

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE SCHOOL OF JOURNALISM AND TECHNOLOGY
DBN (i.e. 01M001): 20K506
Principal: LISA SARNICOLA
Principal Email: LSARNIC@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: NEAL OPROMALLA

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
Lisa Sarnicola	*Principal or Designee	
Lulinda Grinaway	*UFT Chapter Leader or Designee	
Yunilda Gil	*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	
Maria Grajales	Member/ CSA	
Nancy Bongiovanni	Member/ UFT	
Mariella Galanti	Member/ UFT	
Nicole Kosanke	Member/ Parent	
Rubi Cantor	Member/ Parent	
Jennifer Oliveras	Member/ Parent	
Jacqueline Brody	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

By June 2015, the percentage of all students (inclusive of SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander students) performing at or above proficiency in ELA will increase 3%- 5% as measured by the 2015 NYS ELA assessment.

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.

After careful analysis of our school's New York City School Quality Snapshot, it was determined that students' performance on the 2014 ELA exam was not adequate. Only 17.9% of the students scored at a level 3 or 4. This was a 3.3% drop from the previous year. There was also a 10% decrease in English Median Adjusted Growth Percentile from a 75.0 to a 65.0. Additionally, the English Early Grade Progress remained the same, 1.33.

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. **Professional Development:** PD will continue to be given on the following topics: Trends analysis based on Danielson Observations, Journeys planning and implementation, UDL, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, CCLS, Instructional Shifts, Text Complexity, Academic Vocabulary, Study on reading levels and development of ELA tasks to meet the citywide expectations in Pre-K through 5. We also have an upper and lower grade teacher attending Network meetings.
2. **Additional Support Services:** Students who are at-risk receive Academic Intervention Service or small group instruction in the classroom. Instruction is delivered based upon data analysis. Additional Support Services also include: Afterschool programs and at-risk SETTS. Afterschool programs will comprise of students in all levels and students will be homogeneously grouped. In addition, individualized RTI support plans are created for at-risk students and can include supplemental services within the school day. Afterschool programs include a Title III ESL program and an afterschool ELA program. We are also providing reading support in K and 1 through F-status personnel.
3. **ELA Program and Application Fridays:** Journeys curriculum is utilized in all K-5 classrooms. Modifications were made to the program in order it to the CCLS. PD is provided to all teachers on the planning and implementation of the program. Labsites are created for the lower and upper grades. Intervisitations to labsites are conducted and debriefing sessions take place as needed. Teachers will continue to successfully implement and differentiate the program based on class needs. Teachers also are utilizing complex texts during Application Friday; to infuse more informational texts at the appropriate lexile level for their grade.
4. **ELA Tasks:** Inquiry Teams meet every Tuesday to revise and plan for the implementation of 3 ELA tasks that are crafted around persuasive writing, narrative writing, and informational writing. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
5. **ELA Teams:** A Vertical Team was created in order to research how to infuse formative assessments into daily and weekly ELA planning. The team meets monthly to track progress, make decisions and turn-key to their grade level teams.

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

1. Attending the PD- All Teachers, Selected Teachers, Assistant Principals for ELLs and SWDs, Administration, Data Specialists, Lead Teachers, Magnet Resource Specialist. PD will be given by in-house staff, the Network as well as outside staff developers. Additionally, PD will be given by administration, Network Staff and Staff Developers (Internal and External)
2. Afterschool programs are taught by selected teachers. RTI plans are created and tracked by RTI members. Small group support is provided by 1 F-Status teacher and 4 AIS teachers.
3. All teachers are engaged in Application Fridays and use the Journeys Program. Labsites are comprised of selected teachers.
4. All teachers are involved in Inquiry each Tuesday. An Inquiry Liaison was selected on each grade. The administration tracks and provides feedback to teams.
5. One teacher from each grade serves on the Vertical ELA team that meets monthly.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. In regards to the Danielson Observational data, there is an analysis of each cycle. The data is disaggregated to identify patterns and trends. This information is used to inform our professional development plan. Upon completion of additional cycles, comparative data is used to identify teacher growth and impact of the professional development offerings. The administration also looks at the impact of PD through student work samples and data. 2. The administration and teachers track data on an ongoing basis. The goal is to have an increase in performance and progress. In regards to AIS and SETSS, DRA data is analyzed across the year (3 times a year). The data is used to inform student grouping make changes to various programs and inform instructional next steps. 3. The administration and teachers track ELA (Reading and Writing) data on an ongoing basis. The goal is to have an increase in performance and progress. 4. The administration and teachers track progress on the tasks from the pre-assessment to the post assessment. During this time between the pre-assessment and the post-assessment, instruction is adapted to meet the needs of the students. 5. Formative assessment data will be analyzed during ELA Team meetings.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Professional Development- Ongoing September through June 2. AIS and SETSS- Ongoing September through June. Afterschool Programs- Cycled- determined throughout the school year. 3. Application Fridays and using the Journeys Program- Ongoing September through June 4. ELA Tasks are done at the end of every unit. The teachers meet in Inquiry Teams every Tuesday. 5. ELA Teams will meet a minimum of once a month.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Monday and Tuesday additional time for PD 2. AIS and SETSS providers incorporate research-based instructional strategies within their program. These programs include Orton Gillingham and Reading Recovery. Afterschool programs will also incorporate materials that are aligned to the CCLS. 3. Journeys Curriculum, modified curriculum maps as well as other CC aligned resources. 4. Inquiry period every Tuesday 5. Common Planning Time and substitute coverage as needed.

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).
<ul style="list-style-type: none"> ➤ Provide materials and training to help parents work with their children to improve their achievement level in literacy. ➤ Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home. ➤ ELL teachers, ELA teachers, and administration will host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school. ➤ Meet and Greets will take place bi-monthly and focus on various ELA topics around the CCLS. ➤ Provide parents with Technology workshops. ➤ Parent Coordinator will host various workshops. ➤ Leader In Me workshops. ➤ The school uses Global Connect to communicate with parents in native languages about upcoming workshops. Materials are also distributed in native language. ➤ The school has a Parent Lending Library which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.

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	N/A	Title IA	X	Title IIA	X	Title III	X	Set Aside	N/A	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title 1											

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.

By June 2015, the percentage of all students (inclusive of SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander students) performing at or above proficiency in math will increase 3%-5% as measured by the 2015 NYS Math assessment.

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.

After careful analysis of our school's New York City School Quality Snapshot, 43% of students scored a level 3 or 4. This was a 13.6% increase from the previous year. However, the city average is 61.4% and we fall below this average.

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. Continue implementation of the GoMath Curriculum:** We are continuing to implement and make modifications to the GoMath program school-wide. The program is standards based and designed to target individual needs instantaneously. The program includes tiered support ensuring that students are exposed to the content in multiple ways, if needed. The program calls for reteach sessions in small groups. This allows for direct support before the gap gets bigger throughout the unit. The program also infused technology, a push with vocabulary, a strong hands-on approach with manipulatives, and multiple higher order thinking problems. There is also a show what you know, a mid-chapter assessment, and a final assessment. The data is then compiled to inform future small groups.
- 2. Math Training:** Teachers will be provided on-going training on the continued implementation of the GoMath curriculum and the CCLS in mathematics. Teachers will carefully analyze each unit in GoMath to adapt it to the needs of our students. Teachers will continue throughout the school year to revise each unit of study. To support this work, a Math Lead on each grade was identified. These teachers are part of the Vertical Math Team and meet once a month to plan units with another elementary school within the Network. Teacher Leads then meet with their grade to turn-key information.
- 3. Mathematics Tasks:** Inquiry Teams meet every Tuesday to revise and plan for the implementation of mathematics tasks that are aligned to the units in GoMath. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
- 4. Daily Problem of the Day:** Students in all grades are exposed to DOK level 3 or higher problems on a daily basis using the math plan that was developed through Inquiry. Problems will be scored based upon a rubric. All students in K-5 will be expected to solve exemplars in math. The students again will utilize the math plan and rubric to monitor their success. Student work will be analyzed, results will be collected, and decisions will be made based on the data presented.
- 5. Additional Support Services:** Students who do not demonstrate proficiency of the lesson objective are immediately placed into small groups within the classroom and are retaught using an alternate method. Instruction is delivered based upon data analysis on an on-going basis. Additional Support Services also include the Saturday Math Academy. The Saturday Math Academy will be comprised of students in all levels and students will be homogeneously grouped. Our Magnet Resource Specialist works with students falling within our bottom third in grades 4 and 5. The Magnet Resource Specialist also pushes into four 3rd grade classes to provide math instruction. Our SETSS teacher also supports students who require additional support in mathematics for mandated as well as at-risk students. Lastly, individualized RTI support plans are created for at-risk students and can include supplemental services within the school day.

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

1. Continued implementation of the GoMath Curriculum- All teachers are implementing the program with all the materials and resource guides that came along with the program. Teachers modify the program to meet the needs of all students; inclusive of our subgroups.
2. Vertical Math Team members attend outside and in-house trainings. They then turn-key best practices to their grade level teams.
3. All teachers are involved in Inquiry each Tuesdays. An Inquiry Liaison was selected on each grade. The administration tracks and provides feedback to teams.
4. All teachers have access to Exemplars and the Problem of the day and administer these problems to their class.
5. All Teachers are engaged in small group instruction. Afterschool programs are taught by selected teachers. RTI plans are created and tracked by RTI members.

Small group support is provided by the Magnet Resource Specialist and the SETSS teacher. The Magnet Resource specialist also services grade 3 classrooms once a week.

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

1. The teachers and administrators look at data to identify trends and progress being made from one unit to the next. Decisions are then made based on the data. On a daily basis, teachers are assessing students' proficiency in the lesson that was just taught. Students who struggle with the teaching point are given tiered instruction. Students who are proficient are engaged in higher order thinking tasks.
2. During observations, the administration monitors the transference of what was learned in PD to what is happening during instructional time.
3. Teachers engage students in rigorous tasks that are aligned to the CCLS and the unit. Again data is analyzed and modifications to instruction occur.
4. Data from problem solving is looked at with the expectation of an increase in progress and performance.
5. Mathematics assessment data is collected after every second unit. The data is used to inform student grouping, make changes to various programs and inform instructional next steps.

