



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SUNSET PARK PREP – MIDDLE SCHOOL 821

DBN (i.e. 01M001): 15K821

Principal: JENNIFER SPALDING

Principal Email: JSPALDING@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
Jennifer Spalding	*Principal or Designee	
Franky Gutierrez	*UFT Chapter Leader or Designee	
Eugenia Gonzalez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Olga Gonzalez	Member/ 8 th Grade Representative	
Milvia Molina	Member/ 7 th Grade Representative	
Rosalia Alvarado	Member/ 6 th Grade Representative	
Elaine Pinckney	Member/ Assistant Principal	
Steven Lopez	Member/ I EP Coordinator/Teacher	
Myrna Johanna Pinos	Member/ Language Coordinator/ESL Teacher	
Evelyn Deliz	Member/ Parent Coordinator	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

Engage students in purposeful, differentiated, standards-based instruction that ignites intellectual curiosity and prepares students for high school and beyond through having 100% of teachers post Common Core aligned Unit Plans to our curriculum mapping by the end of the year.

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.

We believe that through more comprehensive instruction we can better prepare students for high school and beyond. With the implementation of the Common Core Learning Standards and an increasing focus on reading comprehension and writing in all subject areas, we found the most recent round of State tests revealed our students were unprepared for this shift.

In 6th grade, only 22.5% of our students scored a 3 or 4 on the State Math and ELA exams, compared to an average of 36.75% percent of 6th graders in District 15. A more favorable comparison, although by no means glowing, is comparing our scores with the city where 30.1% of 6th grade students received a proficient score (3 or 4) on the exams. The same comparisons are true for 7th and 8th:

7th Grade at Prep: 22.4%
7th Grade in District 15: 34.6%
7th Grade in NYC: 29.55%

8th Grade at Prep: 26.6%
8th Grade in District 15: 31.95%
8th Grade in NYC: 30.55%

In analyzing our scores against individual student data and in-class data, we found that often our students' needs were not being met, and they could not access the information at the level we had hoped. Furthermore, teachers planning practices did little to address these gaps in understanding.

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. All Departments have Common Planning (CP) time scheduled by grade and subject area built into their programs to examine CCLS standards, share best practices, devise common strategies, study student work and progress, and actively collaborate. All subject area and ICT teachers also use CP time to ensure information is accessible to students, and the differentiation section of the unit plan is thoroughly completed in the template.
2. All teachers are posting completed units to the curriculum mapping website, fostering greater collaboration as any teacher can view plans, admin can review plans, and teachers can better align units with the standards addresses in other classes through review.
3. Teachers are provided with on-site and off-site professional development such as Teachers College, grade team meetings, all-staff meetings; and lunch and learns, and focused, weekly, teacher-led PDs. These opportunities promote teacher growth on the use of CCLS, smart backwards design, and good planning practices.

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

1. All teachers will engage in Common Planning, professional development, grade team meetings, and AIS. The four content teacher-leaders in Math, ELA, Science, and Social Studies will lead department meetings and Common Planning.
2. Built by our staff, the curriculum mapping google site houses all curriculum plans, as well as templates, CCLS documents, strategies, best practices, and pacing

calendars.

3. The grade team leaders – the Math Coach, the ELA Coach, and the IEP teacher – will helm grade team meetings. The Principal’s Cabinet, consisting of the Principal, AP, and Dean, the Guidance Counselor, Parent Coordinator, Business Manager, and the four teacher-leaders will prioritize these initiatives with support and allotment of time. The AP and Principal will oversee teacher meetings, review Unit Plans, conduct observations, and provide feedback. A Teachers College staff developer will be on site 25 days this year. A variety of subject area teachers and service providers will attend workshops at Teachers College for a total of 25 calendar days. The Principal and on-staff coach will be using the leadership slots to participate in a coaching course.

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

1. All teachers units will be CCLS aligned.
2. 100% of teachers post to all unit plans to the curriculum mapping website by the end of the year.
3. Every teacher will attend at least 3 professional development opportunities offered in-house per month.

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

1. CCLS aligned plans will be completed before the start of each unit (every 4 – 6 weeks).
2. All plans will be posted to the curriculum mapping website before the start of each unit (every 4 – 6 weeks).
3. There will be a minimum of 2 weekly, and 6 monthly Professional Development opportunities offered to teachers.

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

1. To effectively align all unit plans to the CCLS, teachers will work on plans during Common Planning time, which is designated in every teacher’s schedule.
2. To post plans to the site, the site must be maintained, teachers must be reminded, teacher-leaders must review plans, and administrators must ensure this expectation is being met.
3. To create and attend professional development, per session will be offered to teachers planning opportunities, teachers will be given the opportunity to attend professional development at Teachers College.

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).

We are always looking for ways to increase opportunities for parents to be engaged in our school community. This year, we implemented a back to School Night so parents could learn about curriculum in each subject area and provide support to students at home. We also began using an online grade system called PupilPath which allows students and parents to regularly check progress. This allows parents and student to measure progress, communicate with teachers, and see if they are properly preparing for high school and beyond. See PIP for further details.

Budget and Resource Alignment

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

X	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.

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.

Provide direct, cohesive, and cross-curricular writing and reading instruction in all content areas by ensuring 100% of ELA classrooms have engaging, leveled libraries, content areas have rich non-fiction libraries, and common writing rubrics are implemented across all subject areas by the end of the year.

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.

With the implementation of the Common Core Learning Standards and an increasing focus on reading comprehension and writing in all subject areas, we found the most recent round of State tests revealed our students were unprepared for this shift. In 6th grade, only 22.5% of our students scored a 3 or 4 on the State Math and ELA exams, compared to an average of 36.75% percent of 6th graders in District 15. A more favorable comparison, although by no means glowing, is comparing our scores with the city where 30.1% of 6th grade students received a proficient score (3 or 4) on the exams. The same comparisons are true for 7th and 8th:

7th Grade at Prep: 22.4%

7th Grade in District 15: 34.6%

7th Grade in NYC: 29.55%

8th Grade at Prep: 26.6%

8th Grade in District 15: 31.95%

8th Grade in NYC: 30.55%

In analyzing our scores against individual student data and in-class data, we found that many of our students, most of whom are former ELLs, struggle mightily with higher level reading comprehension and the written expression of ideas. Many times, it is not because the idea is not present, but because the structure, mechanics, response length are not adequate. We believe that through a more consistent and direct method of reading and writing instruction, and practice in all subject areas, students will become better readers and writers, thereby increasing their scores on state exams.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. Ensure all ELA classrooms have leveled libraries, high-interest books, and consistent systems for check-out. Ensure that content areas have non-fiction libraries for student use.
2. Use online reading trackers to share reading level data across subject areas.
3. Create and use common grade-wide rubrics and check-lists for use in all subject areas. Once taught in ELA, the similar structure will be practiced and re-emphasized in other subject areas.
4. Create opportunities for staff to examine student work, share best practices, and analyze student data.

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

1. Our ELA Lead-Teacher will observe all ELA teachers and visit all ELA classrooms to determine book need and ensure a consistent library system. Content area

leaders will observe content classrooms to determine book need.

2. ELA teachers will enter Running Records data into a common online reading tracker. All teachers will review reading level data to better meet the needs of students, find leveled text, and provide accessibility to content materials.
3. In partnership with Teachers College, ELA teachers will develop writing rubrics and checklists for students. These rubrics and checklists will be taught in ELA. Then, through our TC Staff Developer and ELA Lead Teacher, content area teachers will be trained and normed on the rubric and check-list. Students will then practice using the rubrics and checklists in all subject areas.
4. The grade team leaders – the Math Coach, the ELA Coach, and the IEP teacher – will helm grade team meetings. The Principal’s Cabinet, consisting of the Principal, AP, and Dean, the Guidance Counselor, Parent Coordinator, Business Manager, and the four teacher-leaders will prioritize these initiatives with support and allotment of time. The AP and Principal will oversee teacher meetings, review Unit Plans, conduct observations, and provide feedback. A Teachers College staff developer will be on site 25 days this year. A variety of subject area teachers and service providers will attend workshops at Teachers College for a total of 25 calendar days. The Principal and on-staff coach will be using the leadership slots to participate in a coaching course.

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

1. 100% of ELA classrooms will have leveled libraries and consistent systems for check-out by the end of the year. All content areas will have non-fiction libraries.
2. 100% of ELA teachers will post reading data online. All teachers will review this data and use it to inform instruction.
3. Common grade-wide rubrics for essays will be created for argument essays, compare/contrast essays, and informative essays
4. Every teacher will attend at least 3 professional development opportunities offered in-house per month.

4. Timeline for implementation and completion including start and end dates

1. By September, we will assess our need for classroom library books. By November, all ELA teachers will use a consistent system for library book check-out. By December we will place additional book orders to ensure all libraries are rich with leveled material. By the end of the year, we will be ready to place additional orders for books for 2014 – 2015.
2. All students’ reading levels will be assessed by October 31st, again by March 1st, and again by the end of the year. All students will have individual growth goals in ELA, and all content area teachers will work to support these goals.
3. Rubrics and checklists will be developed September – December and implemented in January and February.
4. There will be a minimum of 2 weekly, and 6 monthly Professional Development opportunities offered to teachers.

