers participate in in-school staff development cycles and also attend a minimum of 2 workshops in literacy instruction during the school year.
4. Teachers and administrators will work with Bank Street School of Education staff developer to support a focus on supporting the needs of ELLs in instruction and ways to incorporate native language to further develop and support students' literacy skill development in English.
5. Use of Literacy Coach to provide push-in reading instruction 3 times per week and coaching in literacy instruction 2 times per week.
6. Use of ESL teacher to provide daily push-in instruction in writing and literacy centers in all classrooms, 8 times per week.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Literacy Coach, and all teacher teams. Staff SBO passed to use of extended time to provide common professional development for 150 minutes per week.
2. Principal, Literacy Coach, and all teacher teams. MOSL funding used to release classroom teachers to assess students and analyze results.
3. Principal, Literacy Coach, all teacher teams, and Teacher's College staff developer assigned to our school. Funding used to hire substitutes to provide coverages to release teachers to work both individually and in teacher teams with the staff developer.
4. Principal, Literacy Coach, all teacher teams, and Bank Street staff developer assigned to our school. Funding used to hire substitutes to provide coverages to release teachers to work both individually and in teacher teams with the staff developer.
5. Literacy Coach pushing in to each K classroom 1 period per day. Literacy coach also conducting 1 meeting per week with each K teacher to discuss instruction, curriculum, data, and support instructional planning.
6. ESL teacher push-in schedule that includes regular small group support in writing and in small-group literacy centers 8 periods per week in each classroom. In addition to a regular push-in schedule, 2 times per week of Beginner's ESL group (total of 2 hours per week of intensive beginning English support).

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. In weekly 150-minute teacher team meetings, regular schedule devised to review upcoming units of study and to reflect on recently completed units of study. Each week has a specific content area of focus. For example, one week is focused 2 teacher-team meetings: Day 1 is devoted to reviewing and revising curriculum in the content area, and Day 2 is focused on looking at student work in that content area. The following week is the same structure, but focuses on a different content area. At these meetings, curricula are annotated for effectiveness and shifts in planning and instruction are discussed and planned for.
2. Benchmarks for Independent Reading and all Primary Reading Skills (Concepts of Print, Letter Identification, Letter-Sound Identification, and Sight Words) established for 4 intervals per year (September, November, March, and June). Expected performance correlated to performance levels 1, 2, 3, and 4 determined. Students are grouped based on this data and specific short-term instructional interventions are planned and implemented through the literacy coach's intervention schedule. The same data is reported in school-wide data system and in progress report shared with parents.
3. Teacher's College staff development cycles are planned according to school-wide needs. A sequence of 3-week professional development sessions are planned and led by the staff developer. Following the 3-week cycle, one month is spent implementing and evaluating the effectiveness of the instructional practice as connected to students' performance data.
4. Bank Street staff development cycles are planning according to school-wide needs. A whole-staff focus on understanding the language acquisition process s followed

by one-on-one teacher support in implementing instructional shifts to support the language needs of students. Student performance data on primary reading benchmarks analyzed for effectiveness.

5. Regular assessment of primary reading benchmarks, at least 4 times per year in September, November, March, and June.
6. Regular assessment of primary reading benchmarks, at least 4 times per year in September, November, March, and June. At the end of year, students' performance in the NYSESLAT also serves to measure effectiveness of instructional strategies.

**D. Timeline for implementation and completion including start and end dates**

1. All teachers participate in August staff training and curriculum review. In weekly teacher team meetings, teacher teams review upcoming units of study in all content areas, reflect upon completed units of study in all content areas, and review student work products in all end-of-unit tasks for all curriculum areas. Ongoing through June 2014.
2. Benchmark assessments administered a minimum of 4 times per year in September, November, March, and June. An interim report conducted in January to assess expected progress towards meeting March benchmarks.
3. Individual teacher participation in workshops at Teacher's College ongoing throughout the school year. Cycle 1 in December 2013, Cycle 2 in February 2014, Cycle 3 in April 2014, and Cycle 4 in June 2014 which includes and all-day curriculum planning day for literacy.
4. Whole-staff professional development in August 2013 and on Election Day in November 2013. Individual teacher support across 8 days in the remaining school year.
5. Literacy Intervention 3 times per week in all classrooms; Instructional coaching 2 times per week in each classroom; one-on-one meeting between teacher and Literacy Coach 1 times per week. Ongoing, September 2013 – June 2014.
6. ESL push-in support 8 times per week in all classrooms. Beginners ESL group 2 times per week. Ongoing, September 2013 – June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Staff SBO conducted and passed to use 150 minutes of extended time as common professional development.
2. Use of Literacy Coach, ESL, and Cluster teachers to help classroom teachers conduct assessments, collect data, and analyze results. Use of MOSL funding to provide additional per session payment to complete assessments and analysis as needed.
3. 4 cycles of staff development planned across the school year. Each cycle consists of a whole-staff focus, followed by one-on-one coaching for each teacher with the staff developer. Substitute teachers hired for cycle days to provide coverages to allow classroom teachers time to work one-on-one with the staff developer.
4. Whole staff PD conducted in August and November. Individual teachers receive one-on-one coaching through a cycle across the school year.
5. Literacy Intervention 3 times per week in all classrooms; Instructional coaching 2 times per week in each classroom; one-on-one meeting between teacher and Literacy Coach 1 times per week.
6. ESL push-in support 8 times per week in all classrooms. Beginners ESL group 2 times per week. ESL teachers participates in all grade-team planning to ensure her work is aligned to the curricula and standards.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be provided interim progress reports three times per year addressing student's progress in all academic areas. Specific benchmark information for literacy development shared three times per year.
- Teacher-led workshop at PTA meetings to support parent understanding of primary reading benchmarks, CCLS standards in all content areas, and expected progress for students in Kindergarten and support reading instruction at home in both native language and English.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- To engage parents in the school community and establish lines of communication about their child's academic progress and special school activities

During the 2013-2014 school year, all parents will be offered multiple opportunities to participate in conferences, adult learning, school activities, and school performances.