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

1. Each grade follows the GoMath pacing calendar that was created by our school.
2. Professional Development - Ongoing September through June. Additionally, Monday and Tuesday Additional Time for PD
3. Math Tasks are done at the end of every unit. The teachers meet in Inquiry Teams every Tuesdays.
4. Problem of the Day and Exemplars are ongoing September through June
5. AIS and SETSS- Ongoing September through June. Afterschool Programs- Cycled- determined throughout the school year.

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

1. Utilizing all components and materials from the GoMath Program.
2. Common Planning Time as well as joint planning with another school.
3. Inquiry period every Tuesday using the GoMath Curriculum to support the revision of tasks.
4. Access to Exemplars and Problem of the Day
5. AIS and SETSS providers incorporate research-based instructional strategies within their program. Afterschool programs will also incorporate materials that are aligned to the CCLS.

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).

- Provide materials and training to help parents work with their children to improve their achievement level in math.
- GoMath Training for parents.
- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
- The administration will host math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- Meet and Greets will take place bi-monthly and focus on various mathematics topics around the CCLS.
- Parent Coordinator will host various workshops.
- The school uses Global Connect to communicate with parents in their native language about upcoming workshops. Materials are also distributed in native language.

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

Title 1

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.

By June 2015, 20% percentage of students in the bottom third of our school community (17 out of 83 students), will make progress (move from Level 1 to Level 2) as evidenced by the 2015 NYS ELA assessment.

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.

After careful analysis of our school's NYS ELA data, it was determined that 83 students in grades 4 and 5, that were in our bottom third, fell within level 1.

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.

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

1. Professional Development: PD will continue to be given on the following topics: Trends analysis based on Danielson Observations, Journeys planning and implementation, UDL, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, CCLS, Instructional Shifts, Text Complexity, Academic Vocabulary, Study on reading levels and development of ELA tasks to meet the citywide expectations in Pre-K through 5. We also have an upper and lower grade teacher attending Network meetings.
2. Additional Support Services: Students who are at-risk receive Academic Intervention Service or small group instruction in the classroom. Instruction is delivered based upon data analysis. Additional Support Services also include: Afterschool programs and at-risk SETTS. Afterschool programs will comprise of students in all levels and students will be homogeneously grouped. In addition, individualized RTI support plans are created for at-risk students and can include supplemental services within the school day. Afterschool programs include a Title III ESL program and an afterschool ELA program. We are also providing reading support in K and 1 through F-status personnel.
3. ELA Program and Application Fridays: Journeys curriculum is utilized in all K-5 classrooms. Modifications were made to the program in order it to the CCLS. PD is provided to all teachers on the planning and implementation of the program. Labsites are created for the lower and upper grades. Intervisitations to labsites are conducted and debriefing sessions take place as needed. Teachers will continue to successfully implement and differentiate the program based on class needs. Teachers also are utilizing complex texts during Application Friday; to infuse more informational texts at the appropriate lexile level for their grade.
4. ELA Tasks: Inquiry Teams meet every Tuesday to revise and plan for the implementation of 3 ELA tasks that are crafted around persuasive writing, narrative writing, and informational writing. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
5. ELA Teams: A Vertical Team was created in order to research how to infuse formative assessments into daily and weekly ELA planning. The team meets monthly to track progress, make decisions and turn-key to their grade level teams.

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

1. Attending the PD- All Teachers, Selected Teachers, Assistant Principals for ELLs and SWDs, Administration, Data Specialists, Lead Teachers, Magnet Resource Specialist. PD will be given by in-house staff, the Network as well as outside staff developers. Additionally, PD will be given by administration, Network Staff and Staff Developers (Internal and External)
2. Afterschool programs are taught by selected teachers. RTI plans are created and tracked by RTI members. Small group support is provided by 1 F-Status teacher and 4 AIS teachers.
3. All teachers are engaged in Application Fridays and use the Journeys Program. Labsites are comprised of selected teachers.
4. All teachers are involved in Inquiry each Tuesday. An Inquiry Liaison was selected on each grade. The administration tracks and provides feedback to teams.
5. One teacher from each grade serves on the Vertical ELA team that meets monthly.

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

1. In regards to the Danielson Observational data, there is an analysis of each cycle. The data is disaggregated to identify patterns and trends. This information is used to inform our professional development plan. Upon completion of additional cycles, comparative data is used to identify teacher growth and impact of the professional development offerings. The administration also looks at the impact of PD through student work samples and data.
2. The administration and teachers track data on an ongoing basis. The goal is to have an increase in performance and progress. In regards to AIS and SETSS,

DRA data is analyzed across the year (3 times a year). The data is used to inform student grouping make changes to various programs and inform instructional next steps.

3. The administration and teachers track ELA (Reading and Writing) data on an ongoing basis. The goal is to have an increase in performance and progress.
4. The administration and teachers track progress on the tasks from the pre-assessment to the post assessment. During this time between the pre-assessment and the post-assessment, instruction is adapted to meet the needs of the students.
5. Formative assessment data will be analyzed during ELA Team meetings.

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

1. Professional Development- Ongoing September through June
2. AIS and SETSS- Ongoing September through June. Afterschool Programs- Cycled- determined throughout the school year.
3. Application Fridays and using the Journeys Program- Ongoing September through June
4. ELA Tasks are done at the end of every unit. The teachers meet in Inquiry Teams every Tuesday.
5. ELA Teams will meet a minimum of once a month.

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

1. Monday and Tuesday additional time for PD
2. AIS and SETSS providers incorporate research-based instructional strategies within their program. These programs include Orton Gillingham and Reading Recovery. Afterschool programs will also incorporate materials that are aligned to the CCLS.
3. Journeys Curriculum, modified curriculum maps as well as other CC aligned resources.
4. Inquiry period every Tuesday
5. Common Planning Time and substitute coverage as needed.

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).

- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
- ELL teachers, ELA teachers, and administration will host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- Meet and Greets will take place bi-monthly and focus on various ELA topics around the CCLS.
- Provide parents with Technology workshops.
- Parent Coordinator will host various workshops.
- Leader In Me workshops.
- The school uses Global Connect to communicate with parents in native languages about upcoming workshops. Materials are also distributed in native language.
- The school has a Parent Lending Library which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.

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

Title 1

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.

By June 2015, 20% percentage of students in the bottom third of our school community (17 out of 83 students), will make progress (move from Level 1 to Level 2 or a low level 2 to a high level 2) as evidenced by the 2015 NYS Math assessment.

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.

After careful analysis of our school's NYS Math data, it was determined that 61 students in grades 4 and 5, that were in our bottom third, fell within level 1 and 22 students in grades 4 and 5 that were in our bottom third fell within a low level 2.

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.

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

1. Continue implementation of the GoMath Curriculum: We are continuing to implement and make modifications to the GoMath program school-wide. The program is standards based and designed to target individual needs instantaneously. The program includes tiered support ensuring that students are exposed to the content in multiple ways, if needed. The program calls for reteach sessions in small groups. This allows for direct support before the gap gets bigger throughout the unit. The program also infused technology, a push with vocabulary, a strong hands-on approach with manipulatives, and multiple higher order thinking problems. There is also a show what you know, a mid-chapter assessment, and a final assessment. The data is then compiled to inform future small groups.
2. Math Training: Teachers will be provided on-going training on the continued implementation of the GoMath curriculum and the CCLS in mathematics. Teachers will carefully analyze each unit in GoMath to adapt it to the needs of our students. Teachers will continue throughout the school year to revise each unit of study. To support this work, a Math Lead on each grade was identified. These teachers are part of the Vertical Math Team and meet once a month to plan units with another elementary school within the Network. Teacher Leads then meet with their grade to turn-key information.
3. Mathematics Tasks: Inquiry Teams meet every Tuesday to revise and plan for the implementation of mathematics tasks that are aligned to the units in GoMath. During team meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team contains an Inquiry Liaison that meets vertically and then turn-keys to their team.
4. Daily Problem of the Day: Students in all grades are exposed to DOK level 3 or higher problems on a daily basis using the math plan that was developed through Inquiry. Problems will be scored based upon a rubric. All students in K-5 will be expected to solve exemplars in math. The students again will utilize the math plan and rubric to monitor their success. Student work will be analyzed, results will be collected, and decisions will be made based on the data presented.
5. Additional Support Services: Students who do not demonstrate proficiency of the lesson objective are immediately placed into small groups within the classroom and are retaught using an alternate method. Instruction is delivered based upon data analysis on an on-going basis. Additional Support Services also include the Saturday Math Academy. The Saturday Math Academy will be comprised of students in all levels and students will be homogeneously grouped. Our Magnet Resource Specialist works with students falling within our bottom third in grades 4 and 5. The Magnet Resource Specialist also pushes into four 3rd grade classes to provide math instruction. Our SETSS teacher also supports students who require additional support in mathematics for mandated as well as at-risk students. Lastly, individualized RTI support plans are created for at-risk students and can include supplemental services within the school day.

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

1. Continued implementation of the GoMath Curriculum- All teachers are implementing the program with all the materials and resource guides that came along with the program. Teachers modify the program to meet the needs of all students; inclusive of our subgroups.
2. Vertical Math Team members attend outside and in-house trainings. They then turn-key best practices to their grade level teams.
3. All teachers are involved in Inquiry each Tuesdays. An Inquiry Liaison was selected on each grade. The administration tracks and provides feedback to teams.
4. All teachers have access to Exemplars and the Problem of the day and administer these problems to their class.
5. All Teachers are engaged in small group instruction. Afterschool programs are taught by selected teachers. RTI plans are created and tracked by RTI members. Small group support is provided by the Magnet Resource Specialist and the SETSS teacher. The Magnet Resource specialist also services grade 3 classrooms

once a week.