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

1. To effectively ensure classrooms have libraries, content area leads will spend observation and support periods working with teachers to evaluate the current state of libraries and creating wishlists. Our business manager will place book orders with BookSource. BookSource will level and scan all ELA orders for our ELA leveled libraries. BookSource will also level non-fiction for our content area libraries.
2. To assess all reading levels, our ELA lead teacher, ICT teachers, and support staff will assist with Running Record assessments during designated windows. All teachers will use prep periods to plan lessons that use reading level data.

- Following the creation and revision of rubrics and checklists in prep and common planning time, our Teachers College developer will visit and teach about rubrics and checklists during “lab sites” where many ELA and content area teachers can see these tools in actions. In debrief meetings, teachers will receive coaching on how to implement these tools.
- To create and attend professional development, per session will be offered to teachers planning opportunities, teachers will be given the opportunity to attend professional development at Teachers College.

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).

We are always looking for ways to increase opportunities for parents to be engaged in our school community. This year, we implemented a back to School Night so parents could learn about curriculum in each subject area and provide support to students at home. We also began using an online grade system called PupilPath which allows students and parents to regularly check progress. This allows parents and student to measure progress, communicate with teachers, and see if they are properly preparing for high school and beyond. See PIP for further details.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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.

Ensure students feel safe and welcome, with access to a wide-range of enrichment opportunities to foster growth and social-emotional development, by implementing a comprehensive discipline system and increasing the number of enrichment opportunities for students by the end of the year as measured by the School Survey, Peer Mediation data, and our in-house record-keeping system.

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.

While we are a school with few incidents and suspensions, we recognize that to maintain this culture we must be proactive. We are committed to fostering an environment built on mutual respect. We pride ourselves on being a community school, and encourage our students to be a part of the community in the actions they take and the way they treat others. With increasing media attention on bullying, cyber-bullying, and self-esteem, we strive to ensure students feel safe and welcome at Prep.

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.

1. Strategies/activities that encompass the needs of identified subgroups

- Implement a comprehensive discipline system. In consultation with the Discipline Advisory Committee, the Principal, AP, Dean, and Advisory teachers created a three-pronged approach to handling discipline issues at the middle school level. The strategy is to focus on consequences for behavior, social-emotional awareness, and community and connections to foster a safe and welcoming environment.
- Increase the number of enrichment opportunities available to students.
- Collect data on the effectiveness of the discipline system and the social-emotional growth of students.

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

1. The Principal is a member of Morningside Center's Smart School Leaders program. In 2013 – 2014 we brought back the Dean position. The AP helms the Peer Mediation Program.
2. All teachers have the opportunity to apply for per session and create enrichment opportunities for students.
3. The Dean and one school aide enter all Section Sheet data into our in-house data system. The AP records the students involved and outcome of each Peer mediation, as well as noting other data-points such as gender, age, etc.

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

1. Data, student entries on daily section sheets, shows a decrease in student to student conflict, a low percentage of reoccurring conflicts, and a reduction of classroom disturbances.
2. Five new enrichment opportunities will be created by the end of the year.
3. Create and populate in-house data logs for discipline, referrals, and Peer Mediation.

4. Timeline for implementation and completion including start and end dates

1. Roll-out and test effectiveness of new discipline system in September, October, and November. Review data monthly with Dean and Principal's Cabinet to spot trends and address student need. Evaluate effectiveness of comprehensive discipline system at the year's end.
2. Solicit ideas from teachers and implement new opportunities by the end of the year.
3. Beginning in September, review referral data and section sheet data recorded in our in-house system on a daily basis. Begin Peer Mediations by December and record data after every mediation. Review all data as a whole at the end of the year.

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

1. We have a Dean. Also, a Morningside Center for Social Responsibility Staff Developer works with our Peer Mediation and Advisory Programs. All students have an advisory class once per week, as well as a morning and afternoon homeroom class designed to foster a sense of connectedness, as well as work on social-emotional issues. All teachers participate in Word of the Month, Question of the Week (WoMQoW) which is simultaneously a vocabulary, SEL, and writing activity completed each week in homeroom. The Principal, Dean, and three Advisory Teachers attend a Smart School Leaders conference at the beginning of every year to set the SEL priorities for the school.
2. Staff voted to hold Extended Time in the morning, allowing enrichment opportunities to take place Tuesday – Friday afternoons following dismissal, thereby increasing the opportunities and allowing more students to be an active part of these activities. Per session is offered to teachers interested in creating opportunities for students.
3. One school aide was removed from lunch duty to assist with entering school-wide data from daily section sheets.

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).

See PIP.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

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.

4. Strategies/activities that encompass the needs of identified subgroups
1.
5. Key personnel and other resources used to implement each strategy/activity
6.
6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
7. Timeline for implementation and completion including start and end dates
1.
8. Describe programmatic details and resources that will be used to support each instructional strategy/activity
4.

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.

5. Strategies/activities that encompass the needs of identified subgroups
1.
6. Key personnel and other resources used to implement each strategy/activity
1.
7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
6.
8. Timeline for implementation and completion including start and end dates
1.
9. 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
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Extended Time, reading intervention, speech services, ESL	Small group, one-to-one	Before, during, and after school
Mathematics	Extended Time, 8 th Grade Labs, Regent's Prep	Small group, one-to-one	Before, during, and after school
Science	Morning Help, 8 th Grade Labs, Regent's Prep	Small group, one-to-one	Before, during, and after school
Social Studies	Morning Help, 8 th Grade Labs, Regent's Prep	Small group, one-to-one	Before, during, and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor program, Social worker program	Small group, one-to-one	During school

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

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

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.
<p><u>Recruitment</u> Prep is fortunate to recruit through a number of sources, but most effectively we have great word of mouth. Many of the teachers we work with are referred to us by other teachers who presently work here. We get referrals from past and present teacher-leaders and coaches, and former employees. We also have a strong partnership with Teach for America and the Teaching Fellows, and have many veterans of those programs on staff for many years to come.</p> <p><u>Retention:</u> We are able to retain great teachers because Prep is a wonderful place to work. We actively nurture our staff community and develop teachers daily. We believe that student development and academic excellence is at the center of all we do. Because we believe that all students can grow, learn, and be successful, we know the environment we create inside and outside our walls, in cooperation with families and the community, fosters achievement for all students. Our approach is purposeful, urgent and relentless, evidence-based, collaborative, and innovative. Through effective planning, accurate and on-going assessment, reflection, and continual drive for personal development to improve practice, we maintain great relationships among staff members and people stay and become a part of our community.</p> <p><u>Assignments:</u> Preference sheets are accommodated to the best of our ability. Teachers consult with the principal at the end of every school year to discuss assignments for the coming year.</p> <p><u>Support:</u> While we have two staff developers who spend a total of 40 days with us each year working on literacy and social-emotional learning, we also have two in-house coaches in ELA and Math. We have a Dean who supports and offers development on discipline techniques. Additionally, much of our teacher support is funneled through Danielson. We have weekly professional development opportunities that are teacher-led workshops on components of Danielson, offered because of patterns and trends observed in classrooms. We also offer staff development during all staff meetings and lunch. Teachers attend workshops at Teacher's College, Morningside Center, and through the DOE.</p>

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).
We have a comprehensive support system to help teachers and staff meet the CCSS. At the ground level, teachers spend time working with co-teachers and content teams to develop curriculum maps in Common Planning meetings. Teachers also use these curriculum maps in grade teams to plan cross-curricular projects and experiences to meet a variety of learning standards set out in the CCSS. Teachers and staff receive PD on CCSS at the beginning of the year, Election Day, and Brooklyn-Queens Day.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We use funds to assist at-risk students in a number of ways. Our coaches, who are content experts, devote part of their time to supporting students in need with direct intervention. For example, we currently have a student who was held back two years in elementary school and is currently a 7 th grader with us. We are providing him with six periods a week of academic intervention. We also provide Great Leaps to students who are academically behind, and have created a number of after-school activities that are teacher-led, and designed to support students in academically advancing.

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.

We leverage our TA program resources to provide supplies, materials, workbooks, and after-school opportunities for students in need. We use technology to help accelerate growth and provide high-interest reading material to support a love of literacy. One of our greatest means of helping move students to proficiency is experiential learning. We use TA program resources to pay admission fees and costs to some incredible trips, and ensure that no student is left behind because of an inability to pay. Sixth and seventh grade students attend a science camping trip to the Poconos each year. Seventh graders go on a one night, two day trip to either Boston or Philadelphia. Eighth graders travel to Washington D.C. to explore our nation's capitol.

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).