### ***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a new school, investing parents in the school community and keeping them informed of their child's progress is an important aspect of the creation of a community school. In addition to being a new school, we are also an overflow site. This means we are not the zoned school for our students. As such, students are bused to our school each day from a different part of the neighborhood. As such, parents do not regularly drop-off or pick-up students from school, limiting the face-to-face time zoned schools enjoy. As such, it is critical for us to forge a strong connection with families, invite them into the school building and their child's classroom, and encourage as much participation as possible. Our student and parent population is comprised of majority Mandarin speakers and Spanish speakers. As such, all communication must be translated from English into either Chinese or Spanish. This added layer of complexity is one that has the potential to curb the frequency of communication between teacher, administrators, and parents. However, we want to make sure this is not the reality for our school. As a new school, we need to actively work to develop relationships and partnerships with parents that lead to greater student success.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers and school staff members represent the linguistic groups of the school community. Among 8 full-time and 1 part-time staff members, 2 teachers speak Spanish and 2 teachers speak Mandarin and Cantonese. Given the needs for both oral and written translation, time is built into these teachers' schedules to conduct translation and interpretation. During these times, parents and staff know a speaker of their native language will be available and ready to assist them. Teachers also regularly translate all document, letters, flyers, and notices that go home. All communication is presented in 3 languages (English, Chinese, and Spanish).
2. Parents are invited to participate in a school activity a minimum of 3 times per month. This is combination of cultural event/celebration, student work/project exhibition, and a monthly PTA meeting with workshop. Activities are held at varying times of day to encourage participation from all families with a variety of work and child care schedules. Parents are also invited to attend a monthly "Parents as Learning Partners" in which they visit the classroom and participate in a learning activity with their child in a variety of content areas (literacy, math, or visual art).
3. Monthly PTA meetings include a raffle to encourage participation and recognition of student achievement (in academics and/or attendance).
4. PTA and SLT composed of parent members representing all cultural groups (Chinese and Hispanic).
5. Weekly communication between classroom teachers and families through the use of daily reading logs, daily behavioral reports, weekly homework packets, and monthly school event calendars.
6. Parents Teacher Conferences staffed with translators hired from The Big Word to provide on-the-spot translation of a student's progress report. All progress reports are translated into Chinese and Spanish for parents. Teachers trained in conducting data conversations with parents that make student progress reports accessible and positive.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Spanish bi-lingual staff members, Mandarin/Cantonese tri-lingual staff members. Computer programs to assist with Chinese translation. Time schedule into teacher's program dedicated for translation and interpretation.
2. Principal, PTA Executive Board, Teacher volunteer translators.
3. Principal, Secretary, PTA Executive Board, local businesses and community organizations. Workshops conducted by teachers through use of per session funding.
4. Principal, PTA Executive Board, SLT.
5. Teacher Teams.
6. Principal, Teacher Teams, The Big Word translators. Translation and Interpretation funding used to contract with The Big Word to provide regular and ongoing interpretation services for families.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Digital files retained of all communication sent home to parents. Ensure that all communication is conducted in 3 representative languages.
2. Attendance taken by teachers and submitted to school secretary for all in-school events. Attendance and participation tracked and individual acknowledgement and thank-you notes sent to families for participation in school events.
3. Attendance taken by PTA executive board through sign-in sheets. School secretary retains all sign-in sheets and tracks levels of participation.

4. Monthly meetings are designated time for parent members to ask questions and offer advice to principal and school staff on a variety of topics. Updates and follow-up through minutes provided to all members each month and turn-keyed through PTA meetings and faculty conferences.
5. Teacher team leader has responsibility to prepare notices for the week and provide bilingual staff with enough lead-time to complete document translation.
6. Parent teacher conferences conducted 3 times per year. Opportunity to share feedback at monthly PTA meetings and monthly SLT meetings. Additionally, parent learning environment surveys conducted once per year to share feedback on a variety of indicators. Parent workshops on understanding the progress report and way to support their child at home conducted in conjunction with a monthly PTA meeting.

**D. Timeline for implementation and completion including start and end dates**

1. Ongoing, September 2013 – June 2014.
2. Ongoing, September 2013 – June 2014. A minimum of 3 scheduled events indicated on monthly school calendar, communicated in all native languages.
3. Monthly meetings beginning September 2013 and continuing through June 2014.
4. Monthly meetings beginning September 2013 and continuing through June 2014.
5. Ongoing, September 2013 – June 2014.
6. Three times per year school year: November, March, and June.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Trilingual (English-Mandarin-Cantonese) Visual Arts teacher has 1 period per week built into her schedule to be used for document translation and interpretation. F-Status teacher has 3 periods per week dedicated to document translation and schedule parent meetings. She serves as the translator for PTA executive board meetings during this time. Per session payment, as needed, to compensate teachers for completing document translation or serving as in-person translators at school events.
2. Teacher teams set dates each month for parental involvement activities. Dates communicated to the school secretary who, includes them on monthly school calendars.
3. Principal and PTA executive board meet once per month to plan for meetings and decide on a parent recognition activity to be included in each meeting. School secretary and PTA executive board work with local businesses to arrange for donation of items to raffle for recognition.
4. Multi-lingual staff members encouraged to participate in monthly PTA meeting and on the SLT. Per session payment offered for participation in activities beyond the scope of the normal instructional day for planning and coordination of school events and activities.
5. Weekly teacher teams meet once per week to plan the instructional outline for the coming week. Duties and responsibilities divided among staff members for the week, which include preparation of materials that will be shared with parents.
6. Principal, Literacy Coach, and bilingual staff worked together in development of school-created progress report. Once finalized, teachers worked to translate the document into all represented languages. Principal coordinates with vendor to schedule and ensure professional translation services available so parents and teachers can readily communicate at these meetings.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

*Please review strategies highlighted and outlined in the above narrative. See Parental Involvement Policy.*

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #4**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

---

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Classroom teacher, intervention teacher, ESL teacher, and supervisor plan for individual students to ensure differentiated practice on a particular skill or strategy to accelerate progress. During the school day, the intervention teacher pushes-in during the reading workshop, the ESL teacher during the writing workshop and literacy centers to either conduct a separate mini-lesson or small strategy group. They follow-up with one-on-one conferring and/or guided reading. Literacy Centers occur 3 times per week and target specific skills and areas of need for small groups of students based on data analysis. One or two centers are teacher-led and focus on foundational literacy skills, phonemic awareness, letter-sound knowledge, and guided reading.	Small Group and/or one-on-one conferring.	During the school day.
<b>Mathematics</b>	Classroom teacher uses a center or station-based approach to conduct math centers following the whole-class mini-lesson. During this time, students are grouped based on need. Teacher created materials are used to ensure hands-on learning and exploration of a math concept(s). Major standards and skills of the unit are outlined, and teacher regularly confer with small groups of students to check-in on progress and provide immediate modification/support as necessary and revisit concepts as necessary.	Small Group and/or one-on-one conferring .	During the school day.
<b>Science</b>	N/A: Science is integrated into our literacy work as well as a regular center time activity available to students.	Small Group	During the school day.

<b>Social Studies</b>	N/A: Social Studies is integrated into our literacy work as well as connected with classroom thematic studies.	Small Group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk Counseling	One-to-one sessions	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**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.

The administration believes that the most effective way to improve the achievement of students is to improve the quality of teaching. Our professional development program is coherent in that we emphasize a deep understanding of the curriculum and focus much time and attention of teachers becoming masters of the content they teach. This is coupled with a clear instructional vision that is supported through evaluation and supervision by the principal and through cycles of coaching with the school's literacy coach.