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

1. The teachers and administrators look at data to identify trends and progress being made from one unit to the next. Decisions are then made based on the data. On a daily basis, teachers are assessing students' proficiency in the lesson that was just taught. Students who struggle with the teaching point are given tiered instruction. Students who are proficient are engaged in higher order thinking tasks.
2. During observations, the administration monitors the transference of what was learned in PD to what is happening during instructional time.
3. Teachers engage students in rigorous tasks that are aligned to the CCLS and the unit. Again data is analyzed and modifications to instruction occur.
4. Data from problem solving is looked at with the expectation of an increase in progress and performance.
5. Mathematics assessment data is collected after every second unit. The data is used to inform student grouping, make changes to various programs and inform instructional next steps.

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

1. Each grade follows the GoMath pacing calendar that was created by our school.
2. Professional Development - Ongoing September through June Additionally, Monday and Tuesday Additional Time for PD
3. Math Tasks are done at the end of every unit. The teachers meet in Inquiry Teams every Tuesdays.
4. Problem of the Day and Exemplars are ongoing September through June
5. AIS and SETSS- Ongoing September through June. Afterschool Programs- Cycled- determined throughout the school year.

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

1. Utilizing all components and materials from the GoMath Program.
2. Common Planning Time as well as joint planning with another school.
3. Inquiry period every Tuesday using the GoMath Curriculum to support the revision of tasks.
4. Access to Exemplars and Problem of the Day
5. AIS and SETSS providers incorporate research-based instructional strategies within their program. Afterschool programs will also incorporate materials that are aligned to the CCLS.

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).

- Provide materials and training to help parents work with their children to improve their achievement level in math.
- GoMath Training for parents.
- Provide parents with a letter explaining each of the Instructional Shifts and how they can support their child at home.
- The administration will host math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- Meet and Greets will take place bi-monthly and focus on various mathematics topics around the CCLS.
- Parent Coordinator will host various workshops.
- The school uses Global Connect to communicate with parents in their native language about upcoming workshops. Materials are also distributed in native language.

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

Title 1

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.
N/A

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.
• N/A

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.

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

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).
N/A

Budget and Resource Alignment

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

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

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.)
<p>ELA</p>	<p>Students in K participate in the Foundations and the Word Study Component of the Journeys Program.</p> <p>Students in Grade 1 through 5 use the Word Study Component of the Journeys Program.</p> <p>Students in K through 5 are taught reading utilizing components of Balanced Literacy.</p> <p>Reading Recovery strategies and methodologies are used.</p> <p>Orton-Gillingham strategies and methodologies are implemented.</p> <p>Skills and Strategies are taught through leveled books.</p> <p>Interactive Writing to support students in acquiring writing skills</p> <p>Select teachers in K, 1 and 2 are trained and implement Reading Reform in their classrooms.</p> <p>In Grades 3-5, the Soar to Success Reading Program is modified to include higher order thinking skills.</p> <p>Journeys Intervention, Reading Recovery and Orton Gillingham</p>	<p>Students are pulled into small groups based on data.</p> <p>Students are conferred with on-on-one to address specific academic needs.</p>	<p>Students receive AIS service during the school day.</p> <p>Reading Afterschool Programs run from January through April.</p> <p>Small groups are provided with support during the 90 minute reading block.</p> <p>D.E.A.R time 5 days a week for 20 minutes per day.</p>

	<p>methodologies are used.</p> <p>Interactive/Shared Reading to support fluency.</p> <p>Components of the Journey's Program are used based on data.</p> <p>Writing Units that reflect TC and the CCLS are implemented.</p>		
<p>Mathematics</p>	<p>Students in Grades K-5 are utilizing the GoMath Program.</p> <p>Students in Grades K through 5 are utilizing the CCLS to support the GoMath Curriculum.</p> <p>Students are engaged in completing Exemplars and higher order thinking problems of the Day to build problem solving skills and reasoning.</p> <p>Students are engaged in completing Math Problem from Math Journals, which are aligned to the CCLS.</p>	<p>Students are pulled into small groups based on data.</p> <p>Students are conferred with on-on-one to address specific academic needs.</p>	<p>Students receive AIS service during the school day.</p> <p>Math Saturday Academy will run from January to April.</p> <p>Small groups are provided with support during the 60-75 minute math block.</p>
<p>Science</p>	<p>Science Foss Kits are used in Grades K-5.</p> <p>Science experiments are conducted during the science periods.</p> <p>Science notebooks are utilized to support writing that is aligned to the CCLS.</p> <p>Culminating activities are provided to students throughout the unit of study that are aligned to the CCLS and fall within the various DOK levels.</p>	<p>Students are pulled into small groups based on data.</p> <p>Students are conferred with on-on-one to address specific academic needs.</p>	<p>Students receive AIS services during the school day to support readings in the content area.</p>

<p>Social Studies</p>	<p>Houghton Mifflin is utilized to implement the Social Studies curriculum in grade K-5.</p> <p>Trade books are used to support the Social Studies Curriculum through read alouds and/or shared reading.</p> <p>Culminating activities are provided to students throughout the unit of study that are aligned to the CCLS and fall within the various DOK levels.</p>	<p>Students are pulled into small groups based on data.</p> <p>Students are conferred with on-on-one to address specific academic needs.</p>	<p>Students receive AIS services during the school day to support readings in the content area.</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Play therapy to address social, emotional, and behavioral needs is done on a daily basis for our at-risk students.</p>	<p>One-to-one</p> <p>Small group counseling</p>	<p>Students receive services during the school day.</p> <p>Students can receive additional services after school during NIA.</p>

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

6. All elements of the *All Title I Schools* section must be completed*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. 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.					
X	School Wide Program (SWP)	N/A	Targeted Assistance (TA) Schools	N/A	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.
<ul style="list-style-type: none"> ➤ The secretary will work closely with our Network HR point person to ensure that non-HQT meet all required documentation and assessment guidelines. ➤ Mentors are assigned to support struggling teachers, new teachers and non-HQT. ➤ Professional Development is provided to support the retention of Highly Qualified Teachers. ➤ When a new position arises, the administration tries to hire a Highly Qualified Teacher to fill the position. If a Highly Qualified Teacher is the not sorted for the job, the administration will ensure that the teacher selected is supported to become Highly Qualified. ➤ When reorganizing, the administration ensures that the assignment matches the teacher's license area.

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).
All PD given is based upon data trends within Danielson as well as Data trends within the school. Professional Development is also given based upon the Citywide Instructional Expectations, the Common Core Learning Standards, the curriculum and the Shifts. Professional development is monitored and individual professional development is given in order to develop teacher pedagogy and craft. Paraprofessionals are included in the PD that teachers receive and at times, are given different PD based on need or requests. All administrators attend outside PD provided by the Network, District and Central support staff.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All SAMS are looked at to ensure that funding is being used appropriately. For example, each family that is in temporary housing, \$100 is set aside to buy materials that the student may need.

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.).
Our Pre-K teacher is involved with all PD that is provided to the school which ensures a common language so that she can prepare her Pre-K students to the expectations of kindergarten. Pre-K parents are invited to attend all school-wide meetings so that they are familiar with the CCLS and expectations in Pre-K and future years. The school also has a partnership with The Promise Center which supports early literacy and activities/supports that parents can utilize at home with their children.

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.
All staff has a voice within the school. Decisions are made in collaboration with the teachers. Information is shared at Professional Development sessions, at Instructions Team Meetings and through the weekly "Buzz". During this time, we look at assessments that are being offered and decide if the assessment will match the curriculum that is currently used at the school or if we already have an assessment in place that will track the same information. All assessments that are done are monitored and the data gathered is used to inform instruction and the need for future professional development. Professional development is done on a weekly basis based upon trends in data and the needs that arise within the school community. Teachers also have an opportunity to make requests on the topics for professional development. Additionally, teachers volunteer to facilitate professional development sessions.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

P.S. 506

The Magnet School of Global Communication through Journalism and Technology

330 59th Street
Brooklyn, NY 11220
718-492-0087
718-492-9431 (fax)

Lisa Sarnicola
Principal

Elibelk Vargas Maria Grajales
Assistant Principals

SCHOOL PARENTAL INVOLVEMENT POLICY

PART 1 GENERAL EXPECTATIONS

P.S. 506 agrees to implement the following statutory requirements:

- ◆ The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118 – Parental Involvement* of the Elementary and Secondary Education Act (ESEA). As we are conceptually consolidated the programs and activities will be opened to all students. The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ◆ In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities and parents of migratory children. This will include providing information and school reports required under *Section 111 – State Plans* of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- ◆ The school will involve all parents, as we are conceptually consolidated, of children served in Title 1, Part A program(s) in decision about how the Title 1, Part A funds reserved for parental involvement are spent.
- ◆ The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- ❖ *that parents play an integral role in assisting their child's learning;*
- ❖ *that parents are encouraged to be actively involved in their child's education at school;*
- ❖ *that parents are full partners in their child's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- ❖ *the carrying out of other activities, such as those described in Section 1:118 – Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 506 will take the following actions to involve parents in the process of school review and improvement under *Section 1116 – Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

- ❖ 50% of the School Leadership team is comprised of parents.
- ❖ These parents, along with the other members of the SLT, review statistics, formulate the Comprehensive Educational Plan, and assist in the determination of a budget.

2. P.S. 506 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following other programs:

- ❖ *Leveled Literacy Intervention*
- ❖ *Funded Literacy and Math Programs*
- ❖ *Universal Pre-Kindergarten Program*

3. P.S. 506 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who have limited English proficiency).

The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Our Parent Coordinator will develop needs assessment surveys to be distributed over the course of the school year. The surveys will be collected and reviewed by the Parent Coordinator and Administration. The information collected will be disseminated to all parents at our PTA meetings and administrative correspondence. The correspondence will list P.S. 506's successes and future steps being taken towards increasing parental involvement.