Our TA program helps us provide enrichment opportunities such as trips (mentioned above) and also accelerated programs such as Living Environment and Integrated Algebra Regents help for students. Our service providers use push-in practice to support student learning, and we provide parallel programming for students so fluid movement between courses is seamless.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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) 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering 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;

III. Student Responsibilities:

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

**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 15	Borough Brooklyn	School Number 821
School Name Sunset Park Prep		

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 Jennifer Spalding	Assistant Principal Elaine Pinckney
Coach Keith Herrador-Math	Coach Lauren Scott-ELA
ESL Teacher Myrna Johanna Pinos	Guidance Counselor Sharri Tabb
Teacher/Subject Area John Adrian/SS	Parent Eugenia Gonzalez
Teacher/Subject Area Sarah Slack/Science	Parent Coordinator Evelyn Deliz
Related Service Provider Steven Lopez/Iep Teacher	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	532	Total number of ELLs	54	ELLs as share of total student population (%)	10.15%
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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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							15	5	0					5
Pull-out				0					5					5
Total	0	0	0	0	0	0	0	5	5	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	40
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	28

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
Dual Language										0
ESL	5	1	0	21		14	28		26	54
Total	5	1	0	21	0	14	28	0	26	54

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
TOTAL	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
TOTAL	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
TOTAL	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							26	10	12					48
Chinese							3	1	1					5
Russian							0							0
Bengali														0
Urdu														0
Arabic							0	1	0					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	29	12	13	0	0	0	0	54

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)							0	2	1					3

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)							3	2	6					11
Advanced (A)							26	8	6					40
Total	0	0	0	0	0	0	29	12	13	0	0	0	0	54

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	16	12	1	0	29
7	9	1	0	0	10
8	8	0	0	0	8
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	19		6		3		5		33
7	6		4		1				11
8	9								9
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		10		10		5		28
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:

1. 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.

The assessment tool that we use is the Fountas and Pinnell stages of English language acquisition. The data will provide the ELLs letter, sound recognition, phonic development, oral reading, comprehension, and writing. This will give teachers an indication where to begin with the student as well as challenge how much growth the child needs to meet their reading goal. We are a Teachers College school and follow the assessment as per Teachers College for literacy. We have seen that there is a trend with our students reading below benchmark that they need explicit instruction in decoding and encoding so we provide direct intervention for students. Performance-based assessments are based on classroom instruction and everyday tasks. You can use performance-based assessments to assess ELLs' language proficiency and academic achievement through oral reports, presentations, demonstrations, written assignments, and portfolios. These assessments include both processes (e.g., several drafts of a writing sample) and products (e.g., team projects). Teachers use scoring rubrics or observation checklists to evaluate and grade students. These assessment tools can help document ELLs' growth over a period of time. Teachers complete a language and academic assessment form on a monthly basis to learn about the overall academic and English proficiency progress of ELLs. The results are later shared with parents and with content area teachers, or any staff member assisting the specific ELL student. The ESL coordinator has worked closely with content area teachers to share other assessment (and instructional) activities that are geared to for our ELLs' current level of English proficiency. Performance-based assessment activities can concentrate on oral communication and/or reading. Here are examples of commonly-used activity types designed for assessing speaking or reading that are used in many of our ELL classrooms: Reading with partners, retelling stories, role playing, giving descriptions or instructions using visual or written prompts, oral reporting to the whole class, telling a story by using a sequence of three or more pictures, completing dialogue or conversation through written prompts, debating, either one-on-one or taking turns in small groups, brainstorming, or completing incomplete stories. The results of the formal assessments and informal assessments (like evaluating the above tasks) inform our school's instructional plan because we have discovered that our ELL students, and former ELL students, need direct, cohesive instruction in writing and reading across content areas. This is one of our goals for the year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT 2013 report indicates that the ELLs data pattern across proficiency levels have increased based on the report from 2012. Data shows that students in a three-year span have increased from an intermediate level to an advanced level of proficiency. Report also indicates students progressing with gains throughout the modalities even though very few are still at the same proficiency level. The LAB-R is a test given to the new students that enter the New York City School system for the first time. Results indicate that students that have recently entered the United States and speak very little or no English at all score at a low raw level. When students enter in September of the school year and take the NYSESLAT in the spring scores indicate a gain mostly jumping from a low score to an intermediate level score and in one case a student scored proficient in the Spring 2013 NYSESLAT.

3. 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 [AMAO tool](#))

The patterns across NYSESLAT modalities are analyzed and used to drive instruction. Based on scores of each modality we build instruction accordingly. The ELL teacher would focus instruction based on the modality that is deficient. For example, if the students show a low reading level the teacher would then target reading comprehension, word recognition, read aloud, pre and post reading discussions. We provide more time for reading including, the 12 reading skills, focus on building new vocabulary, using bilingual dictionaries. Instruction is differentiated to meet student's diverse language and learning needs. Students are given reading materials that are at level and are provided with appropriate scaffolds to help them tackle complex and challenging texts.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. The pattern indicates that Proficiency levels over a three-year span have gains throughout the four modalities considering the changes that were made to the 2013 NYSESLAT exam. NYSESLAT data from 2013 indicate that our 6th graders are scoring low in reading and writing modalities. The 7th grade students are also demonstrating that we must continue to help them with reading strategies. Our 8th grade ESL students are stronger in writing but must continue to work on increasing the scores on the reading modality part of the exam.

4b. The School Leadership and teachers are using the results of the Periodic Assessments to evaluate students knowledge to drive instruction, focus on students weaknesses, conference with students, provide additional instruction during 37.5 tutorial program, and to provide an afterschool ELL program. These results also are used to provide professional development to teachers. We also inform and include parents in student academic progress to make budgetary decisions that aid in educational planning.

4c. Our School has learned through Periodic Assessment that our ELL population need intensive support in vocabulary development through the content areas. We are also able to identify the student's specific skills. As a result of analyzing this data, we are able to drive instruction, which allows us to differentiate instruction and focus on the student's area of weaknesses. The periodic assessments also give us information of what level the student would be at if they took the state ELA test.

Native Language is used through content area texts to facilitate the transition from L1 to L2. Teachers make connections between English and their native language. The use of I pads given to new admits facilitates translation. Once the teacher makes them aware of the topic in their native language the student is able to grasp the idea more easily.

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](#).)

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?

As a school we ensure that a child's second language development is considered in instructional decisions at all times. Teachers are designated common planning time to plan units of instruction. During that time they share grade as well as level/appropriate materials. After unit plans are complete they are submitted/uploaded to Sunset Park Prep Curriculum Map website where these unit plans can be viewed by all staff. This ensures that interdisciplinary projects can occur as well helps support teachers(ESL, ICT and SETTS) think about ways they can plan to differentiate for their students. We have a number of measures in place to ensure second language development is considered. First, we have have mechanisms for sharing test results with all staff members and parents, which allows us to be aware of a student's current level as a school community. We use an online grade book, which all parents have access to. We base instructional decisions in data. We consult parents and speak with students frequently to share what we notice.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Evaluation of the success of our ELL program might include the following:

- Fluent writing; the progress of writing as established with short term writing assessments evaluated with the Six Traits Rubric. One trend for ELLs is sentence fluency and voice. How well their writing may measure is an indication of the command of the language and the mastery of the concepts they are acquiring.
- The sound of argument and debate in English (or with English support) in the classrooms
- Teachers who are knowledgeable about the data and plan according to what the data suggests
- Teacher schedule short term evaluations to monitor growth and to consistently monitor the effectiveness of their lessons
- A high rate of achievement as measured by movement from one level to another level and to Proficiency on the NYSESLAT exam
- For students who are Advanced or Proficient to perform at a level 3 on the New York State ELA exam

We evaluate the success of our program both formally and informally. We track standards mastery in classes such as science and social studies. We measure student progress on tests, quizzes, and exams and provide intervention when necessary. We keep anecdotal logs also as a narrative progress. We use interim assessments to measure growth from baseline.