In recruiting teachers, administrators create a job posting that clearly describe the instructional approach of the school and criteria necessary to work and succeed in our school. The posting is circulated to local prestigious teaching institutions, such as NYU, Teacher's College, Hunter College, and Bank Street. In conjunction with the school hiring committee and the network HR staff, candidates deemed highly qualified are invited to interview with the committee. Candidates who possess multiple licenses are sought out in order to serve the needs of our student population, including teachers who have a bilingual extension in order to provide flexible language programming for students.

All staff attend a 2-week long training program in the summer led by the principal and coach. Teachers use 150 minutes per week to work in teacher teams, along with the ESL teacher, literacy coach, visual arts teacher, and principal in order to discuss curriculum and instruction and support individual professional development plans. In this way, all teachers work together to provide seamless instruction and ensure greater instructional coherency across the school.

All staff is expected to participate in Teacher's College and Bank Street professional development opportunities. Teachers are encouraged to attend network PD offerings, and work with the principal to seek out additional professional development opportunities that align to their specific individual needs. The school engages in work with the network instructional liaison in order to inter-visit other schools in the network that have a well-developed practice in a respective areas that a teacher may benefit from seeing. Within the school, teachers are expected to engage in rounds of inter-visitation with one another, and follow those visits with conversations about their practice.

Teachers serve as content leaders for literacy, math, centers, and social sciences. They take the lead on planning and coordinating curriculum and instruction in these areas.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

During the school's 2 week summer training, staff spent time looking at the CCLS for literacy and math. The process of backwards design for unit and curriculum development was shared with the staff at this time. This process is the foundation for teacher team planning throughout the school year and as teachers begin to revise and design new units of study.

Teacher teams participate in 150 minutes of professional development each week (2 days, 75 minutes each day). The Kindergarten teachers, ESL teacher, Visual Arts teacher, Literacy Coach, and principal all meet during this time. Each week focuses on a different content area. During this time, we look at curriculum in depth, revise our unit and lesson planning, and reflect on student work products and engage in data analysis.

We are partnered with both Teacher's College and Bank Street. Each institution partnership provides us with a staff developer to support a specific area of need: Teacher's College – Literacy, Bank Street – Language programming for ELLs. Year-long study groups support the tailoring of our curriculum and instruction to better meet the needs of our students through the

development of teacher practice.

The literacy coach engages in 6-week professional development cycles with individual teachers to work on specific instructional skills the teacher is in need of developing further. Through co-teaching, demo-lessons, modeling, and de-briefing, the coach actively supports teachers in differentiated ways. Each cycle includes the development of an action plan and a final reflection on work engaged in.

The teacher evaluation system also created a regular space for the principal and individual teachers to engage in conversation about teaching practice. After selecting 2 professional goals, the principal will engage in frequent observation and evaluation on all components of the rubric, with specific emphasis on the teacher's two high-priority areas of needed growth and on the one school-wide high-priority component. Beginning of year, mid-year, and end-of-year self-assessments and reflections with the principals further the conversation around individual professional development.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Consolidated Title I Targeted Assistance funds are allocated to the following areas of the school budget:

- F-Status Teacher
- Teacher Per Diem
- Teacher Per Session
- OTPS - Non-Contractual Services (Parental Involvement, Conferences)
- OTPS – Supplies (Classroom and STH)
- OTPS – Translation and Interpretation

One of the goals of our Title I programming is to provide continuing opportunities to further develop teaching practice to more readily accelerate student learning. As such, a portion of our Title I TA funds were allocated to teacher per session and teacher per diem lines to allow for our teachers to attend professional development and workshops outside of the school. These workshops align to our instructional priorities (development of language and literacy skills in all learners) and take place in conjunction with our partnered institutions (Teacher's College, Bank Street, and the professional development opportunities our network provide. Additionally, per session is used to provide teachers with further planning time outside of the normal instructional day. During this time, teachers work with administrators and with our instructional coach to write units of study, research and design Common Core aligned units of study, analyze data and plan for ongoing flexible and small group instruction, and collaboratively plan for intervention services provided by our intervention teacher.

We additionally chose to hire an F-status teacher who is able to provide native language support for our students. In the English acquisition process, we believe that developing literacy skills in a child's native language is supportive of literacy skill transfer into children's second language (which is in our case, is English). Our F-status teacher is a bilingual certified childhood education teacher who is able to communicate in English, Mandarin, and Cantonese. In addition to teaching a native-language program for our ESL students, she also has regular time built into her schedule to meet with parents and to provide document translation and interpretation services to teachers and families.

OTPS funds are dedicated to purchasing classroom supplies used in the direct instruction of students. The majority of the money is dedicated to building rich classroom leveled- and guided-reading libraries that are used in reading small group instruction based on specific needs of students in literacy. Other OTPS funds are directed to parental involvement practices, which include offering on the spot translation and interpretation during meetings, conferences, and various school activities.

### **SWP Schools Only**

#### **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.).

#### **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.

### **TA Schools Only**

#### **Use of Program Resources**

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

TA program resources will assist participating children to meet proficiency because they are rooted in two over-arching goals: to further develop teaching practice by providing rich professional development to all teachers aligned to the school's instructional goals; and two, to provide additional personnel in each classroom to allow for regular small group instruction that is tailored to the individual and immediate needs of children.

By offering opportunities for teacher to attend out of school workshops with our partnered institution, we are deepening their knowledge of sound pedagogy and instructional practice. In-house professional development offered through our instructional coach and supervisory team provides time for teachers to collaboratively design units of study that are rigorous and aligned to the Common Core Learning Standards. It also allows provides time for teacher teams to engage in analysis of student work and data to plan for small group and individualized instruction. Finally, it allows for teachers to be coached in professional development cycles, based on needs identified during supervisory observations, which are tailored to further developing teaching practice to more readily meet the needs of targeted students.

Providing students with materials necessary to access and engage with rigorous texts, classroom libraries, and manipulatives for learning content will further move students towards proficiency.

Hiring personnel to provide instructional support in students' native language allows for greater access to building foundational literacy skills in both the students' first and second language. We believe the transfer of these skills can help with the English acquisition process and will result in greater long-term progress and performance at proficiency level. It also allows for us to readily communicate and involve parents. Having staff members that can speak a parent's native language helps create an inclusive school community in which we are more able to educate parents on how to support their child's academic progress at home. Workshops and school activities offered in parents' native languages are a regular part of our programming that is critical to helping students succeed.