4. P.S. 506 will build the parents' capacity for strong parental involvement, in order to ensure effective participation of all parents. The partnership among parents, and the community will focus to improve student academic achievement, through the following activities specifically described below:

- ❖ The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph.

P.S. 506 will develop instructional resources for use by parents and by parent trainers. Our parent handbook will be distributed in September to every parent and on-going awareness sessions will be offered by our Parent Coordinator. This effort will familiarize the parents with the handbook. The handbook will be disseminated in native languages. Training will be provided by our Parent Coordinator for the parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title 1 and regular school programs, dealing more effectively with schools, using outside services of community agencies, understanding child development, supporting the instructional

program at home, connecting the Common Core Learning Standards, communicating effectively with children and motivating youngsters and building their self-esteem including the principles of the Leader in Me program. In September, parents will attend curriculum conferences where the teachers will review the curriculum they are utilizing. The parents will be given materials explaining the following:
End of the year standards for each grade level, a brief description of the types of formal and informal assessments that will be given throughout the course of the school year as well as other classroom and school policies.

- ❖ The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:
 - *Offering workshops, materials and educational websites.*
 - *Continuing to offer parent resource center and lending library with materials such as trade books, recent educational articles, and tapes for parents to use with their children.*

- ❖ The school with the assistance of the district community and parents will: educate its teachers, pupil services personnel, principals and other staff in how to communicate with and work with parents as equal partners. This effort will highlight and show the value and utility of parents. Parents programs will serve to build ties between parents and the schools by:
 - *Offering workshops given by the Parent Coordinator*
 - *Disseminating the information the Parent Coordinator receives at regional and network meetings.*

- ❖ The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title 1 participating children and all parents of students in P.S.506. It will be disseminated in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language that parents can understand:
 - *Staff members will translate letters into various languages.*
 - *Students will record important meeting dates in their homework planner.*
 - *Parents will receive a monthly calendar. Flyers will be sent home as a reminder.*
 - *Parents will be provided with information in a timely manner in a parent newsletter.*
 - *Parents will be made aware of school events through Global Connect – a phone system that disseminates information in Native Languages.*

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PART V ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with the parents of children participating in Title 1, Part A programs, as evidenced by the agenda and minutes from the 2014 Title I Parent Meetings.

This policy will be adopted by P.S. 506 for the 2014-2015 SY and will be in effect for the period of the 2014 – 2015 school year.

Principal

Date

I received a copy of the Policy and the School-Parent Compact.

Parent's Signature

Date

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

P.S. 506

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SCHOOL-PARENT COMPACT

P.S. 506 and the parents of the students participating in activities, services and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2014 – 2015.

PART I – REQUIRED SCHOOL – PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 506 will:

- ❖ **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Common Core Learning Standards as follows:**
 - *Our teachers will meet weekly with their peers and the administration for study groups, planning sessions and professional discussions. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the Common Core Learning Standards.*
 - *Teachers on each grade will follow Common Core Learning Standards based curriculum maps which were developed by classroom teachers.*
 - *Teachers will use data from assessments to plan instruction according to their students' needs. Academic intervention will be provided to support the struggling students.*
 - *The students will be given many resources to assist them in their educational journey. All classrooms have leveled libraries filled with an abundance of literature. The literature books are organized by genres, authors, Fountas & Pinnell levels and other topics relevant to that particular grade level.*

- ❖ **Hold parent-teacher conferences (three times a year in schools and a curriculum conference night) during which this Compact will be discussed as it relates to the individual child's achievement. In addition, class and school wide expectations will be addressed. Specifically, those conferences will be held:**
 - *Parent-Teacher conferences are held in November, March and May*
 - *Curriculum Conference Night will be held in September*

- ❖ **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Official Common Core aligned report cards will be distributed in November, March and June.*
 - *Kindergarten students will receive Common Core aligned report cards in January and June.*
 - *Progress reports aligned to Common Core Learning Standards will be distributed twice a year, in between report cards.*

- ❖ **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*
 - *Parents can request to meet with the administration through the Parent Coordinator.*
 - *Parents can request to speak with the Parent Coordinator as needed.*

- ❖ **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:**
 - *Parents can request in writing their interest to volunteer in the school to the Principal. The Parent Coordinator will notify the parent what time to come and assist. Proper identification will be needed.*
 - *After each unit of study in Writing, the parents will be invited to a publishing celebration in the classroom.*
 - *Parents are also invited for special events and culminating project presentations throughout the school year.*
 - *Parents are encouraged to take part in Leadership Day as well as other school wide leadership events.*

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- ◆ **Supporting my child's learning by making education a priority in our home by:**
 - ≥ *making sure my child arrives on time and is prepared everyday for school*
 - ≥ *talking with my child about his/her school activities everyday*
 - ≥ *scheduling daily homework time*
 - ≥ *providing an environment conducive for study*
 - ≥ *making sure that homework is completed **and signed**.*
 - ≥ *making sure that my child reads each night and completes a book response*
 - ≥ *monitoring the amount and quality of television my children watch and use of technological devices (ex: videogames, ipads, etc)*
- ◆ **Participating, as appropriate, in decisions relating to my child's education**
- ◆ **Promoting positive use of my child's extracurricular time**
- ◆ **Participating in school activities on a regular basis**
- ◆ **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding as appropriate**
- ◆ **Checking student correspondence folder and planner on a daily basis**
- ◆ **Reading to, by and with my child everyday**
- ◆ **Insuring my child completes a response in the Daily Reading Response Journal**
- ◆ **Providing my child with a library card**
- ◆ **Communicating positive values and character traits according to the 7 Habits of The Leader in Me**
- ◆ **Respecting the cultural differences of others**
- ◆ **Helping my child accept consequences for negative behavior**
- ◆ **Being aware of and following the rules and regulations of the school**
- ◆ **Supporting the school discipline policy**
- ◆ **Expressing high expectations and offer praise and encouragement for achievement**
- ◆ **Updating phone numbers and addresses so that the school can reach my home with important information**

PART II – OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high

standards. Specifically, we will:

- ◆ come to school ready to do our best and be the best we can be
- ◆ come to school with all the necessary tools of learning: pencils, completed homework, books, etc.
- ◆ listen and follow directions
- ◆ live by your classroom mission statement reflective of the 7 habits
- ◆ participate in class discussions and activities
- ◆ be honest and respect the rights of others
- ◆ follow the school's/class' rules of conduct
- ◆ follow the school's dress code
- ◆ ask for help when we don't understand
- ◆ do your homework everyday
- ◆ study for tests and assignments
- ◆ read everyday outside of school time and complete daily reading response journal
- ◆ read at home with our parents
- ◆ get adequate rest every night
- ◆ use the library to get information and to find books that we enjoy reading
- ◆ give to your parents or to the adult who is responsible for your welfare, all notices and information we receive at school everyday

OTHER RESPONSIBILITIES

P. S. 506 will:

- ◆ Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely fashion.
- ◆ Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings such as, in the morning or evening so that as many parents as possible are able to attend.
- ◆ Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents and to the extent practical, in a language that parents can understand.
- ◆ Provide information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and proficiency levels students are expected to meet.
- ◆ At the request of parents, provide opportunities for meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ◆ Provide to parents an individual student report about the performance of their child on the State assessment in English Language Arts and Mathematics.
- ◆ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$712,967.31	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$142,809.00	X	See action plan
Title III, Part A	Federal	\$22,916.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,967,377.00	X	See action plan

¹Explanation/Background:

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

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

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 506
School Name School of Journalism and Technology		

B. Language Allocation Policy Team Composition [i](#) 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 Lisa Sarnicola	Assistant Principal Ellie Vargas/Maria Grajales
Coach NA	Coach NA
ESL Teacher L. Peralta/Y. Kravchik	Guidance Counselor L. Cuervo/F. Lai
Teacher/Subject Area D. Garcia/J. Gutierrez/ESL	Parent Norma Mendez
Teacher/Subject Area R. Castillo-Siegel/4th Grade	Parent Coordinator Jessica Penate
Related Service Provider M. Gomez/ School Psychologist	Other NA
Network Leader(Only if working with the LAP team) NA	Other NA

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.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
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	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	806	Total number of ELLs	181	ELLs as share of total student population (%)	22.46%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
self-contained	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Push-In	4	5	2	3	2	2	0	0	0	0	0	0	0	18
Total	5	6	3	3	2	2	0	21						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	181	Newcomers (ELLs receiving service 0-3 years)	150	ELL Students with Disabilities	34
SIFE	0	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	150	0	16	31	0	18	0	0	0	181

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	150	0	16	31	0	18	0	0	0	181

Number of ELLs who have an alternate placement paraprofessional: 9

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	13	22	15	10	19	11	0	0	0	0	0	0	0	90
Chinese	20	24	16	14	10	3	0	0	0	0	0	0	0	87
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	2	1	0	0	0	0	0	0	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	34	48	32	24	29	14	0	181						

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)	3	3	1	6	1	0	0	0	0	0	0	0	0	14
Intermediate(I)	11	11	4	10	5	4	0	0	0	0	0	0	0	45
Advanced (A)	34	20	16	13	5	20	0	0	0	0	0	0	0	108
Total	48	34	21	29	11	24	0	167						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	23	2	0	0	25
4	9	1	0	0	10
5	20	4	0	0	24
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	18	3	7	1	1	1	0	0	31
4	6	0	3	0	1	1	0	0	11
5	14	1	9	0	0	0	0	0	24
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	1	5	1	0	0	9
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other _____	0	0	0	0	
Other _____	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 506 uses the DRA-2 to assess the early literacy skills of ELLs. The DRA-2 provides data on reading engagement, accuracy, oral reading fluency, and comprehension. The DRA Word Analysis gives us insights on how our ELLs attend to and work with the various components of spoken and written words including: phonological awareness, metalanguage, letter/high frequency word recognition,

phonics, and structural analysis and syllabication. The data helps us monitor the literacy growth of our ELLs over time. Teachers also use running records, student conferences, and classroom observations to assess the literacy progress of ELLs.