Part IV: ELL Identification Process

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

1. 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](#).)
The process for initial identification of those students who may be English language learners are as follows:
 - At enrollment, the initial screening is done by a trained pedagogue (Ms. Myrna Pinos(ESL certified) who administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents’ home language. At this time, the pedagogue also determines if the child has had 2 or more years of interrupted education. Then a SIFE oral interview is administered for a non-English speaking native new to New York City school system. Interviews are conducted in their native language as per the DOE Sife oral interview paperwork or through translators provided by the school, however, accompanied by Ms. Pinos who is bilingual in Spanish. If another language is needed, Ms. Pinos is assisted by in-house staff members, who serve as translators. Ms. Ip and Mr. Kotung are bilingual in Mandarin, Ms. Petrell is bilingual in Russian, and Ms. Darwesh is bilingual in Arabic.
 - After the HLIS is collected, Ms. Pinos determines that a language other than English is spoken in the child’s home, looks up in ATS the following reports: the RLAT, HISE and RESI for any testing history to ensure that the students have been taking the NYSESLAT consistently since entering the NYC school system. After looking at ATS data, if we indicate that a child is a first time admit and eligible then we administer the LAB-R, which is a test that establishes English proficiency level. All first time admits whose HILS responses indicate a home language of Spanish, who score at or below LAB-R cut scores, must be administered the Español Nivel III Forma B (Spanish Lab) for grades 6-8 by a Spanish speaking, ESL certified pedagogue (Myrna Pinos) during the first 10 days of initial enrollment. If the student is not a native Spanish speaker then they only take the LAB-R level IV grade 6-8 form B. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. This information supports placement in the proper program. If the child is determined SIFE then a trained pedagogue (Myrna Pinos-ESL Coordinator) administers the Academic Language and Literacy Diagnostic (ALLD). The results of the exam are the logged online using the W-SERS system.
 - Based upon those that are not first admits, we use the RLAT scores, parent choice, in-house baseline assessments along with TC reading levels to assist us with placement on the amount of services they need. Example: ADV ELLS are to receive 180 minutes of direct ESL instruction, where as beginners and intermediate ELLS are to receive 360 minutes a week of instruction. As per the citywide assessment calendar and memorandum, we follow the procedure to administer all four component of the NYSESLAT.
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.
 2. Once it is determined that the student is eligible for services the ELL Parent Brochure and the Entitlement Letter are sent home. The ESL Coordinator (Ms. Myrna Pinos) and the parent coordinator (Ms. Evelyn Deliz) invite parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. The orientation is conducted by the ESL teacher, Ms. Pinos. At this workshop they show the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. The parents are shown the orientation video in their language. There are staff members available after the video to answer the questions in their language. Parents are given the Survey and Program Selection Form to complete at the time of the orientation.
Data regarding outreach is maintained by the ESL teacher in the ESL Compliance Binder. Parents who have registered students at this school have not chosen a TBE/DL program. Parents of a child that scores at or above proficiency are supplied with Non-Entitlement Letter. If the student does not score proficient on the NYSESLAT, then each school year, a letter of entitlement is issued for the new school year. A copy of this letter is filed and maintained in each child’s cumulative folder in main office. Ms. Pinos ensures to call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level.
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](#)].)

ESL department coordinator prepares entitlement letters to parent(s)/guardian in their native language and submits them to principal, Jennifer Spalding for review. These letters are distributed at either the orientation meeting or through student hand delivery. A copy of this letter is placed in student's cumulative folder in the main office. Ms. Pinos also confirms receipt of the letters with a follow-up call to those parent(s)/guardian. Data regarding outreach is maintained by the ESL teacher in the ESL Compliance Binder. Parents who have registered students at this school have not chosen a TBE/DL program. Parents of a child that scores at or above proficiency receive a Non-Entitlement Letter. If the student does not score proficient on the NYSESLAT, then each school year in September, a letter of entitlement is issued for the new school year. A copy of this letter is filed and maintained in each child's cumulative folder in main office. Ms. Pinos ensures to call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. Participation in ESL programs across all grades is made possible by over 90% parent choice. Upon review of the Parent Surveys and program selection forms, 80% of parents opt for a free standing ESL program. Therefore, the school currently only offers a free standing ESL program. We have Free Standing ESL classes on each grade. At this time, parents feel that a Free Standing ESL program to be most appropriate for their children's academic success and preparation for the NYS ELA exam. However, they are informed that if 15 or more parents request for a Bilingual or Dual Language Program, then the school is required to comply with that request up to three continuous grades. We also understand that if parents do not return for the parent orientation and fill out the program request form that the school would have to create a bilingual program by default if 15 students are of the same language on that grade.

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.

Students will be placed in the appropriate program according to the Parent Selection Survey. Bilingual classes will be formed when there are 15 or more students on two contiguous grades. However, if we do not have enough students to form a bilingual class, parents are informed of other schools that offer the programs they selected. Placement and Entitlement letters with a tear off are sent home to parents in their home language indicated on ATS screen. Copies of all letters are made and kept on file. ESL instructional programs are formed based on the results of the LAB-R. Students who score at the Beginning or Intermediate levels are scheduled to receive 360 minutes of ESL instruction per week and those who score at the Advanced level are scheduled to receive 180 minutes of instruction per week. The original Parent Selection Surveys are placed in the child's cumulative folder in the main office.

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.

The ESL teacher Ms. Pinos is responsible for scheduling student's for NYSELAT testing during the time frame set by the New York State Office of Assessments. There is a day designated for each part as per State testing memo. One day is allocated for Listening, reading, and Writing. The entire staff receives a memo informing them of the scheduled for NYSESLAT testing. Students who have an IEP receive testing accommodations as indicated in IEP. Ms. Pinos, the student's ESL teacher administers the Speaking subtest while a disinterested teacher in the room listens to and simultaneously scores the student's responses. Administering the speaking part of the assessment takes two days. This depends on the number of ESL students. Before testing administration begins, ESL Coordinator runs ATS reports (RLAT) to determine which students are eligible for NYSESLAT testing. Days prior to test administration, the ESL coordinator runs daily reports to ensure that there are no errors or discrepancies in data.

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. 

As a result of the Parent Survey and Program Selection form we have found that the majority of parents at Sunset Park Prep continue to request the Free Standing ESL Program. This year at orientation all new admit parents requested Free Standing ESL Program. Our parents have not requested Bilingual Program but have been given schools that offer bilingual programs if they are interested. Our ESL program is aligned with the parent requests and program choice as indicated by their response on the parent survey and program selection forms. As a result of the Parent survey, it indicates that the parents chose the Free Standing ESL Program. During orientation a survey will be given to the parents, which indicates the three programs that are available in New York City- Bilingual, dual Language and Free standing. If the survey shows that parents choose Bilingual or dual language the school will then open a class to meet the students educational needs After reviewing the Parent Selection Surveys for the 2013-2014 school year, 3 parents selected the ESL Program for their children, no parents selected the Transitional Bilingual or the Dual Language Program. During the 2012-2013, we only had one new admit and the parent also chose ESL program over the other programs offered to ELLs in NYC.

The trend over the past few years indicates that parents prefer the ESL Program over the other programs offered to ELLs. The ESL

Program offered at M.S. 821- Sunset Park Prep is fully aligned with parent requests. We fully satisfy our parent choice in servicing their children's needs. Parents are welcomed and encouraged to be actively involved in their child's education. We invite parents to many school functions/activities (Back to School Night, PTA Meetings, Monthly workshops) where they can have any question or concerns addressed concerning program choice or any school related matter. Majority of our ESL students are also students with IEPs, so we frequently check in with parents and maintain contact. At our yearly parent meeting, we discuss options and survey parents for results of program choice.

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])?

The ESL Program at Sunset Park Prep is a Freestanding ESL program that presently is just utilizing the push-in model. There are three ESL designated ESL classes at each grade level. Two of which are also ICT classes. Many of our ESL students are ELL/SWD and are placed in those classes. Teachers use variety of strategies to provide differentiation to meet the student's diverse academic and language needs.

b. At Sunset Park Prep, ESL students are placed in heterogeneous classes. They are taught all content areas in English but are provided with native language support if necessary. Our newly arrived students are given iPads to assist them with translation. Content area teachers assign long-term individual projects to new- admit on iPad to help them assist with language development and access content material.

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)?

The ESL teacher provides the mandated 360 minutes for Beginner and Intermediate students and 180 minutes for Advanced during pull out or push-in periods of the school day. The ESL teacher prepares students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies within each lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another. For example: once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery.

ESL programming at M.S. 821 entails double block periods of 90 minutes for beginners and single periods daily for intermediate level students. All of our students, ELLs and non-ELLs, receive 8 periods of ELA instruction weekly. NLA instruction is not provided at this time in our school because we currently do not have TBE or Dual Language. NLA support is integrated in all content areas by providing students the content materials in native languages. We also have bilingual staff members who can provide native language support in specific content areas if the student is in need. Our staff is aware that this is necessary for student if we expect them to meet grade level standards in content areas. As per NYS CR 154, beginner and intermediate students receive 360 minutes of instruction per week and our advanced students receive 180 minutes of English Language Arts (ELA) instruction per week. The ELA instruction in the ESL classroom corresponds with the ELA classroom instruction. We are using a Pull-Out/Push-in ESL Program which guarantees the required numbers of minutes are met.

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.

Teachers differentiate content area instruction by providing visual aids, math manipulative, using total physical response, flash cards and bilingual dictionaries. Extensive vocabulary review is provided to students when pre reading is facilitated. When possible ELLs are provided with books in their native language to facilitate understanding of the content area taught. New admits are also given Ipad to assist them with translation as well as with visuals. Teachers utilize word web, graphic organizers, and other instructional materials and strategies to assist students in learning content area as well as in their language development. Our highly qualified ESL teacher uses a scaffolding instructional approach which is aligned with the classroom reading, writing, social studies and science curriculum. Ongoing articulation and planning with the classroom teachers ensures an individual approach is taken with all students. Our ELL students have a wealth of library books and instructional materials in their ESL classrooms in all content areas which supports them in meeting standards in reading and writing. ESL strategies such as the use of visuals, hands-on manipulatives, Total Physical Response (TPR), repetition, graphic organizers, pictures, videos and computer programs are used to promote oral language development and to facilitate content area ESL instruction related to reading, writing, science, social studies and mathematics.