### **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).

We view our TA program as an embedded part of our instructional model rather than a separate entity from our regular curriculum, planning, and programming. The school-wide instructional model is focused on developing teachers who are experts in their subject area, deeply knowledgeable of the Common Core Learning Standards, and understanding the continuum of learning in their subject area. In this way, they are more readily able to know each child's academic needs and design instruction that is aligned to those specific needs. As a new school, we are committed to developing a coherent understanding of our instructional model and teacher pedagogy so teacher can provide effective and immediate individualized instruction to help all students access curriculum and perform at proficiency. Additionally, the administration hired teachers and designed programming to ensure there are two teachers in all classrooms for all literacy-based content areas. During this time, teachers regularly provide small-group and or one-on-one instruction in cycles for groups of students. This push-in model allows us to be responsive to the needs of all children in the classroom, ensure that all teachers are working towards common objectives and standards, and that children see the connections across content areas. In in most basic description, our instructional model is a "targeted assistance" model that creates responsive instructional environments. Teachers of various expertise areas collaborate together on one curriculum and modify to meet the needs of groups of students.

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## **P.S. 516: Sunset Park Avenues Elementary**

### **Parent Involvement Policy (PIP)**

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

P.S. 516: Sunset Park Avenues Elementary's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Sunset Park Avenues Elementary 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. To increase and improve parent involvement and school quality, our school will:

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

- support school-level committees that include parents who are members of the School Leadership Team, 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 as the school grows in size**) 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

Sunset Park Avenues Elementary will further encourage school-level parental involvement by:

- holding an annual Curriculum Night;
- 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;
- providing instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Sunset Park Avenues Elementary School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Sunset Park Avenues Elementary 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 and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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;

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the School Leadership Team (SLT) on December \_\_\_\_\_, 2013.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the main office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. 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 CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>516</b>
School Name <b>Sunset Park Avenues Elementary</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Jill Smith</b>	Assistant Principal <b>type here</b>
Coach <b>Jessica Knudson</b>	Coach <b>Aimei Wong</b>
ESL Teacher <b>Lan Thanh Nguyen</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Julianna Diamond/DL Spanish</b>	Parent <b>Mei Liao</b>
Teacher/Subject Area <b>Lara Irias/Classroom</b>	Parent Coordinator
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

Please 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 ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>73</b>	Total number of ELLs	<b>59</b>	ELLs as share of total student population (%)	<b>80.82%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	5													5
SELECT ONE														0
<b>Total</b>	5	0	0	0	0	0	0	0	0	0	0	0	0	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0									0
Dual Language	0									0
ESL	59									59
Total	59	0	0	0	0	0	0	0	0	59

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9													9
Chinese	49													49
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	59	0	0	0	0	0	0	0	0	0	0	0	0	59

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	49													49

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2													2
Advanced (A)	8													8
Total	59	0	0	0	0	0	0	0	0	0	0	0	0	59

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

Currently, our school uses TCRWP and Fountas and Pinnell to assess the early literacy and conventional reading skills of our ELLs. Upon examining our September baseline data, we saw that most of our Kindergarten ELLs were able to recognize their upper case and lower case letters, but were unable to name the corresponding letter sounds. In addition to assessing primary foundational reading skills, we also administer running records at regular intervals to assess students' abilities to read and comprehend a text at their level. The majority of our ELLs are pre-emergent and emergent readers.

For example (extracted from school assessment data):

Name	IEP	ELL	504	At-Risk	September UC 26 LC 24	(letter sound)September	(concept of print)September
Danny Chen		x			UC 26 LC 24	0	3
Irene Chi		x			UC 25 LC 28	0	0
Billy Feng		x			UC 23 LC 21	1	7

Thus, we decided to implement letter sound recognition tools, strategies and games into our instructional plan. In addition, as a school, we started Foundations early on to help our ELLs develop letter sound recognition. Based on the results of our base line assessments in literacy, we decided to incooperate 3 days of literacy centers where students were provided with strategic interventions to meet their academic needs.

Fountas and Pinnell will be used once our students are conventionally reading around December.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
PS 516 only has three kindergarten classes, most of our incoming ELLs are beginners (out of 60 ELLs, 50 beginners, 2 intermediate, and 8 advance).
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

We are a new school with only three kindergarten classes, so there are no NYSESLAT scores to examine yet. However, we use our LAB-R scores and literacy bench mark assessments to actively support reading, writing, listening and speaking among all of our ELLs.

- For each program, answer the following:
  - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a: PS 516 only has three kindergarten classes, most of our incoming ELLs are beginners (out of 60 ELLs, 50 beginners, 2 intermediate, and 8 advance). Currently, we only have a free standing ESL program. All ELLs take tests such as the LAB-R in English, except for the Spanish students taking the Spanish LAB-R. In regards to them, the results showed that the Spanish students scored very similar in both their native language and English. Out of 9 Spanish students, only 1 student scored differently.

For example (extracted from school data):

Names	Language	Date tested	Spanish LAB-R score	English LAB-R score
BRANDON LORA	Spanish	9/20/2013	24	24
JESSICA ROSALES	Spanish	9/23/2013	19	20
MAGALI NAVARETTE	Spanish	9/23/2013	24	4

b: School leadership and teachers meet weekly to discuss ongoing assessments and the results of these data. As a school, we value information that are gleamed from the assessments and we use it to guide our instruction and curriculum for all students. Teachers meet for PD two times a week for 150 minutes, there they collaboratively plan and revise instruction to meet the needs of their students. Once we administer the first NYSESLAT exam in the Spring, we will analyze the results as an administrative team and continue to make adjustments to the instructional program based on the individual needs of our students.

c: According to the Periodic Assessments, most our ELLs come in with letter and number recognition. However, they lack letter sound recognition. During Periodic Assessments, native lannguages are used only as directives (when necessary), while English is used for the content. In addition, ELLs lack general content vocabulary that needs to be acquire through effective instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- Our school aligns our instruction according to the "three tiers of instruction support" described in the RtI model. First, we create rigorous and evidence base core instructions. Then, we target small groups or individuals that need extra attention, activities or experiences. If that wasn't effective, then we implement intensive, individualized instruction, in addition to the core instruction. For all content areas, leadership team and teachers collaborate to plan and revise instruction. We use backwards planning that begins with the development of an end-of-unit task or assessment, then plan a series of lessons for the unit that will lead students toward the final assessment piece. Additionally, we use ongoing assessment during the unit to make immediate small group intervention before administering end of unit. Data is collected and shared among teachers. Based on end of unit data, we will make more small group interventions to meet student needs. Groups are flexible and change weekly. All small group instruction is based on a common need that is found through the continual review of formative assessments during the unit of study. We have a staff that is flexible in order to assist with intervention and target small groups. Currently there are three out of classroom teachers who, in addition to their regular program, also provide small group intervention in each classroom.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- Since our student population is mainly Chinese and Spanish, in addition, 2 Arabic students, we refer to data (i.e. educational background and history) gathered from parent interviews, published studies and educational resources to help guide our instruction. Our staff works with a staff developer from Bank Street College who is an expert in bilingual and second-language instruction. She facilitates both whole-staff and individual professional development focused on understanding the process of second language acquisition and instructional strategies and curriculum for our students. Whether if they are Chinese or Spanish, we look at their stage of language acquisition and we use that information to plan for specific instructional strategies. For example, the Chinese language does not have any tenses or conjugations and does not use plurals by adding a suffix. In Spanish, noun and verb position are different from English. Thus, we will structure our lesson plan to target those areas to support ELLs in acquiring language. Our staff is expected to plan for learning objectives that focus on both content and language.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Currently, PS 516 does not have a full-time dual language program due to the nature of our un-zoned overflow enrollment this year.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We track progress and success of each ELL student by examining their formal and informal assessments, conferring notes, state or citywide test results (i.e. LAB-R and NYSESLAT), and/or meeting AYP for ELLs. Armed with all this information, we analyze and evaluate whether or not our programs or interventions have been successful for our ELLs. If data reveals that our program or interventions was not as effective, our school will meet as a team to reflect and review what components did not work to make necessary changes.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  - At registration, if the student is new to our school system, the parent(s) are provided with a Home Language Identification Survey (HLIS) in their native language or in English (parent preferred language).
  - An informal interview is conducted by a trained pedagogue in either English or parent's native language. We have on staff:

Ms. Smith (principal) and Ms. Knudson for English, Ms. Diamond and Ms. Irias for Spanish translations, Ms. Wong and Ms. Zhang for Chinese translations. They also fill out the HLIS form during the interview.

\*A transferred student is not given the HLIS. Their cumulative folder is viewed and exam history is viewed and printed from ATS.

3. HLIS are reviewed. All new entrants whose HLIS form indicates a language other than English must take the LAB-R.

A student is considered to have a home language other than English when:

- a. If one question (Part 1: question 1-4) indicates that student uses a language other than English
- b. Two questions (Part 1: question 5-8) indicate that student uses a language other than English

\*If a new entrant whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores, must be administered the Spanish LAB-R. The Spanish LAB is administered to all entitled students with a home language code of SP within 10 school days of initial enrollment.

4. LAB-R is administered within 10 days of initial enrollment and scored by the trained pedagogue.

5. If student's performance classifies him/her as an English Language Learner(ELL), entitlement letters are sent out to the student's parents in their native language. If student is not entitled to services, a non-entitlement letter is sent out.

6. Parents of ELLs are invited to attend an orientation meeting. The Parent Orientation meeting is conducted by Mrs. Smith, and the trained pedagogue. See Agenda for orientation steps.

7. After the Parent Orientation Meeting, the Parent Choice forms are collected and students are placed according to Parents Choice.

\*If a parent choice is Bilingual or Dual, and there aren't enough students to form a class, the parent is notified by a meeting. A list of student names is then kept in the main office. Once there are enough students to form a class, a class will be formed.

8. Original HLIS and Original Selection Forms are placed in student cumulative folder. A copy of HLIS, Parent Choice form, Entitlement letter, and a copy of the LAB-R scan sheet is placed in their English Language folders

9. All Parent Choice Form are now entered into ATS.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Within 10 days of admission, a parent orientation meeting was provided to explain three programs (Transitional Bilingual, Dual Language, Freestanding ESL) offered in NYC. The invitation letters to attend the parent orientation session were sent to the parents of students who are entitled to ELL service based on the recorded hand score of the LAB-R. We scheduled parent orientation sessions at times convenient for the parent(s) to maximize attendance. It is facilitated by Ms. Nguyen (ELL coordinator/ESL certified) and Ms. Smith Principal; in attendance are also Ms. Diamond and Ms. Irias for Spanish translations, Ms. Wong and Ms. Zhang for Chinese translations. During orientation, parents were given brochures and shown a video describing the three program (Transitional Bilingual, Dual Language, Freestanding ESL) in their native language. We also informed parents of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grades K to 8 and 20 or more on a single grade in high school.

A translator is on site to speak to parents in their native language and if we don't have one on-site, we used the DOE's Translation and Interpretation Unit to get an interpreter over the phone. The school also created and filed an agenda and attendance sheet of the parent orientation sessions. If parents missed the scheduled orientation, a make-up session was provided (within 5 days of the parent orientation) as well. However, if they missed both, Ms. Nguyen made a phone call home (within 1 day of missing the make-up session) to explain to parents over the phone and sent brochures home to explain the three programs offered by NYC.

At orientation, we allowed parents to choose the ELL program out of the three offered in NYC (TBE, DL, and ESL). We then collected and reviewed each Parent Survey and Program Selection Form for accuracy and signature.

PS516 keep an accurate and updated file on parents who choose a bilingual program that we were unable to offer as a result of insufficient number of students. However, when a TBE/DL program becomes available at PS516, parents who selected that as their number one choice will get a letter and a phone call home to notify them of the availability.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Ms. Nguyen, our ELL coordinator, reviewed all Parent Survey and Program Selection forms and placed students in programs based on parents choice in accordance with the ASPIRA Consent Decree. She sent home all entitlement letters within 3 days of receiving and collecting Parent Survey and Program Selection forms during parent orientation, make-up sessions and one-on-one meetings. The required information for newly identified ELLs is then entered into the ELPC screen in ATS.

Ms. Nguyen generated a checklist to track all the entitlement letters that were sent out. If a student did not have a check next to his/her name, then Ms. Nguyen made sure a letter was sent home. Parent Survey and Program Selection forms were completed during orientation. If a parent/guardian was not present, we sent a letter home offering a make-up orientation session. When both attempts failed, we called every parent/guardian that did not attend both orientation sessions. We encouraged every parent/guardian to hand in the Parent Survey and Program Selection forms. However, if a form was not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

All entitlement letters, parent survey and program selection forms are secured in a file cabinet that is locked at the end of the day.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

During parent orientation, make up session and one-on-one meetings, the school informed the parents of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two continuous grades in grades K to 8 and 20 or more on a single grade in high school.

Once all the Parent Survey and Program Selection forms are submitted, we review and input their choices into an excel spreadsheet for analysis and as a guide for forming instructional programs. Students are then placed in programs based on parents' choice in accordance with the ASPIRA Consent Decree. We keep an accurate and updated file on parents who choose a bilingual program that we were unable to offer as a result of insufficient number of students.

Finally, a placement letter was sent home in the parent's preferred language indicating what program their child is placed in and reasons why.

The following is a tally of parents' first program choice from the Program Selection forms:

	ESL	DUAL	BI-LINGUAL
Chinese	41	3	4
Spanish	2	5	1

Arabic 1

Did not return forms: 2

A copy of the HLIS form, parent survey, entitlement letter, placement letter and continued entitlement letter, is kept on file in school and one is in their cumulative folder.

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

PS 516 is a new school with only three kindergarten classes, so we have not given the New York State English as a Second Language Achievement Test (NYSESLAT) yet. However, in spring, when we do administer the NYSESLAT, we will follow protocol according to the New York State Testing Program: School Administrator's manual (certain information are extracted from the DOE website):

Test Security: All NYSESLAT materials are secure, teachers and administrators will carefully safeguard the test materials before, during, and after test administration. The materials will be kept secure, and no one may make copies of them. The manual will be distributed to teachers in advance of administration so they may familiarize themselves with the procedures for administering the test.