The data from the DRA-2 provides teachers information that helps them determine each student's independent reading level and identifies next steps. The DRA-2 Class Profile provides the focus for instruction, and helps teachers differentiate instruction by grouping students based on their needs. The data allows teachers to make effective teaching decisions in order to help students increase reading levels.

During the 2012-2013 school year, we found that many of our ELL students were not increasing reading levels based on the DRA-2 assessment. The ESL program was reorganized to include further differentiation according to language proficiency and reading levels to support ELLs in their literacy skills. In addition to classroom instruction, ELL students participated in an additional 20 minute guided reading group daily. The following results were noted using our May 2013 DRA data:

Of the 21 Grade 5 students participating in the guided reading instruction, 7 advanced 2 reading levels, 13 advanced 1 reading level and 1 remained the same.

Of the 52 Kindergarten students, 31 advanced 1 level, 7 advanced 2 levels or more and 14 remained the same.

Of the 36 students across Grades 1-4, 21 advanced 1 level, 10 advanced 2 levels and 3 remained the same.

The DRA-2 is administered three times a year. After each assessment period, the data is closely monitored and programs are reorganized if necessary to address students' needs. Since the reorganization of the ESL program to include guided reading groups was successful, the new structure will continue during the 2013-2014 school year. ESL teachers will closely monitor DRA-2 results, and create groups to address student needs.

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

Data patterns across proficiency levels on the Lab-R and NYSESLAT throughout the grades revealed progress in language development from one grade level to the next. The majority of our kindergarten students are newcomers and possess limited English language skills. In kindergarten, 74% of our ELLs scored at the beginner level on the LAB-R, while only 26% scored at the advanced level. By grade five, 0% scored at the beginner level on the NYSESLAT while 83% scored in the advanced level. This data reveals the amount of students who are beginners decreased while the amount of advanced students increased throughout grade levels as students progress through the ESL program. The data shows that our ESL program is successful at helping students progress across proficiency levels; hence we will continue following the past curriculum.

When we analyzed the Overall NYSESLAT Proficiency Results, we learned that almost all of our first grade students advanced proficiency levels. 91% of first graders have advanced proficiency levels. We also noticed that when students reached the end of a testing band, the number of students who became proficient increased. For example, the total number of our second grade ELLs is lower when compared to our total number of first grade students. This is the result of students who reached proficiency at the end of a testing band (1-2).

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](#))

Data not available at this time.

4. For each program, answer the following:

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

4a. Patterns across proficiencies and grades reveal the majority of our ELLs perform better in English compared to their native languages on standardized tests. (Refer to charts 4 and 5 in Part !!!). A total of zero students who took the test in their native language received a score of level 4.

When we examined the ELA results, we noticed there is a higher number of students who scored a level one in grade three than students in grades four and five. The majority of 4th and 5th grade students scored a level one. Across grades 3-5, zero students scored level 3 or 4. There are more advanced ELL students in the 5th grade (20) as opposed to the fourth grade (5), yet students in the 5th grade

scored lower on the ELA. Across the school, as students progress through the grade levels, English proficiency levels advanced, yet ELA scores did not. In first grade, there are 3 beginner ELLs, and by the fifth grade there are zero. Overall, students performed better in math and in science, than in ELA.

4b. P.S. 506 does not administer the ELL Periodic Assessments. In the past, we have found that the ELL Periodic Assessments were not accurately aligned to the NYSESLAT, hence the data was not useful in guiding instruction and planning for small groups. However, from the other Periodic Assessments (Predictive and the ITA's) administered at P.S. 506, the school leadership team along with classroom teachers and the academic intervention service (AIS) teachers use the results to identify areas of need. We utilize the results to form small groups that target specific skills and differentiate the instruction to meet the needs of students. The data from periodic assessments are also used to form tutorial ESL after school and Saturday programs. Classroom and ESL licensed teachers utilize informal assessments such as observations to track student progress in all four modalities (speaking, listening, reading and writing). Small groups are immediately formed to address reading and writing needs. In whole group, students with specific speaking and listening needs are targeted during lessons utilizing sentence prompts and questioning allowing practice of the skill students need to acquire.

4c. The school is learning about the overall growth of our ELL population by examining the data and targeting student strengths and areas of need from Periodic Assessments results.

From the ELA predictives, the school is learning that: ELL students struggle with unknown complex vocabulary in context, inferencing, identifying main idea and providing supporting details, evaluating the content by identifying the author's purpose, usage of graphic organizers to record significant details, and distinguishing between fact and opinion. Administrators and all teachers carefully scrutinize the results of the ELA predictives and form small groups that target the specific areas of need. Progress is carefully tracked through formal and informal assessments before moving on to the next skill. The data is shared with all teachers who service ELL students in order to ensure purposeful and collaborative planning.

From the math ITA's, the school is learning that: ELL students struggle with content specific vocabulary, comprehending directions, explaining the process of attaining a response, and higher order/multi-step problems. Administrators and all teachers carefully scrutinize the results of the Math ITA's and form small group that target the specific areas of need. Progress is carefully tracked through formal and informal assessments before moving on to the next skill. The data is shared with all teachers who service ELL students in order to ensure purposeful and collaborative planning.

From the DRA-2 the school is learning that: ELL students struggle with making self-to-text and text-to-text connections, identifying author's purpose, comprehension, and retelling in sequence. Administrators and teachers carefully scrutinize the results of the DRA-2 and form small groups that target the specific areas of need. Progress is carefully monitored through formal assessments before moving on to the next skill. The data is shared with all teachers who service ELL students in order to ensure purposeful and collaborative planning.

Since we have a Freestanding English as a Second Language program, the native language is not used during instruction. However, bilingual glossaries are provided to students for math, science, and social studies. Native language books are available in classroom libraries

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](#).)

The Response to Intervention (RtI) framework is used at P.S. 506 as an instructional model that aims at prevention and early intervention through a tiered system of instructional support. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments (both formal and informal), the extra supports are removed. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. The RtI team carefully analyzes the characteristics of each learner, and views their status as a language learner as an asset to draw upon. The RtI team attempts to build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie.

The RtI team at P.S. 506 consists of the building's administrators, AIS teachers, Speech therapists, ESL teachers, SETTS teachers, and other service providers. Each member possesses in depth knowledge of their field. The team has a systematic approach for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in the classroom. To refer any student to the RtI, classroom teachers must fill out a form including data on the student and what attempts have been made

to have the student progress. Here is a list of some of the data that is included on the Rtl referral form: DRA-2 levels, ELA/Math scores, NYSESLAT/LAB-R proficiency scores, writing samples, a description of the amount and type of ESL instruction being provided, etc. When ELLs are referred to the Rtl, the team first examines the appropriateness of classroom instruction that is given by the classroom teacher, based on knowledge of individual student factors. The informal and formal assessments are analyzed when examining instruction and learning about the learner. When evaluating data, the Rtl team examines how the child performs relative to peers of the same age, grade level, and English language proficiency. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency (such as in math or literacy), the student receives targeted instructional support to bolster development in this area. This support is delivered in coordination with language support services. For example, when the data shows ELL students are below grade level in reading, they are pulled for extra guided reading instruction. They may also receive at risk SETTS, AIS, and Speech services if deemed necessary by the team. The ESL provider of the referred ELL is present during the intervention planning to provide input on the extent, if any, to which ESL instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention. The classroom/referring teacher is also given specific strategies to try with the student for a specific time frame to watch for growth and progress. Each suggestion by the Rtl team addresses a different concern that the child has according to the data provided by the referring teacher. Teachers work collaboratively when necessary to ensure the success of the implementation of the Rtl plan for the student. After the allotted time has passed, a liaison to the teacher presents the new data on the child to see if progress has been made. If not, the Rtl reconvenes and continues through the framework to suggest other interventions. Data drives all suggestions and instruction. Data is drawn from multiple sources to inform decisions, and multiple tools are used to uncover critical information.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All instructional decisions are driven by data therefore, teachers always consider the NYSESLAT scores when planning instruction for ELLs. Each teacher that has ELLs in the classroom is provided with the child's LAB-R and/or NYSESLAT score. The ESL Specialist, Luz Peralta, also distributes the RNMR report to teachers of ELLs. The report breaks down the scores of each modality (reading, writing, listening, and speaking). When developing lessons, teachers consider the modality students had difficulty in and plan in order to enhance those particular skills and strategies. For example, if students are struggling with the speaking modality, teachers provide conversational prompts geared to aid students during discussions. Beginner and intermediate students receive more language and vocabulary development to support English language acquisition. Advanced students are proficient in listening and speaking, however, they have difficulty in reading and writing. For these students, teachers focus on reading and writing during instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ESL program is evaluated by monitoring the growth of ELL students as evidenced by the DRA-2, ITAs, Predictives, informal assessments, New York State Standardized tests, and class work. Success is also evaluated by monitoring the increase in proficiency levels on the NYSESLAT.

Our ELL students are consistently showing progress on the NYSESLAT (please see chart A in Part III). The amount of ELL students at the Beginner level decreases from kindergarten through fifth grade, while the number of Advanced level ELL students increases. On the ELA, the amount of ELL students scoring at a Level 2 increased as ELL students move from third to fifth grade, while the amount of Level 1 decreased. On the New York State Math assessment, the amount of ELL students scoring at a Level 1 decreased as well as ELL students move from third to fifth grade, while the amount of Level 2 increased. The reading levels of ELL students continue to increase from small group instruction as is evidenced by the DRA-2.

These results show the success of our ESL program.