Within our current instructional program, we are implementing a Balanced Literacy approach to the teaching of reading and writing, which includes a word study component. The skills of listening, speaking, reading and writing are included in our daily instruction. This approach incorporates large group, small group and individualized instruction in reading and writing within the

workshop model. In the teaching of reading, we use shared reading, independent reading, and read-aloud to teach reading strategies and comprehension. We also use poetry to improve the listening, speaking and phonemic awareness skills of our students.

Description of Delivery of Content area in each Program –

ESL Pullout -

ELL students fully participate in ELA, Math and other content areas of instruction with non-ELL students. All ELL students are taught using the Shining Star Program. This is a three-level English language-learning program based on the systematic development of skills and strategies. The program comes with students' workbook, an annotated teacher's edition, an audio program, an assessment guide, resources for teachers, resources for students, transparencies, videos and student cd-rom. The program is designed to help students teach the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies.

ELA instruction -The continued implementation of a Balanced Literacy Approach in ELA with a 90 minute literacy block Classroom libraries, academic support personnel in the classroom and the assignment of a full-time literacy coach will further support ELA instruction.

Science instruction- ELL students follow the same pacing calendar as the English Proficient (EP) students. M.S. 821- Sunset Park Prep uses McGraw Hill textbooks. This textbook features many graphic organizers, which allow ELLs to see the lesson's information visually. It helps them organize, summarize information and to remember the content of the lesson.

Social Studies- for social studies instruction, ELLs follow the same pacing calendar as the E.P. students. Students in the six grades use the Our World's Story textbook by Harcourt Brace and Company and Eastern Hemisphere textbook by Holt Mc Dougal, Students in seven and eight grades are using the Holt McDougal, United States History and New York History: Beginnings to 1877. Students are taught how to analyze written sources (primary and secondary,) artifacts, historical maps, photographs, political cartoons and become active readers. Content area teachers receive professional development on how to differentiate for ELLs.

Math Instruction - Includes the implementation of a 90-minute Math block and daily writing activities using Connected Mathematics Program (CMP3). Supplemented materials include Hot Topics, teacher generated worksheets, interactive math websites, and the use of math lessons and tools on smart boards. Our ELL students receive the same instruction in math as English Proficient students. Math teachers plan their units keeping in mind content as well as language objectives.

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

As a freestanding program we ensure that ELLs are appropriately evaluated by administering the Spanish LAB during the first 10 days of arrival. All ELLs are evaluated in English but new admits are given assessments (unit tests) in all content translated in their native language. Ensurance of Evaluation of ELLs in their Native Language - All students are given the NY State Math assessment in their native language as available. In addition, all students are provided with glossaries during all testing as allowed by the city and State mandates.

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

Teachers of ELL's will be given proficiency levels to guide their instruction and to find different ways to appropriately assess their students utilizing their proficiency levels on all modalities tested on NYSESLAT. Beginners are given level appropriate reading selections that are accompanied by bilingual dictionaries, visual aids, and picture books, buddy system in native language. For intermediate, level appropriate reading texts, writing assignments, Visual aids. For Advanced we would incorporate the four modalities, which include writing, reading, speaking and listening. All this would be incorporated using ESL methodologies. As a school we ensure that reading and writing Lessons are integrated across all content areas for ELLs. Common planning time designated in teacher's programs allows for sharing strategies, tools, materials, and assessments. All unit plans include Differentiated Instruction and Accountable Conversations for ELLs., strategies for teaching students meta-cognitive strategies, Connecting the curriculum to a student's culture/experiences, Use of manipulatives, pictures and or objects, Providing demonstrations of academic tasks before students are asked to perform them (modeling) as well as The Writer's Workshop for ELLs are implemented to ensure that ELLs meet grade standards and score proficient on NYSESLAT exam or at least show gains

in literacy as well as language development as well as meet AYP.

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).

6. The level of English proficiency varies among the ELLs at our school therefore; the need to differentiate instruction is prevalent. Students' level of English proficiency determines what type of instruction or additional support they will receive. Teachers utilize ESL methodologies within the Teacher's College framework to meet the demands of the NYS ELA exam. The Teacher's College model uses journals, writer's notebooks, reader's notebooks, literary circles, portfolios and read alouds. Current research-based ESL strategies are used in the classrooms. Each teacher keeps a portfolio and an online data collection system through DataCation (Skedula), and reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels.

6a. Our SIFE or Long-Term ELL students are eligible for Academic Intervention Services (AIS) support and extended day services.

6b. For Ells with less then three years and take the state tests, we provide the students with the opportunity to learn test taking strategies. We provide 37.5 tutoring tutorial during extended daytime. We also provide an afterschool Ell program that focuses on Reading, Writing, Listening and Speaking. This is conducted in small groups in which the child is able to focus on task. The programs are taught by ESI certified teacher- Ms. Pinos. newcomers are grouped homogeneously for the extended day program. The teachers use Foundations and Words Their Way to support vocabulary and language growth. ESL teacher uses interactive read alouds (fiction as well as nonfiction), to foster listening and speaking skills and practice reading strategies such as retelling. Computer programs are also used such as Spelling City, Raz Kids and Discovery Education.

6c. ELLs receiving service four to six years are assigned to ESI teacher during the 37.5 extended day in order to reinforce and provide additional instruction in reading and math. By this they are able to analyze the work that they did in the school day and focus on areas that need improvement. This will provide a focus on the instruction needed to help these ELLs prepare for standardized tests . Some students receiving service 4 to 6 years also attend Photography Club to enhance their listening, reading, writing and speaking skills. Instruction for ELLs who are identified as students with disabilities is also differentiated. Students may receive additional support through Resource Room and AIS. Additionally, they are pulled for small group instruction and offered one on one support through conferences.

6d. For long term ELLs academic intervention is needed. Parents are contacted and a conference is scheduled to discuss the student's progress. During this time parent is updated. Parent is made aware to be more involved in student's education. School provides additional programs such as 37.5 minute program, afterschool program. If student engages in these resources and learning issues continue, As a result their name is submitted to the School Based Support Team for further recommendations. AIS is offered for students who are considered to be at risk.

6e. Differentiation of Instruction for ELL subgroups - Part 154 Extension of Services List allows Long Term ELL's to remain in ESL and allows for extended time as a test modification on all standardized tests. Academic Intervention Services (AIS). A teacher, specifically assigned for this purpose, will instruct Extension of Services students in small groups. AIS teacher will focus on reading and writing strategies as well as test preparation to ensure that Long Term ELLs meet the standards. The ESL teacher who has been assigned to work with "newcomers" provides instruction that helps these students acquaint themselves to American life and orient them to American culture, their new community, and school routines/expectations. We are also implementing a vocabulary enrichment program the program consists of 10-minute-a-day vocabulary instructional activities that assist English Language Learners to develop academic language in reading and writing. Data indicates that the ELL population can significantly benefit from vocabulary instruction. This program will be primarily used with intermediate and advanced students. For the 2014-2015 school year, we will continue to implement this program. Students will also continue to receive nonfiction reading materials and follow-up activities that are precisely matched to their learning abilities. All teachers of ELLs utilize strategies that are based on best practices that have evolved out of decades of reading research. ELLs with IEPs will receive all above services and will be serve according to their IEP mandates. Although we do not have a large population of SIFE students, a SIFE library is going to be purchased to be used in the future with SIFE students Professional development on how to better serve this population is also being implemented.

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?

Students are given supplementary materials to enhance the common core state standards in both ELA and Mathematics. Students are mainstreamed with the ESL General Ed students for their services. The use of smartboards and technology, UDL planning, and

differentiation component in our curriculum maps provide both access to content as well as language development. Principal and Assistant Principal ensure that all ELL and SWELL students' programs are aligned in order for students to have access to all classes (gym, art, music, AIS, etc) programs and extracurricular activities as the English Proficient, E.P. students. Instructional materials include Visions, Shining Star, as well as teacher made differentiated materials.

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?

M.S. 821-Sunset Park Prep uses curricula, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. There are two Integrated Co-Teaching class on each grade level providing a lower teacher to student ratio for small group instruction in all subject areas. AIS providers, ESL teacher, and other related service providers push into the content-area classrooms workshop to work with small groups of students in an effort to maximize the time spent with non-disabled peers. We use parallel programming which allows ICt students to receive SETTS or gen-education instruction.