In order to maintain the security of the test materials, the principal will arrange for the following measures to be taken:

- The sealed packages of secure test materials will be stored in a secure location and maintained under strict security conditions.
- An inventory of the test materials will be conducted after delivery.
- The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, will not be removed from the secure location, except for the inventory of test materials shipped to the school, until the day(s) on which the test is administered.
- The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, may not be opened until the day(s) on which the test is administered.

- Teachers who have been given the scoring materials to review for the Speaking subtest must safeguard these materials and must not leave them unattended.
- In addition, to preserve the integrity of the test materials, we will advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or listserv, or through any other electronic means.

Following testing, we will return all secure test materials to Questar. These include all used and unused test booklets (regular, large type, and braille editions), Directions for Administration, scoring guides, and pre-recorded Listening CDs supplied by Questar.

Our principal will sign the Examination Storage Certificate (Appendix J) by June 10, 2014, documenting that the secure test materials have not been copied, used to coach students, or otherwise divulged to students prior to the test administration, and retain the certificate in the school files for one year.

**Administering:** The person responsible for administering the NYSESLAT will be a teacher or administrator that have special training in administering the NYSESLAT. To ensure accurate and reliable results, everyone who will be administering these tests will become familiar with the directions in the manual before administering the test. We will schedule an orientation session to allow the test administrators to become familiar with the manual and to provide test administrators with training in the administration and scoring of the test. Administrators of the Speaking subtest will be trained in scoring prior to administration. To minimize the number of testing irregularities, principals will conduct a review of the test administration procedures prior to each test administration with all faculty and staff who will be involved in the test administration and scoring.

**Scoring:** New statewide scoring rules require that the Speaking subtest must be scored by a teacher who is not the student's teacher of English as a second language or English language arts. Schools have three options for administering and scoring the

**Speaking subtest:**

We will assign someone other than the student's teacher to administer and simultaneously score the Speaking subtest.

**Orientation of Students:** We will inform English language learners about the NYSESLAT a few days before its administration. We will tell students that the test is designed to show how well they can listen to, read, write, and speak the English language. We will make announcements in such a way as to increase the students' interest in the test and at the same time not cause them to become overly concerned. We will explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.

**Notification of Parents:** Parents/guardians will also be informed of the dates of testing and the purpose of the test and notified of the prohibition of all phones and other electronic devices during testing. We will ask them to encourage their child to do their best and to ensure that their child are well rested on the dates of testing.

**Preparing the Answer Sheets:** Before the day(s) that the NYSESLAT is to be administered, we will prepare answer sheets for each student taking the test. We will follow the directions from the RIC or large-city scanning center when filling out the answer sheets.

**Preparing the Testing Room(s):** We will decide whether to administer the NYSESLAT Listening, Reading, and Writing subtests in the students' classroom(s) or elsewhere, and whether to test students in class groups or in groups of other sizes. The Speaking subtest will be administered to students individually in a separate location from all other students. If tests are to be administered in a classroom, clear desks and shelves of all books, papers, and other materials. Completely cover or remove all charts and board work. Make sure that each testing room is adequately lit and ventilated, and free from noise and other distractions. It is recommended that the teacher check the audio player (for the Listening CD) in the testing room prior to administering the test, to make sure it works and can be heard clearly throughout the room.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  We are a new school, so we can only look at this year's trend in program choices that parents have requested.

The following is a tally of parents' first program choice from the Program Selection forms:

ESL    DUAL    BI-LINGUAL

Chinese	41	3	4
Spanish	2	5	1

Arabic 1

Did not return forms: 3

According to the parent choices, PS 516 offers a freestanding ESL program with a push-in model. Additionally, we incorporate a part-time native language program in both Spanish and Chinese to ensure that students are provided some instruction in their native language.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (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])?

Currently, PS 516 has a push-in model with a focus on co-teaching and collaborative work. There are 3 kindergarten classes. Class K-1 has 20 ELLs (1 advance, 2 intermediate, 17 beginners), Class K-2 has 21 ELLs (4 advance, 17 beginners) and Class has 18 ELLs (3 advance, 15 beginners). Technically the classes are heterogeneous, however most of the students are at beginner level.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Currently, PS 516 only has a free-standing ESL program. Ms. Nguyen (ESL teacher) does a push-in model with an emphasis on co-teaching and collaborative work. She is in each classroom for 2 periods (45 minutes per period, 90 minutes per day) everyday; with this schedule, Ms. Nguyen is in compliance with the required instructional minutes (360 minutes for beginners and intermediate, 180 minutes for advance).

For ELA support, advanced students receive 180 minutes per week. Additionally, when PS516 offers a TBE/DL program for NLA support, all beginning, intermediate and advanced students receive 45 minutes per day.

3. Describe how the content areas are delivered in each program model. Please 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.

Considering our unique circumstance (more than 75% of our ELLs recently arrived from China) all of our programs are delivered with an emphasis on language(English). All teachers and coaches refer to assessment data, conference notes, family and education history to guide our instructions. Teachers often use a variety of methods such as the SIOP model, project base assignments, realias, TPR, scaffolding, differentiated instruction, small group and independent work to include in their curriculum.

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

We have 4 staff members who are fluent in Chinese (Ms. Wong and Ms. Zhang) and Spanish (Ms. Diamond and Ms. Irias). When necessary, they assist with the evaluation process either by translating or conducting the evaluations themselves.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

PS 516 has ongoing assessments throughout the year. Teachers conference with students everyday, we use Fountas and Pinnell, TCWRP and Periodic Assessments. In addition, results from tests such as the LAB-R and NYSESLAT are examined by leadership team and teachers. We are a collaborative school that uses data to inform and guide our instruction and curriculum. Thus, it enables us to appropriately evaluate ELLs in all four modalities of English acquisition throughout the year. All four modalities (reading, writing, listening and speaking) are then graded in our progress report.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We do not currently have any SIFE students. However, our plan will provide for these students to receive after school and Saturday intervention programs to support additional academic enrichment. A structured immersion instructional program will allow for students to receive instruction that is tailored to specifically meet their needs.

b. Newcomers receive daily instruction using methodologies and approaches such as Total Physical Response (TPR). Whole Language is used to build social and academic vocabulary. Communicative Language Teaching will be used where the use of the student's native language is accepted during the early stages of language learning. A wide range of materials will be used to support instruction such as visual aids, manipulatives (particularly to reinforce letter-sound relationships), enlarged books, vocabulary cards, various word study activity kits and texts with audio supplements. As we grow and student enter testing grades, intervention programs during the school day and after school and/or Saturday program will be added to address grade-specific needs in reading, writing and listening. At PS 516, we

celebrate and integrate the multi-lingual and multi-cultural heritage of our students, families, and neighborhood into our classrooms, preparing our students to belong to and succeed in a global society. Knowing and understanding that the majority of our student population is and will continue to be newcomers, as a school we will strive to first make our students feel safe, loved, and cared for. We work hard to understand their culture, family life and history, educational background, personal information, etc. to help guide our instruction and how to differentiate to meet our student's personal needs. We regularly use a lot of pictures, realias, TPR, and scaffolded small groups to support all students, not just ELLs, because we understand that instruction for ELLs is good pedagogy for all. (In regards to ELLs with SWDs, lessons are differentiated to meet their needs. Depending what those needs are, we might provide a Para to assist them in class, extra time may be given to them during work time/tests, special materials are created or supplied to meet their specific needs, etc.)