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 first step for the initial identification of those students who may possibly be English Language Learners (ELLs) begin at the time of enrollment. Parents are informally interviewed to determine if native, other than English, language support is needed. If support is needed in another language, an interpreter is provided immediately. In the case that an interpreter is not available who speaks the native language of the parents, a phone translation service will be utilized. The ESL support specialist (Luz Peralta), a licensed ESL teacher, meets with the parents and student to make an initial determination of the child's home language. The screening process is formalized through a Home Language Identification Survey (HLIS), translated into nine languages, to determine LAB-R eligibility. Parents are provided with the HLIS in their native language, and if that language is not available an interpreter is offered and provided. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue, in our case the ESL support specialist. This survey lets school staff know what language parents use in their home. If the HLIS indicates that the child uses a language other than English, he or she is given an informal interview in the native language and English by the ESL Support Specialist and a translator if necessary.

If the student speaks a language other than English and speaks little or no English than the English proficiency test called the Language Assessment Battery-Revised (LAB-R) is administered. Performance on this test determines the child's entitlement to English language development support services. Students who speak Spanish at home and score below proficiency levels on the English LAB-R are administered the Spanish LAB by a licensed pedagogue in order to determine Spanish language proficiency. The Spanish LAB is administered within ten days of enrollment immediately after the student scores below proficiency on the English LAB-R. Students who score proficient on the LAB-R enter a general education program. Students who score at beginning, intermediate, or advanced levels are identified as Limited English Proficient (LEP) and eligible to receive English language development support services.

If the student's home language is only English, the student is not an English Language Learner and enters a general education program.

Luz Peralta, the ESL Support Specialist and licensed ESL pedagogue, administers the HLIS to the parents during the intake process, and conducts all informal interviews in English and Spanish. She speaks Spanish and English. If the parents speak languages other than Spanish and English, an interpreter is utilized to assist Ms. Luz Peralta. Fanna Lai, Guidance Counselor, and Siu Chia, Paraprofessional, assist in Chinese (Cantonese and Mandarin) translations. Munera Fattah, a licensed pedagogue, assists in Arabic translations. If the student does not speak any language other than English, the student is not Limited English Proficient (LEP).

If the student speaks a language other than English and speaks little or no English, a licensed ESL teacher administers the initial formal assessment, the Language Assessment Battery-Revised (LAB-R), within ten days of enrollment, to establish the students' English proficiency level following all testing guidelines. Luz Peralta (ESL Support Specialist), Daysi Garcia, Jacqueline Gutierrez, and Yulya Kravchick (licensed ESL pedagogues), administer the LAB-R to the necessary students. Daysi Garcia and Jacqueline Gutierrez speak Spanish and English. Luz Peralta, Jacqueline Gutierrez, and Daysi Garcia administer the Spanish LAB as well.

Entitlement Letters are sent home to parents of newly arrived ELLs to the NYC school system.

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.

To ensure that parents understand all three program choices available for ELLs, a parent orientation is held within ten days of students' enrollment. Parents are invited, via letter, to attend a parent orientation. The principal, assistant principal, ESL support specialist (Luz Peralta), ESL out of classroom teachers, and the parent coordinator discuss the methods and purpose of each program. Translators and translating devices are made available during the meeting to provide support in the parents' native language.

Brochures are provided with information on the educational program options in the language spoken by the parent. In addition, parents view a video which also explains the educational programs available: Transitional Bilingual, Dual Language Program and

Freestanding English as a Second Language Program. The video is viewed in the parents' native language.

Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.

Phone conversations and one-on-one meetings are conducted for those parents who cannot attend the parent orientation. We offer programs that are aligned with the choices made by parents in the Program Selection Forms.

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 [\[see tool kit\]](#).)

ELLs whom do not score at a proficient level on the annual NYSESLAT or on the LAB-R continue to be entitled to receive ELL services. In September, the ESL Support Specialist (Luz Peralta) and the licensed ESL out of classroom pedagogues (Daysi Garcia, Jacqueline Gutierrez and Yulya Kravchik) review the RNMR and RLAT to compile a list of entitled LEP students as dictated by the NYSESLAT and LAB-R scores. They then write out and distribute Continued Entitlement Letters to the mandated students. The Continued Entitlement Letters are written in the parents preferred language choice to ensure that the letters are understood. The letters are signed by the parents and returned back to the ESL Support Specialist. She keeps all Continued Entitlement Letters in the school files. Continued Entitlement Letters are also given to students who come from different schools within the NYC system and students who transfer from other schools throughout the school year. Parents are called and reminded to return the letters back to the school by the ESL Support Specialist as well as the Parent Coordinator, Jessica Penate. Nonentitlement letters are sent out to students who scored proficient on the NYSESLAT. These letters are not required to be signed or returned by the parents.

Parents of newcomer students who were determined LEP by the LAB-R are invited to attend parent orientations. At the parent orientations, translators assist Ms. Luz Peralta by speaking to all parents in their native languages . The Parent Survey and Program Selection Forms are completed in the parents' native language at the parent orientation and at one-on-one meetings. If parents miss the parent orientations, the ESL Support Specialist reaches out to them to either conduct phone interviews or invite parents to attend one-on-one meetings. All forms are collected and filed by the ESL Support Specialist. The ESL Support Specialist makes copies of the forms to keep on record. Soon after, the forms are placed back into each child's cumulative record. In the case that a parent refuses to complete and sign the forms, the ESL support specialist documents it in her records and the choice becomes bilingual by default as mandated by the state.

The ESL Support Specialist keeps track of each parent program selection on an Excel spreadsheet in order to monitor the programs chosen. If fifteen parents or more select a particular program, the school must open a class to accommodate the program selected. The ESL Specialist monitors the numbers in order to ensure compliance.

Parent orientations are held on an ongoing basis to accommodate newcomer ELLs that enter the school through the school year. Parent orientations are held within 10 days of student enrollment.

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. Parent option is exercised for program placement of identified ELL students. The ESL support specialist and the ESL supervisor review the Program Selection Forms completed at the parent orientation. After careful analysis, parent choices are honored and students are placed in a Freestanding English as a Second Language Program since the majority of parents choose this option as preferred program choice. Students whose parents request a Transitional Bilingual program or Dual Language program are also placed in a Freestanding ESL program until enough parents choose those options which make it possible to open a class implementing the program choice. The parent coordinator and the ESL support specialist inform parents of their right to transfer. Upon request, the parent coordinator provides parents with a list of the schools in the neighborhood offering the preferred program.

The NYSESLAT is administered annually to all LEP students in grades K-5. Each student's performance on this test is the basis for determining whether the student continues to be LEP. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Language proficiency levels then determine the required amount of instruction. Licensed, trained pedagogues administer the NYSESLAT.

ELLs who do not score at a proficient level on the annual NYSESLAT or on the LAB-R continue to be entitled to receive ELL services. In September, the ESL Support Specialist (Luz Peralta) and the licensed ESL out of classroom pedagogues (Daysi Garcia, Jacqueline

Gutierrez and Yulya Kravchik) review the RNMR and RLAT to compile a list of entitled LEP students as indicated by the NYSESLAT and LAB-R scores. Continued Entitlement Letters are written in the parents' preferred language choice and distributed to mandated students. The letters are signed by the parents and returned back to the ESL Support Specialist.

Parents of newcomer students who were determined LEP by the LAB-R are invited to attend parent orientations. They are placed in the appropriate programs within ten days of first entry and completion of Program Selection Form.

The ESL Support Specialist keeps track of each parent program selection on an Excel spreadsheet in order to monitor the programs chosen. If fifteen parents or more select a particular program, the school must open a class to accommodate the program selected. The ESL Specialist monitors the numbers in order to ensure compliance.

Parent orientations are held on an ongoing basis to accommodate newcomer ELLs that enter the school throughout the school year. Parent orientations are held within 10 days of student enrollment.

After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend has been for the majority of parents to choose the Freestanding English as a Second Language Program.

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 LAB-R, NYSESLAT Exam History Report (RLAT) and the NYSESLAT Combined Modality Report (RNMR) are used to determine NYSESLAT eligibility. At the beginning of the school year, the ESL Support Specialist and the licensed ESL out of classroom pedagogues examine the RLAT and RNMR to determine which students still qualify to receive English language support services. If a student scores at a proficient level on the annual NYSESLAT, the student is no longer considered LEP and is not entitled to receive English language support services. If a student scores at a beginner, intermediate, or advanced level, they are still considered LEP and are entitled to receive services. After the scores are examined, the ESL Support Specialist distributes Continued Entitlement Service letters to parents of students who did not score proficient on the NYSESLAT; this informs the parent that their child still continues to be an ELL. Nonentitlement letters are provided to parents whose students scored proficient on the NYSESLAT. Newly enrolled students who did not test out of the LAB-R are also eligible to take the NYSESLAT.

The ESL Support Specialist compiles, keeps, and updates a list of students who are required to take the NYSESLAT based on the ATS reports described above.

During the designated NYSESLAT testing open window, the ESL Support Specialist (Luz Peralta) and the testing administrator (Elibelk Vargas) work together to ensure that all four components of the NYSESLAT are administered. The ESL Support Specialist is also the NYSESLAT testing coordinator. She is in charge of training all staff participating in the administration of the NYSESLAT. The speaking component is administered first. Licensed pedagogues are each assigned a list of students to administer the speaking component of the NYSESLAT. The pedagogues are first trained by the ESL Support Specialist using the New York State NYSESLAT training materials. All testing materials are stored daily in the secured designated testing closet. The ESL Support Specialist ensures that every eligible student is given the speaking component in the required timeframe.