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:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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

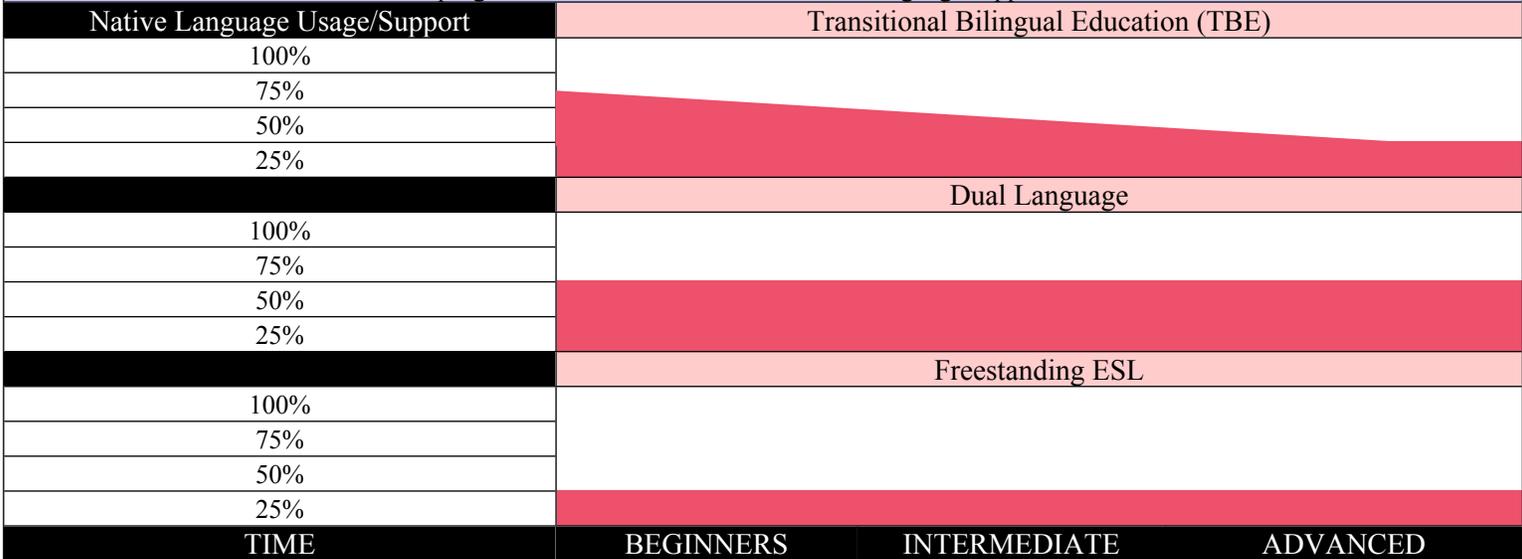
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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.

Our ELL's are offered extended time program in the morning to target areas in math and literacy. Beginner level students are offered the opportunity to work with the ESL teacher afterschool to help with language development. Where programming allows, an ESL teacher will continue to provide additional support to former ELLs by pushing in and reinforcing literacy skills.

Additionally, after students have tested out of the ESL program, we will continue to follow and provide testing accommodations for two years. Our school offers targeted interventions for ELA and Math as well as other content areas. AIS support is offered to students during the regular school day through small group instruction. Students who need additional support attend extended day services. Online computer programs that focus on reading, math and phonics are available for students who are struggling in those areas. We use a student intervention worksheet in grade team meetings to prioritize on concerns regarding at-risk students. The following targeted interventions are available, specific programs are generated based on the individual student.

ELA: Great Leaps, Cross Walk Coach, Storytelling, photography (Small Group Lab), and AIS.

Math: Regents Prep, Stock Market (small group lab)

Science: Regents Prep, dissection (small group lab)

Social Studies: Debate (small group lab), cross walk coach, civilizations/workbooks

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are piloting a push-in all subject ESL program. We will not know how effective it is until the results of the NYSESLAT 2013 arrive in the fall. We believe that by having a push-in ESL program we will be able to better help students learn to access material by providing them with active support. We are in the process of measuring this program's effectiveness. We are always looking for ways to improve ESL instruction in our school. We hope to stay with the push-in model and provide our ESL teacher with time to serve students. We are currently piloting our i-Pad program, with our newcomers and hope to continue to use technology to help foster language acquisition.

11. What new programs or improvements will be considered for the upcoming school year?

We are in the process of building our classroom libraries with native language books in different genres, dictionaries, glossaries, and software to help support our ELL population. Some of the computer programs we use are BrainPop, Raz Kids and Discovery Education. These programs are used to support word study, reading and social studies, and science research. The students will be able to use these materials to help them learn within their grade levels in all the content areas. The resources are of various levels appropriate for their grade level and age. The computer programs that are used for academic intervention are personalized to students' needs based on initial pretests.

12. What programs/services for ELLs will be discontinued and why?

As of now we are not discontinuing any programs.

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

ESL students are given the opportunity to participate in all programs available. Curricular - all ELLs are involved in:

- Teacher's College
- Morningside Center for Social Responsibility
- Advisory
- Great Leaps (intervention) - no ELLs involved
- Flocabulary and Word Up (ELA)
- Science Regent's Prep

Extracurricular Activities afterschool and ELL students are invited to attend:

- Lifelines
- Sunset Park Patriots
- Theater Troupe
- Lego-Robotics
- Art Club (mornings)
- Choir
- Audition Prep (music, visual art, drama)

- Yearbook
- Peer Mediators
- Russian Club

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
i Pads are given to beginners to assist in translation. The use of word walls, graphic organizers, and other instructional materials help support language development.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is given in all content areas by the use of dictionaries and spanish textbooks, and materials translated into native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services and resources support and correspond to ELLs ages and grade levels. Required services are provided to students in groups according to their age and grade level and age and grade appropriate resources are available to ELL students in their classroom as well as the ESL and Resource rooms.
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 school year we offer a two week orientation for new registered ESL students.
18. What language electives are offered to ELLs?
All our students are offered Spanish as a language elective.
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)?

Paste response to questions here:

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.

1. All teachers have scheduled common planning time in their program, in addition to 40 minutes of Professional Development every Monday. We offer weekly learning opportunities as curriculum developments, as well as grade, mentoring, content, and Danielson PD. The ESL teacher and service providers have a services of PD opportunities as well as time to meet with teachers.

The following personnel are involved in receiving professional development in ESL methodology within the school year, Assistant Principals, subject area teachers, Paraprofessionals, ESL Teachers, Special Education Teachers, Speech Therapists. ELL teachers are provided with professional development through the CFN and through the OELL as needed. They also meet monthly, or as necessary, with their Assistant principal, who supervises the ESL program. During this time ESL teachers provide training in instructional strategies for their ELL population. Teachers also look at data to discuss student intervention, progress and goals. Monthly department meetings focus on training teachers in instructional tools (e.g. using computers to access individualized programs), analyzing data from various sources (e.g. interim assessments, NYSESLAT results, NYS ELA and Math results, teacher observations); Teachers attend NYCDOE sponsored workshops relating to ELL instruction; Teachers of ELL students who deliver content area instruction (Sci., Math, SS, ELA) attend PD meetings with their subject specific colleagues as well as teacher leaders in each department. Our PD plan is based upon Interpretation and analysis of ELL data which is based on acuity, ELL Periodic assessments, ARIS reports, NYSESLAT, and NYS Exams. School secretaries are encouraged to attend the PD and trainings given by the OELLS.

The following is a tentative 2013-2014 schedule of our PD for classroom teachers and content area teachers given by the ESL Certified teacher/ESL Coordinator. Topics are also adapted to teacher needs and request.

Staff Dev. Dates Topics

Monday, Sept. 23

ESL students identification process, Developing listening skills, (TAPR), speaking skills, Educational strategies for beginning ELS and newcomers; resources available to teachers, internet educational programs for ELLs.

Monday, Oct. 21

Reading comprehension development (visuals, technology, differentiated instruction)
Vocabulary Development, Content area strategies and Methodologies, (Thinking Maps)

Monday, Nov. 18

ESL strategies and methodologies, language acquisition process
Using formal and informal assessment data to drive instruction

Monday, Dec. 16

Writing Content and Language Objectives

Monday, Jan. 20

QTEL models & activities

Monday, Feb. 10

Aligning our ELA TEST Prep Units to NYSESLAT Test Prep

Friday March 24

NYSESLAT and LAB-R assessments

Monday, April 28

Applying Multiple intelligences Theory to Instructional Practices

Monday, May 19

Portfolio Assessments for ELLs

Agendas, handouts, and attendance for these workshops are maintained by the ESL teacher providing these workshops.

2. Teachers are given information regarding their students to access their needs. They are made aware of test scores, time in the country, language deficiencies, and performance levels. The ESL teacher attends a variety of external PD to enhance her knowledge of best practices. She serves on a committee for TESOL, attends on-going trainings offered by OELLS/SWDs, Teacher's College, and NYCDOE Instructional Trainings. During designated common planning time, our ESL teacher turn-keys this information to individual teachers. During grade team, Staff PD's, and content meetings she shares best practices that have been proven to be successful for ELLs.

3. The school leadership supports staff working with ELL's by inviting them to attend to workshops that deal with the ELL's in the content area in which they teach. Also, when needed, our guidance counselors assist teachers and students in issues such as the acculturation process, dealing with peer pressure, homesickness, stress, frustration, step-parenting issues, among others. When issues arise, such as the ones mentioned above, the classroom teachers, assistant principals, ESL teacher, counselor, and parent coordinator meet with students, and parents to provide them with the necessary support to deal with such difficulties. If deemed necessary, parents may be recommended to go to an outside agency for family therapy and support.