c. Current we do not serivce any 4-6 year ELLs. When we do have 4-6 year ELLs in the future, students will be supported in their literacy skills as well as their skills in English language acquisition. Individualized intervention plans will be developed to support their academic success. Much of what students will work on is based on our knowledge of general needs of students whose language acquisition growth is plateauing. Our work may include:

- More explicit exploration of text organization
- Developing complex sentences (in writing and speaking)
- Integrating the teaching of language skills with subject matter content

d. Currently we do not service any long term ELLs. We do however have a program in place to support those students when the need arises. Long term ELL's continue to receive academic support through small group intervention, and as the school grows we intend to offer after school and Saturday school programs. A structured immersion instructional program will allow for students to receive instruction that is tailored to specifically meet their needs.

e. We do not have former ELLs. We will continue to support children through the use of differentiated instuction and small group support that will provide instruction aligned to their specific needs.

7. 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?  
Currently, we do not have any ELL-SWDs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
Currently, we do not have any ELL-SWDs.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish and Chinese		
Social Studies:			
Math:			
Science:			

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

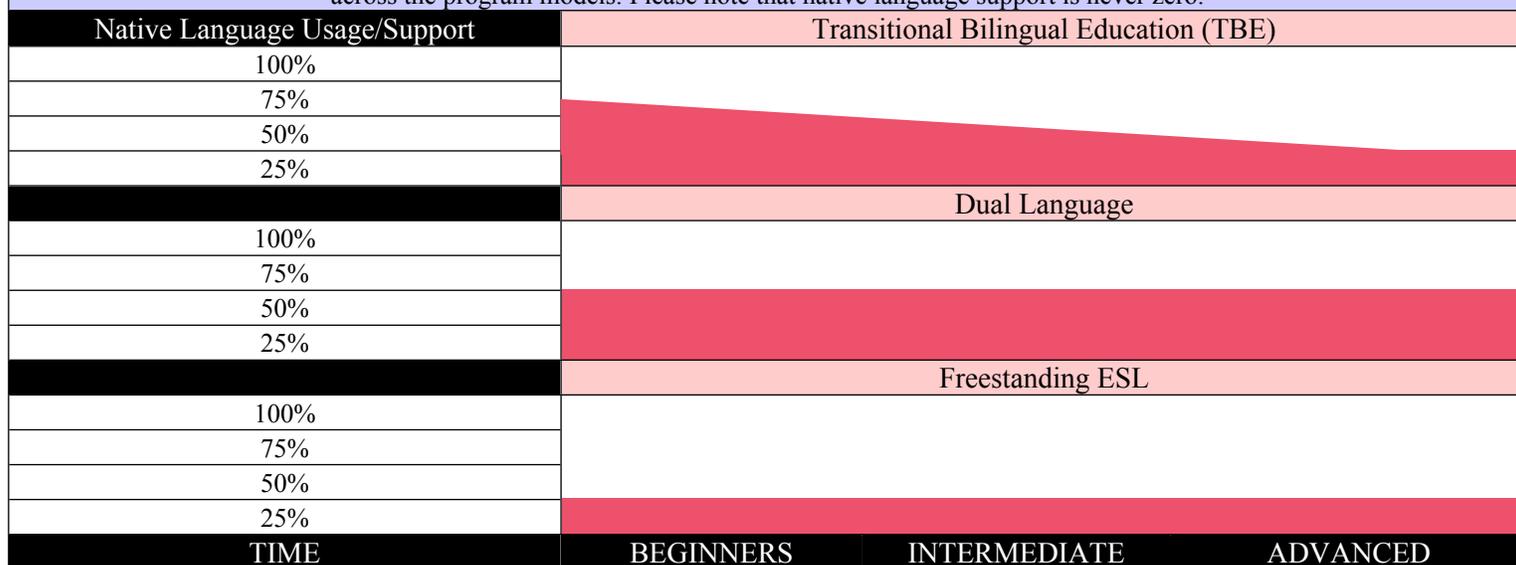
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
- On staff, we have one full-time academic intervention teacher (Ms. Knudson). Based on formative and summative assessments, Ms. Knudson, targets specific groups of ELL students to support them in ELA, math and other content areas. In addition, Ms. Nguyen, our ESL teacher, provides language support in all content areas. She too, uses data collected from assessments, conferences, family and education history to help her guide instructions and curriculum. Additionally, Ms. Wong and Ms. Zhang are able to provide support in Chinese native language and Ms. Diamond and Ms. Irias in Spanish native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ELLs receive daily support and intervention from Ms. Nguyen (ESL teacher), Ms. Knudson (literacy coach), Ms. Wong (Chinese language support), Ms. Zheng (Chinese language support), Ms. Diamond (Spanish language support), Ms. Irias (Spanish language support) and all their classroom teachers. Thus, there's always several teachers in the classroom to work either individual or in small groups to meet the needs of our ELLs in both content and language development. Specific data is collected every 2 months to examine the effectiveness of our intervention. All teachers submit data on literacy and mathematics; this data is then used to adjust upcoming instruction. So far, it has allowed us to provide immediate intervention regardless of proficiency levels.
11. What new programs or improvements will be considered for the upcoming school year?
- This year (2013-2014), we are beginning a part time emerging bilingual program in both Chinese and Spanish. Students will learn foundational skills in reading, writing, speaking, and listening in their native language. Next year (2014-2015), when we will become a zoned school with a more predictable enrollment pattern, we intend to open a full time Spanish Dual Language and Chinese Dual Language program (if enough Parent Choice Form request the program).
12. What programs/services for ELLs will be discontinued and why?
- There are no programs / services for ELLs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Equity is paramount at PS 516. We view all students as language learners and have the same standards and expectations for every student. Since 80% of our student population are ELLs, all supplemental services and programs are created for ELLs. Thus, ELLs are always afforded equal access. However, due to our small size and limited financial resources we are unable to offer an after school program this school year.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Depending on the lesson plan and group of students, specific materials are intentionally selected to help support our ELLs. Some of these materials include: realias, graphic organizers, elmo, projector, mini ipads, laptops, Foundations, literacy centers, audio CDs and various language resources / materials. When lesson planning, teachers are expected to consider the visual, tactile and auditory ways to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Currently, we only have a free standing ESL program. ESL is always delivered in English, however when appropriate, we will use the student's native language to support them; to either reinforce or preview specific content and vocabulary. Students also participate 2 times a week in a native language program which is aligned to the literacy program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Ms. Nguyen refers to formative and summative assessments of all ELL students to help guide her curriculum and instructions. She then selects materials and resources that are age and grade appropriate for her ELLs. All ELL beginners and intermediate students receive 360 minutes of ESL service and 180 for advance ELL students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Before the beginning of the year, newly enrolled ELL students were invited to an orientation (a week before school started). During orientation day, parents and students were treated to a guided tour of the school, a meet and greet with teachers and staff, team building activities for students, informational materials about the school and services available for parents and students. All of this information is presented in their native language. For new ELLs that enroll throughout the school year, we buddy them up

with a classmate that speaks the same language. Our goal is to make the student feel safe, loved and cared for. We interview parents / guardians and send home surveys to learn as much as possible about the new student to help support him / her in order to have a smooth transition.