Administration examines the open testing window for the listening, reading, and writing components of the NYSESLAT and select specific dates to administer each component. All teachers involved in administering the NYSESLAT are trained by Luz Peralta, the ESL Support Specialist, using the New York State NYSESLAT training materials. The listening component is administered first, followed by the reading, and lastly the writing. All tests are stored in the designated secured testing closet. Students absent on the designated testing dates, are administered the missing components immediately on the next day of attendance to ensure all required students are evaluated by the NYSESLAT in each component. The ESL Support Specialist and the testing administrator ensure that all labels are affixed on answer documents and booklets. They also ensure that the speaking scores are transferred onto the appropriate answer documents. Luz Peralta and Elibelk Vargas package all testing materials and send them back to the appropriate location.

Throughout the NYSESLAT testing process, the ESL Support Specialist continuously cross checks utilizing an updated ATS report to ensure that every eligible LEP student is tested in each component.

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. ①

Each year, with careful analysis of Program Selection Forms, reorganization of programs and classes continues to align with the choices made by parents. At the parent orientation, parents are informed of the various program models and of their right to choose a program. In order to honor parent's choice program, we inform those who choose a transitional bilingual program of their right to transfer their child to another school in a district that does offer a bilingual class. Parents requesting a Transitional Bilingual Education Program are referred to our ESL support specialist or the parent coordinator to receive a list of schools which offer the program selected and for any further assistance.

After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend has been for the majority of parents to choose the Freestanding English as a Second Language Program.

In 2011, 82% of parents opted for the Freestanding English as a Second Language Program, while 13% of the parent surveys reflected a choice for a Transitional Bilingual program.

In 2012, 80% of parents opted for the Freestanding English as a Second Language Program, and 3% of the parent surveys reflected a choice for a Transitional Bilingual Program.

In 2013, 65% of parents opted for the Freestanding English as a Second Language Program, 11% for the Spanish Transitional Bilingual program, 10% for the Mandarin Transitional Bilingual program, 3% for the Cantonese Transitional Bilingual program, 2% preferred the Spanish Dual Language program, 2% for the Cantonese Dual Language program, and 7% for the Mandarin Dual Language program.

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])?
 - 1a. At P.S. 506 we currently offer the Free Standing English as a Second Language program. Our Free Standing English as a Second Language program includes two models: self contained and push-in / pull-out. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and English Language Arts instruction. At P.S. 506 we have self contained classes in grades kindergarten through grade two. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas.

We utilize the push-in model at P.S. 506 for grades kindergarten through fifth. The push-in model involves ELLs in general education and special education classes. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of push-in ESL instruction per week from licensed ESL teachers. Students at the Advance proficiency level receive 180 minutes of ESL push-in instruction provided by licensed ESL teachers. The ESL teacher works collaboratively with the classroom teacher on literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided reading instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained classes, instruction is differentiated and supported by ESL methods in accordance with the Common Core Standards.

1b. Our self contained classes follows the block model. Each class travels together as a group. The students are mixed heterogenously (mixed proficiency levels) in the self contained classes. Instruction for the self contained classes in all subject areas is delivered by the same lisenced ESL teacher.

Our push-in model follows the block model as well. In grades kindergarten through five, non-self contained ELLs are placed in one or two classes throughout the grades in order to ensure an effective push-in model. ELL students in general education classes and special education classes are grouped heterogeneously. When lisenced ESL teachers push in to provide services to these studens, the students are placed in homogeneous groups based on English proficiency levels and reading levels in order to provide effective small group instruction. Beginner and Intermediate ELL students are serviced in one group and Advanced students are serviced in another group. All special education ELL students are always serviced in the setting recommeded by their Individual Education Plan (IEP).

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)?

2a. Our primary goal in supporting our English language learners is to ensure that we have highly qualified and certified ESL teachers. The administrative cabinet meets to discuss the NYESLAT results and plan for the placement or movement of English language learners as needed. Students are placed in accordance with parent program selection and instructional periods needed.

The schedules for the ESL teachers who are pushing-in/pulling-out into general education classrooms is completed by a supervisor to ensure that students are being serviced in accordance with CR Part 154. Walkthroughs, formals and informal observations are ongoing throughout the school year in order to ensure that students are being provided with quality instruction and language allocation. Students entering our school from other New York City schools are screened during registration in order to identify any language needs. Placement is done in accordance with the services the child requires by law.

In the self contained ESL classrooms, beginner, intermediate, and advanced ELL students get their mandated number of instructional minutes according to proficiency levels from their classroom teacher. The classroom teacher in the self contained ESL classrooms is a licensed ESL pedagogue. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and English Language Arts instruction. At P.S. 506 we have self contained classes in grades kindergarten through grade two. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through

ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas. The student to teacher ratio in self contained ESL classrooms varies depending on the grade level of the students. All classes, however, do not exceed the maximum limits as per state regulations.

All self contained special education ELL students are serviced in the setting required by their Individualized Education Plan (IEP). The licensed ESL teacher pushes in to provide 360 minutes of ESL instruction per week to all these students regardless of English proficiency levels. The same is true for ELL students placed in general education classes since the licensed ESL pedagogue pushes in their classroom for 360 minutes per week. The minutes of ESL service provided is possible because the students are placed in heterogeneous classes. The student teacher ratio varies in the push-in model. Self contained special education classes are usually limited to 12 students, therefore the push-in licensed ESL teacher will usually service anywhere from 5-8 ELL students in that classroom setting. As for the general education classes, the push-in licensed ESL teacher can service anywhere from 7-20 ELL students in one particular classroom.

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.

The content areas, in the self contained ESL classrooms, general education classrooms with ELL students serviced by a push-in licensed ESL teacher, and the special education classes with ELL students serviced by a push-in licensed ESL teacher, are delivered using the sheltered English approach of instruction. Sheltered English instruction is an approach for teaching ELLs using specific methods to ensure that students understand the content while expanding their English language development. Since all instruction is in English, both general education and ESL teachers, make modifications so that the content lessons are comprehensible to ELLs.

When giving explanations and directions to Beginner and Intermediate ELL students, teachers use simple sentences with a set of already developed standard directions students are familiar with. This approach aids ELL students to focus on the content of the lesson rather than on the lesson procedures. Teachers speak at a normal rate, but lengthen the pauses between sentence boundaries (i.e., where there would be a comma, a period, or a question mark as if speech were to be in written form). Teachers also check frequently for comprehension by listening to and observing verbal and nonverbal cues from ELL students. Vocabulary is controlled by carefully pre-selecting significant terms and consistently repeating the same language in content. Teachers of ELL students focus on important vocabulary related to the topic, but do not teach a long vocabulary list. Reading, writing, and thinking skills are emphasized. Activities such as note taking, report writing, individual projects, group problem solving, and text reading are utilized to develop these skills. By using sheltered English, teachers can make content in any subject area comprehensible for ELLs, allowing them to improve their English language skills while learning the material.

Here are some additional instructional components utilized in content area instruction at P.S.506:

- Language Development activities are built into each content area addressing the four language strands: reading, writing, speaking, and listening.
- General education classroom and ESL teachers provide extensive literacy lessons differentiated in order to expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background knowledge and expand their English vocabulary. Opportunity for discussion is frequent and elaborate responses are encouraged. Students are monitored on an on going basis and instruction is modified based on academic need.
- The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based and is modified for the ELL students.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.

The appearance of the classroom environment in which ELLs receive their instruction is just as important as the lessons being delivered. A positive, organized and risk-free environment promotes respect for the learners. The classroom contributes to motivating the learners and enriches their knowledge about concepts, language development and ideas. Creating such an environment entails: arranging a practical physical layout, supplying diverse materials and supplies, and encouraging students to have a sense of belonging, ownership and independence. The physical appearance of the room should support comprehensible language to students whose native language is other than English. These include:

- A meeting area to promote whole class instruction
- Children's work folders, located in a specific, neatly organized, visible area
- Leveled classroom libraries with culturally relevant stories available for students' use
- Print rich environment provided by explicit charts, student work and content area word walls
- Furniture arranged to allow group discussions, cooperative learning and visibility
- A flow of the day denoting the activities of the day
- Vocabulary charts
- Charts which are specific to units of study in literacy and other content areas
- Word walls containing high frequency words supported by visuals

Some materials used by ESL, general education and special education teachers when teaching the content areas include:

Reading: New York Journeys Program (which includes a reading anthology, big books, write-in readers, leveled guided reading books, vocabulary cards, projectable stories, assessments, charts, and focus walls). The guided reading books match the stories in the anthology in order to reinforce the concepts and vocabulary presented in the unit. Guided reading books specified for ELL students are included with each unit in addition with labels to make vocabulary comprehensible and are scaffolded using simpler sentence structures. ELL students also read books at their appropriate reading levels and participate in guided strategy lessons.

Writing: Teacher's College Writing Workshop (differentiated writing paper, charts with visuals, mentor read aloud texts, shared/interactive writing pieces, teacher written and student written model pieces, sentence starters are utilized).

Science: FOSS kits are utilized. Teachers develop specific content vocabulary flash cards to use for instruction and to place on the word walls in order to scaffold FOSS lessons. Students perform experiments, read books on the topic, watch videos, discuss, and write about the topics. Constant exposure to vocabulary through various portals such as video, books, etc. helps students to acquire specific academic content language.

Social Studies: Houghton Mifflin's Harcourt Social Studies core curriculum is utilized. It is a comprehensive K–5 curriculum designed to engage and motivate every student. Through the stories of the intriguing people, exciting places, and fascinating events that make social studies relevant to their lives, students gain a global perspective. They also learn the social studies themes and skills they need to become informed, participating citizens who consider diverse points-of-view, use critical thinking skills, and are active in their communities. Completely aligned to the national standards, the program's research-proven content provides rigor and depth in an easy-to-read, highly visual format that instantly connects with all types of learners. Reading Skill development and reinforcement organized around a Big Idea and What to Know Essential Questions is core to the pedagogy. Because students also learn through interaction, the engaging hands-on activities and technology explorations in the Harcourt Social Studies program provide the high-interest level tools to foster that connection.