4. The 7.5 hours of ELL training for the staff will be implemented as follows: 2 hours of ELL training at each of the Professional Development days in September and November. The remaining 3.5 hours of ELL training will be provided through Professional Development during the school year. Attendance records, agendas and Professional Development Reflection and Implementation forms will be maintained by the Principal to assure that the required ELL training hours for all staff members are complete.

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?
 1. The need to increase Parent Involvement is essential in order to improving student outcomes. Parents need to be key stakeholders in their child's education. While we have a significant amount of parents involved in school activities, we continue to strive for greater participation of parents. We need to continue to improve home school communication and the engagement of parents. We also need to continue to increase the engagement of more parents in school decision-making process. Parents are key partners in their child's education. We must try continuing to improve home school communication and engagement. Our goal is to engage more parents in decision-making, and promote active involvement in the school community. First and foremost, M.S. 821 staff wants to make sure every family is welcomed in their child's school. We encourage families to be better informed about education decisions relative to the development of the whole child, and most importantly, to have a better understanding of what their child is learning in the classroom, in the school and how this relates on a national level. Our school partnered with the Division of Family and Community Engagement, strives to ensure that all families are able to build bridges between the school, the home, the community and the Department's central offices. School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students' strengths and weaknesses. Our school's Parent Coordinator Ms. Evelyn Deliz, is the person responsible for engaging parents and answering their questions or concerns. She works closely with our school principal and administration, school staff, school leadership teams, parent associations, community groups, and parent advisory councils to serve families. Translation is provided to all parents as needed. Our Principal, Parent Coordinator, ESL Coordinator, Office Staff and many of our classroom teachers are bilingual. When speaking with parents we communicate with them in their native language. We have teachers on staff that assists whenever translation is necessary for our Cantonese and Mandarin speaking parents. During Parent Teacher Conferences all teachers are provided with translators as needed.
 2. We offer a variety of programs and services to parents of ELLs, special education, and general education students at M.S.821. There are English conversation classes for parents. This year we are piloting Datacation. This is a computer-based program to enable parents to have more accessibility to their child's grades. Our parent coordinator, technology teacher, and our assistant principal offer computer workshops and training to parents. This is a need that was identified after the school cabinet analyzed the results of parent surveys that were completed during back to school night in October 2013. Our annual Math/Science Family night and family Literacy Day also are great activities that help inform our parents about our student's curriculum and ways that they can get involved in helping their children. At M.S. 821 we make it a priority to support families by helping them find the resources they need in order to resolve problems. We partner with Center for Family Life, which is our CBO. The Center for Family Life is a family focused, neighborhood-based social service agency in our community of Sunset Park. They run our afterschool, summer, and in school arts programs. They also have parent programs that include a parent advisory council, community and Salsa dance classes, parent youth art events, family cultural outings, and volunteer support for annual productions performed for our community. Another partnership that the school has for many years is with Lutheran Medical Center and Center for Family Life. Both these organizations provide Health guidelines, family mental health services and English as a Second language as well as parental guidance (to parents of ELLs, special education and general education).
 3. Parents feel comfortable with our parent coordinator as well as other school personnel that if they feel they have a need or concern them immediately seek for help. We then try to recommend the services that can best suit their need. We provide orientations to all families of our incoming students as well as host a "Back to School Curriculum Night". During that time we inform to our parents the different resources that are available to them. We also encourage parents to participate and attend our monthly PTA meetings. This is a great opportunity for parents to get to voice their interests and concerns. Parents are also invited and encouraged to become members of our school leadership team. In the beginning of the school year, we invite parents to "Curriculum Night where they complete a survey. This survey is utilized to analyzing and evaluating the parent's need. Ms. Spalding, Principal, generates surveys through "Monkey Surveys. Com." The surveys requests for parents' feedback on various needs and issues. Hard copies of these surveys are also sent home to parents with students, if they did not attend back to school night. Ms. Evelyn Deliz, Parent coordinator, follows up with phone calls and answers any question that may arise. Ms. Evelyn Deliz, makes use of the translation and interpretation services as needed.

4. Our parental involvement activities address the needs of the parents in many ways. First of all many of the activities such as ARIS training provided by our parent coordinator, High School information night, The ELL Parent Orientation night, The Special Education Information Night, all help create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and know what is happening in the school. On October 3rd, an annual ELL informational meeting was held with the parents

to review the academic and instructional needs of their children. This meeting took place in the school library. Ms. Spalding, Principal, Ms. Pinos a certified ESL teacher/Coordinator, Ms. Pinckney the Assistant Principal, Ms. Deliz, the parent coordinator, and Mr. Lopez, Special Ed Coordinator were present conducting the meeting. Throughout the year Parent meetings and activities will take place to inform parents of progress their child has made, and also provide them with information regarding their child's education. Topics to be covered will consist of

ELA and Math workshops-March 28th by ELA and Math coach, High School Information Workshop-October 24th given by Ms. Tabb, Guidance Counselor, Datacation Workshop-Parent Coordinator and Assistant Principal given weekly starting October 16th. It helps them feel part of the school community and helps us use our parents as a resource

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Sunset Park Prep

School DBN: 15k821

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Spalding	Principal		12/6/13
Elaine Pinckney	Assistant Principal		12/6/13
Evelyn Deliz	Parent Coordinator		12/6/13
Myrna Johanna Pinos	ESL Teacher		12/6/13
Eugenia Gonzalez	Parent		12/6/13
Sarah SLack/Science	Teacher/Subject Area		12/6/13
John Adrian/SS	Teacher/Subject Area		12/6/13
Keith Herrador	Coach		12/6/13
Lauren Scott	Coach		12/6/13
Sharri Tabb	Guidance Counselor		12/6/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15k **School Name:** M.S. 821-Sunset Park Prep

Cluster: 1 **Network:** 102

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The data used to assess our school's written translation and oral interpretation needs are the school report card, School Leadership Team survey, parent feedback at PTA meetings and reflecting on the needs of translation services after Parent-Teacher Conferences. In September, parent surveys are sent home asking families for information on the preferred way to best communicate with them. We prioritize to ensure that we can communicate with families in our school community in their home language and utilize the method they prefer (form: phone calls, written, e-mail, and language of preference). The entire school population is informed of the eight most common primary languages which the Department of Education provides information for registration, health forms, conduct & discipline code, lunch forms, special education and related services, safety and academic programs. This information is provided in translated versions to our school community. Our office personnel utilize the information acquired from the family surveys and HLIS to update the ATS, emergency blue cards and other school records. In addition, with every announcement, informative bulletin or invitation to a school event is sent both in English and in Spanish/mandarin with a statement in the eight major languages indicating to please contact the office if the document needs to be translated into another language. The parent coordinator immediately calls the interpretation number so that an immediate telephone translation is provided to the family who requests it.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Each month during the academic year there are events, information, calendar announcements and requests that need to be communicated to parents, orally and/or in writing. The Principal, supervisors, Coaches, Parent Coordinator, Guidance Counselor, Teachers, SLT and PTA officials need written translation and oral interpretation services throughout the year. Our school website will be used as a resource to communicate with parents in their home-languages through surveys, we have found that Chinese and Spanish translations are the most frequently needed form of communication due to a high percentage of Spanish student population, and our number of Chinese speaking

families in our school community is increasing. The comments written and orally expressed by parents through the survey, demonstrate satisfaction with translations and oral interpretation provided by the school. Findings are reported to the school community through letters, staff bulletins, monthly faculty meetings, specifically early in the year, and the Annual School Report Card.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

During parent orientation, the parent coordinator informs the parents that written and oral translations are provided to parents that speak a language other than English. In addition to the parent coordinator, in-house staff such as: teachers and other staff members are available to assist with translation as needed. The written translations provided are: workshop flyers, test date reminders, PTA meetings and workshops, evening parental involvement events, school trips, calendar of events, and parent-teacher conference reminders. Department of Education translated forms are downloaded in the parents' native language. All parent correspondence is available and provided in all three prominent languages highlighted by our school data (Spanish, English, and Chinese). These documents are translated by in-house staff (as listed above). Written language translations for any other language is requested from the DOE Translation and Interpretation Unit. Documents such as, Parent Involvement Policy, Discipline Code and Parent Bill of Rights and Safety Plans are provided in English, Spanish and Chinese. If another language is needed, our Language Access Coordinator or Parent Coordinator reaches out to the DOE Translation and Interpretation Unit, so that the document may be provided in the requested language.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

School based parent workshops and meetings are always supported by in house Spanish and Chinese translators. Additional interpretation is provided by staff members who speak Spanish, Mandarin and Cantonese. Services for parents other than Spanish and Chinese (Russian, Polish, Arabic) is most often done by accompanying family/friends of the family. If needed, services can be made available by outside contractors.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The primary language spoken by the parent(s) of each student is determined when the child is registered. Written translations of notices/documents are available in Chinese and Spanish. If necessary, translation services can be provided by outside agencies (CBOs and the DOE Translation and Interpretation unit). Translations will be provided for DOE communications to parents and for student specific documents when needed. Oral interpretation will be provided on-site by the family workers and staff members. Use of DOE services will be as needed. Provisions have been made by posting a sign in the eight covered languages for the location of where written notifications can be obtained (Attachment A of the Chancellor's Regulations A-663).