18. What language electives are offered to ELLs?

Due to insufficient numbers of students to create a Spanish Dual Language, PS 516 is offering a "Spanish Native Language Period" for students whose heritage language is Spanish. In addition, there will also be a "Chinese Native Language Period." Students whose heritage language is either Spanish or Chinese are enrolled in the Native Language classes, while those who do not fall under those categories have the option of choosing which language class to take.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, we do not have a full-time dual language program.

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Questions 1 - 4:

1. At PS 516, we partner with various institutions that can support our professional development. Teacher's College provides us with a full time staff developer that visits the school 10 times a year to focus on curriculum planning in literacy and support all teacher instructions. Additionally, all staff members select 2 professional development workshops that aligns to their professional needs. We also partner with Bank Street to support our bilingual and ESL programming. Our staff developer works with the whole staff, coaching individual teachers to better service our ELLs. A yearlong professional development focus on differentiation strongly supports our teachers in their ELL training. Our staff also works for a minimum of 12 hours per year with a teacher's college staff developer in literacy, focused on differentiating literacy instruction to reach all learners, specifically English language learners. Each teacher also attends a minimum of 2 Teacher's College calendar days exploring the individualization of instruction in the area of English language Arts. Another key feature of our staff development program is using our 150 minutes of extended time as common professional development. The grade level team and ESL provider meet with supervisors and instructional coaches to plan curriculum and instruction and engage in inquiry surrounding student work. All staff members sign up to at least 4 professional development courses offered by Teacher's College, Bank Street and the DOE. Courses are selected intentionally and appropriately according to the teacher's subject, student age group and needs. In addition, all courses are aligned to the Common Core Learning Standards.

2. Ms. Nguyen, our Ell coordinator, attends all professional development offered by the Office of English Language Learners and through our network, CFN 102. She additionally participates in Bank Street staff development and Teacher's College staff development, for approximately 20 days of professional development per year. Ms. Diamond, our bilingual and classroom teacher attends Estrellita (a Spanish Literacy program) professional development for implementation of our Spanish Dual Language component.

All teachers that attend PDs, ELL training or workshops, turnkey what they learned and materials they have received during those meetings to other staff members.

3. As a new school with only Kindergarten, we do not currently assist students specifically

4. Our school population is 80% ELLs, thus all our PDs are heavily focused on supporting ELLs as they engage in the Common Core Learning Standards. Below is our current PD calendar of dates attended or will be attended by teachers (a record of their attendance is kept on file on our school database):

Ms. Nguyen (ESL coordinator) was at OELL on November 8<sup>th</sup> and is at TC, December 9<sup>th</sup> and January 24, 2014.

Ms. Knudson (coach) was at a Special Ed. Liaison September 26<sup>th</sup>, at TC October 2<sup>nd</sup>, November 15<sup>th</sup>, December 6<sup>th</sup>, and STARS training November 22<sup>nd</sup>.

Ms. Sheeler (classroom teacher) was at TC, October 1<sup>st</sup>, November 26<sup>th</sup>, and December 10<sup>th</sup>.

Ms. E-G (classroom teacher) was at TC, October 2<sup>nd</sup>, and November 25<sup>th</sup>.

Ms. Diamond was at TC, October 16<sup>th</sup>, November 25<sup>th</sup> and bilingual training October 29<sup>th</sup> and October 30<sup>th</sup>.

Ms. Wong (teacher) was at TC on November 7<sup>th</sup>.

Ms. Irias was at TC on November 26<sup>th</sup> and is going December 10<sup>th</sup>.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Questions 1 - 4: At PS 516, it is our mission and core value to include parents in every aspect of their child's education. We celebrate and integrate the multi-lingual and multi-cultural heritage of our students, families, and neighborhood into our classrooms. Parents are often invited to participate in school activities and celebrations such as: Reader's Theater (students act out stories they've read), Publishing Celebration (students share their published books), all cultural holidays will be celebrated, class trips and other volunteer opportunities at our school. We view all parents, regardless if their child is an ELL or not, as equal partners in the development of their child's education.

PS 516 also collaborates with other agencies and Community Based Organizations such as BCA, Center for Family Life, and Lutheran Medical Centers, to provide workshops and services for ELL parents and their children. In addition, to continually support our ELL parents, we evaluate their needs during PTA meetings, parent and child surveys, parent teacher conferences or one-on-one meetings. Agendas and future plannings are derive from what we hear from parents during those meetings. Thus, these structures allow for regular parent voice in our school. To further parent involvement, for parents who do not speak English, we provide translations in their native language. Ms. Diamond and Ms. Irias is our Spanish translator, Ms. Wong and Ms. Zhang is our Chinese translator, and other languages are provided through the DOE's Translation and Interpretation Unit.

## **E. Additional Information**

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

As a new school, we were planning to open with a Spanish Dual Language program, however, we were also opened as an overflow site for local elementary schools where classes were overcrowded. Once we were finally enrolled in late September, due to the demographic breakdown of students, we were unable to offer the Spanish Dual Language in the 2013-2014 school year. In the meantime, we are offering an emerging native language program to support native language and 2<sup>nd</sup> language development of our students. We are currently in the process of determining a zone for our 2013-2014 school year, based on the demographics of the area, we will be able to implement a full time dual language program for our students.

## Part VI: LAP Assurances

**School Name: Sunset Park Avenues Elementary**

**School DBN: 15K516**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jill Smith	Principal		12/6/13
	Assistant Principal		12/6/13
	Parent Coordinator		
Lan Thanh Nguyen	ESL Teacher		12/6/13
Mei Liao	Parent		12/6/13
Juliana Diamond	Teacher/Subject Area		12/6/13
Lara Irias	Teacher/Subject Area		12/6/13
Jessica Knudson	Coach		12/6/13
Aimei Wong	Coach		12/6/13
	Guidance Counselor		
	Network Leader		
	Other		