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 821 - Sunset Park Prep	DBN: 15
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: English Language Learners (ELLs) need extra support in the acquisition of English for academic purposes. We have found through many years of experience that a focused supplementary after-school program with small groups can accelerate the development of English literacy skills. Students will focus on the development of academic English and literacy skills necessary for success in school. Title III after school Literacy Program is designed as described below:

Two teachers one licensed in ESL and the other in SWD's 5-9, will provide instruction to 30 freestanding ELL students in grades 6-8, some of whom have scored a Level I in ELA. All subgroups of ELLs in the school will be included: Newcomers, 4-6 year students, SIFE, and students with disabilities. Students in 6th, 7th, and 8th grades can participate. The Title III after school Literacy Program will include one class of thirty students. The program will utilize research-based strategies for teaching vocabulary to ELLs and other striving readers leading to an increase in achievement in all content areas. [?][?][?]

Rationale:

The rationale for using our title III funding is to provide academic activities that promote conceptual and linguistic support for our newcomers (0-3years) and potential long term ELLs (4-6 years). Our purpose is to increase the achievement of newcomers in order to prevent them from becoming LTEs. Our population for the Title III literacy after school program is comprised of thirty freestanding ESL students. We choose our potential students based on data analysis from the RLAT report and spring 2012 ELA assessment. Upon reviewing the data we found that the LTEs in our program, achieve a score of a level 1 or 2 on NYS ELA exam. Through analysis of the NYSESLAT, we have found that the informational and functional mode in the reading component confuses our potential LTEs and all of our ELLs are weak in topic based writing. Subgroups and Grade Levels:

Schedule and Duration:

The Title III after school program will take place two days a week, on Tuesdays and Thursdays, for two hours with each session running from 3:00 p.m. to 5:00 p.m. The classes will extend for eighteen weeks, starting in January, 2013. The Title III program will end June 2013.

Language of Instruction:

The instruction will be in English with native language support.

Number and types of certified teachers:

There will be two teachers for the group; one teacher will be a certified ESL teacher and the other certified in Special Education-Generalist 5-9.

Part B: Direct Instruction Supplemental Program Information

Materials:

Materials used in program will focus on English language proficiency. The Title III afterschool program will utilize research-based strategies for teaching vocabulary to ELLs and other striving readers leading to an increase in achievement in all content areas. The primary focus of the Title III literacy afterschool program will be the development of English literacy skills by increasing academic language and proficiency by expanding on the themes and topics that are being developed in the classrooms. Teachers will use sheltered English strategies in order to assure the acquisition of English. To ensure that this program supports the instruction in the classroom, articulation between the afterschool program personnel and the classroom teachers will be an essential component of this program. The Literacy program will use research based ESL programs (Avenues, Amazing English, English is Fun, Passwords: Science, Passwords: Social Studies) that offer standards based instruction with specialized strategies for ELL's and Attanasio's Getting Ready for the NYSESLAT , will also be used to build upon the lack of reading and writing skills that we noticed in our data analysis and provide opportunity for test-taking skills mastery. Our classrooms and afterschool program libraries are rich in multicultural materials that consider the family, cultural and language background of our students. These libraries include Oxford dictionaries in Simple Chinese, Arabic and Spanish.

Hi-lo readers will be also be used as a way of offering classic literature as well as fiction and non-fiction selections in a hi-lo format. The stories are of high interest but lower readability levels and tend to include many visuals. Some books are grouped thematically and can accompany different content areas and language arts courses. Some have different reading levels within a thematic set. They are useful for students at lower English proficiency levels. In order to enrich students' academic vocabulary in science and social studies the Passwords: Science Vocabulary and Passwords: Social Studies Vocabulary reading programs will also be used to build content literacy.

Student assessments will be ongoing and include a pretest, unit assessments, oral presentations, project evaluation, teacher's observations and a post test. In addition to purchasing Imagine Learning Software for ELLs, Passwords: Science and Passwords: Social Studies, and general supplies such as notebooks, pencils, and folders will be purchased to support the program. In order to incorporate the technology and literacy, we will implement the Imagine Learning-ELL's software program using the school laptops. This is an individualized program and each student will work at his or her own pace. This program promotes technology literacy and to learn both basic and academic vocabulary, including cross-curricular words common to social studies, science, and math.??

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

Rationale: There will be a study group on how to scaffold instruction for English Language Learners in all grades. Teachers will be able to share best practices while discussing readings from professional books selected that offer perspectives on how to differentiate for different groups of ELLs and develop academic skills.

Teachers to receive training:

The study group will include teachers of ELL students at Sunset Park Prep.

One teacher-SWD 5-9 Generalist

One teacher -TESOL Prek-12

One teacher -English Language Arts 7-12

One teacher -SWD 5-9 Generalist

One teacher -Earth Science 7-12

Schedule and Duration:

The study group will meet monthly for a duration of an hour (per session) starting on Wednesday January 9, 2013. Meeting dates are: February 13, March 13, and April 10th. Meetings will begin at 3:00 p.m. and end at 4:00 p.m.

Materials: Professional Book: ESOL Strategies for Teaching Content (Merrill Professional Development Series) by Jodi Reis

January 9, 2013: Focus and discussion of chapters 2 and 3.

Ch. 2. Language, learning, and content instruction. 12.

Ch. 3. Strategies to modify the content of instruction. 23.

February 13, 2013: Focus and discussion of chapters 4 and 7

Ch. 4. Strategies to modify the language of oral instruction. 30.

Ch. 7. Strategies to modify the techniques of instruction. 67.

March 13, 2013 Focus and discussion of chapters 5 and 6

Ch. 5. Strategies to modify the language of written instruction part I : textbooks. 41.

Ch. 6. Strategies to modify the language of written instruction part II : assignments. 54.

April 10, 2013 Focus and discussion of chapter 8

Part C: Professional Development

Ch. 8. Strategies to modify the techniques of assessment. 81.

Name of provider: No outside provider will be used. A trained and experienced ESL teacher will facilitate the sessions.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents who receive guidance in how to help their children in developing literacy and learning a new language can contribute significantly to the success of their children. This can be done both by making high quality educational materials available in English and Spanish and by offering workshops where teachers can share successful home learning activities with parents and answer their questions. The ultimate goal is to support parents and their ability to assist their children's learning. Bilingual editions of children's' books will be made available for parent read- alouds.

There are many activities that are implemented to increase parental involvement of all our parents including our ELLs and to thereby increase participation. The first step is to create a school environment that is warm, caring, inviting, and receptive to parents. Communication is a key to a welcoming school climate. Communication is promoted through our parent coordinator by sending out bilingual flyers, and scheduling monthly meetings and workshops. These opportunities support family school relations that build social networks. These activities help establish and maintain a supportive home learning environment.

Activity:

Parent Book Club

Sunset Park Prep continues to offer weekly Family Book Club meetings. Parents will be invited to participate every Friday afternoon for an hour to read different texts based on a theme and then discuss with whole groups what they read or learned. This is a great way to expose our parents to different texts such as: articles, pamphlets, picture books, magazines, etc. This book club can promote reading and parents as reading partners. Ms. Silver, Ms. Drago, will hold the book club meetings for parents every Friday in the school library (room 110) beginning Friday, November 2, 2012 from 3:00p.m.- 4:00p.m. Approximately twenty families are expected to attend.

Connect With Kids Series

In addition to this family book club, Sunset Park Prep will provide a series of monthly workshops given

Part D: Parental Engagement Activities

by ESL specialist and Parent Coordinator to inform and assist parents on a variety of topics that include pre-teen and adolescent issues.

Topics Include: January 17- Caught in the Web

- February 21- Mirror, Mirror
- March 28- When They Say Jump
- April 18-Someone You Know
- May 16-Running Sacred

Schedule and Duration: The workshops will each be 1 hour long and will be held from 6:00 p.m.-7:00 p.m. on a monthly basis, in order to give working parents the opportunity to attend.

Name of provider: ESL teacher- Ms. Pinos and Ms. Deliz, Parent Coordinator will facilitate the workshops utilizing materials from Connect with Kids Series. Connect with Kids Network, Inc. helps families learn and talk about today’s tough issues.

How parents will be notified of these activities:

The Parent Coordinator, ESL Coordinator will send letters to all parents of ELLs inviting them to each workshop session. In addition, flyers will be sent home and posted around the school as reminders, and phone calls will be made to parents before each session to remind them. Workshops will be offered both during the school day as well as in the evening to accommodate the different schedules of parents.

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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		