Math: Go Math is used (manipulatives, vocabulary flash cards, projects, Math Journal pages, etc. are used to support ELL students in learning the content material). GO Math! is a focused elementary math curriculum designed to meet the goals of the Common Core State Standards for Mathematics. The Standards for Mathematical Practice are integrated throughout the program. Students and teachers are supported as they advance from concrete to abstract content through the use of models and Math Talk. The flexibility, comprehensiveness, and rigor of GO Math! provide personalized and adaptive 21st-century instruction to ensure success.

Teachers collaborated in identifying the learning outcomes for Science, Social Studies, Technology and the Arts and created rubric based assessments across all grades for each unit of study. Our curriculum is aligned to the Common Core State Standards. In addition to our standards based curriculum maps, we have created standards based rubric assessments in Writing, Science, Social Studies and Technology. These assessments are used within each unit of study. These rubric assessments are attached to completed student work; it is intended for students to use this tool to self assess their progress; reflect on their final work and for teachers to identify their areas of strength and areas in need of further practice.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
P.S. 506 currently has only a Free Standing English as a Second Language model program. Students are not evaluated in their native languages. They do have the option to take the standardized science and math tests in their native languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? The reading modality is evaluated continuously using DRA-2 and informal running records, in order to track progress throughout the year. The writing modality is evaluated using baseline writing and post unit assessments. Baseline writing and post unit assessments are analyzed using a Common Core aligned rubric. Listening and speaking modalities are evaluated informally through classroom interactions and discussions. Data is consistently utilized by classrooms and ESL teachers to promote growth in the four modalities.
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).
- 6a. Our instructional plan for Students with Interrupted Formal Education (SIFE) is as follows:

SIFE students will be placed in an age appropriate grade. After orientation, parents will have the opportunity to meet the supervisor of that grade, and meet the ESL Support Specialist, Luz Peralta, to discuss the educational plan for the student. The goal is to provide students with differentiated lessons that highlight student strengths to support areas of need. With this goal in mind, our SIFE population will receive the following support:

- Small group reading and writing instruction at the students' ability level both in reading and language
- Participation in the Title III extended day program
- Teachers will create and review their lessons with careful consideration to the SIFE student need and modify instruction where needed
- Teachers will provide individual and guided support in literacy and content areas.
- An ESL teacher will push-in/pull-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

SIFE ELL students may be placed into either self contained ESL classrooms or general education classrooms that receive language support from a push-in/pull-out licensed ESL teacher. The ESL teacher collaborates and communicates with the general education or special education teacher in order to ensure the student's needs are met.

6b. Our instructional plan for ELLs in US schools for less than three years is as follows:

Students identified, through their home language survey, are eligible for testing and the administration of the LAB-R, within ten days of registering. In the case of students coming from other city schools, a verification of testing is done through ATS. Students categorized as Beginners or Intermediates are provided with 360 minutes of ESL instruction per week. Students who scored at the Advanced level of proficiency are provided with 180 minutes of ESL instruction. Support for these students is given in the following:

- Participation in Title III extended program.
- On our Way to English is used in the classroom to provide ESL instruction in the classroom.
- Classroom libraries are leveled and contain varied genres.
- All ELLs are held to the Common Core State Standards.
- Instructional programs use materials that are aligned to the Common Core State Standards.
- On-going formal and informal assessments are provided to assure that students' achievement is periodically measured.
- Small groups and individualized instruction is based on assessments.

6c and d. Our instructional plan for ELLs receiving service four to six years and Long Term English Language Learners:

The school's academic intervention team, ESL service providers and teachers will analyze students' NYSESLAT scores and other assessments to identify academic strengths and needs. Teachers will plan and modify instruction to best meet the needs of our Long Term English language Learners and students who are receiving services for four to six years.

To meet the needs of our Long Term English Language Learners and ELLs receiving service four to six years, we propose the following:

- Analysis of the NYSESLAT, ELA and other assessments to monitor testing history and track progress.
- Attendance records are reviewed for interruption of instruction and services.
- Scores obtained from the citywide, state and other assessments are reviewed for patterns.
- Parent conferences are held several times a year to monitor home study and academic practices.
- Teacher assessments, conferences and writing samples are assessed to identify areas of strengths and needs.
- Small group reading and writing instruction at the students' ability level.
- Participation in the Title III extended day program.
- Teachers will create and review their lessons with careful consideration to the student's need and modify instruction where needed
- Teachers will provide individual and guided support in literacy and content areas.
- An ESL teacher will push-in/pull-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

Student support services for Long Term ELLs and ELLs receiving service four to six years is as follows:

- Pupil Personnel Team will meet to review and revise intervention plans as needed.
- Pupil liaisons will serve as case managers to disseminate the school's committee intervention plan to the teacher.
- Professional development will be provided for all teachers on modifying and differentiating instruction to best support our ELLs.
- Assessments, on a six to eight week cycle, will be implemented to monitor student progress.
- Decisions will be made whether to continue intervention services, modify the instructional plan or refer students to the PPT team for formal evaluation and other services.

6e. Students who achieve language proficiency, based on the NYSESLAT, receive academic intervention services with a literacy and/or math specialist. Literacy and mathematics AIS providers work with these children, differentiating instruction during the literacy and math periods. Parents of these students are given the opportunity to enroll their children in an afterschool tutorial program and the Saturday Academy program. These programs provide continuing ESL, literacy and mathematics support for learners who may be at risk of not meeting promotional standards. These students will continue to receive, for two years, testing modifications for ELLs as based on the New York State testing requirements.

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?

We currently have an Intergrated Co-teaching Kindergarten, First, Second, Third and Fourth grade class; a licensed ESL teacher services the ELLs. In addition, we have a 12:1:1 in grades 2 and 5. Services for our special education students are provided by our push-in ESL teachers. The ESL teachers work collaboratively with special education teachers in the 12:1:1 and ICT classrooms to review the goals of each student as indicated on their Individualized Education Plan.

Here are the grade-level materials teachers of English Language Learners With Special Needs (ELL-SWDs) use that provide both access to academic content areas and accelerate English language development:

Reading: New York Journeys Program (which includes a reading anthology, big books, write-in readers, leveled guided reading books, vocabulary cards, projectable stories, assessments, charts, and focus walls). The guided reading books match the stories in the anthology in order to reinforce the concepts and vocabulary presented in the unit. Guided reading books specified for ELL students are included with each unit in addition with labels to make vocabulary comprehensible and are scaffolded using simpler sentence structures. ELL students also read books at their appropriate reading levels and participate in guided strategy lessons. Journeys has special ELL-SWDs write-in readers that offer below grade level texts that help support the unit of study and reinforce content, sight words, and vocabulary.

Writing: Teacher's College Writing Workshop (differentiated writing paper, charts with visuals, mentor read aloud texts, shared/interactive writing pieces, teacher written and student written model pieces, sentence starters are utilized).

Science: FOSS kits are utilized. Teachers develop specific content vocabulary flash cards to use for instruction and to place on the word walls in order to scaffold FOSS lessons. Students perform experiments, read books on the topic, watch videos, discuss, and write about the topics. Constant exposure to vocabulary through various portals such as video, books, etc. helps students to acquire specific academic content language.

Social Studies: Houghton Mifflin's Harcourt Social Studies core curriculum is utilized. It is a comprehensive K–5 curriculum designed

to engage and motivate every student. Through the stories of the intriguing people, exciting places, and fascinating events that make social studies relevant to their lives, students gain a global perspective. They also learn the social studies themes and skills they need to become informed, participating citizens who consider diverse points-of-view, use critical thinking skills, and are active in their communities. Completely aligned to the national standards, the program's research-proven content provides rigor and depth in an easy-to-read, highly visual format that instantly connects with all types of learners. Reading Skill development and reinforcement organized around a Big Idea and What to Know Essential Questions is core to the pedagogy. Because students also learn through interaction, the engaging hands-on activities and technology explorations in the Harcourt Social Studies program provide the high-interest level tools to foster that connection. Mentor texts, movies, and vocabulary cards are utilized to make the material more comprehensible for ELL-SWD students.

Math: Go Math is used (manipulatives, vocabulary flash cards, projects, Math Journal pages, etc. are used to support ELL-SWD students in learning the content material). GO Math! is a focused elementary math curriculum designed to meet the goals of the Common Core State Standards for Mathematics. The Standards for Mathematical Practice are integrated throughout the program. Students and teachers are supported as they advance from concrete to abstract content through the use of models and Math Talk. The flexibility, comprehensiveness, and rigor of GO Math! provide personalized and adaptive 21st-century instruction to ensure success.

Resources and materials support our ELLs with special needs. Classroom libraries are leveled appropriately and include a variety of reading genres. The push-in ESL teachers provide shared, guided and interactive lessons that support the skills and strategies addressed by the special education teacher.

Our ELL-SWD population receives the following differentiated support and instruction:

Small group reading and writing instruction at the students' ability level.

Teachers create and review their lessons with careful consideration to the student's need and modify instruction where needed.

Teachers provide individual and guided support in literacy and content areas.

An ESL teacher pushes-in to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

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?

We currently have an Intergrated Co-teaching Kindergarten, First, Second, Third and Fourth grade class; a licensed ESL teacher services the ELLs. In addition, we have a 12:1:1 in grades 2 and 5. Services for our special education students are provided by our push-in ESL teachers. The ESL teachers work collaboratively with special education teachers in the 12:1:1 and ICT classrooms to review the goals of each student as indicated on their Individualized Education Plan.

Our teachers are working together in becoming familiar with the Reading and Writing Common Core Standards. Before beginning a unit of study, the teachers identify the key standards for the unit of study and plan for differentiated instruction and assessment of student work in relationship to the standards. Each grade created a supplemental lesson outline for each unit, which included the goals of the unit, the standards addressed within the unit, teaching points and support scaffolds for the ELL and ELL-SWD population. In addition, we developed a school-wide writing goal to increase writing volume and writing opportunities for students (outside of the Writer's Workshop) throughout the school day.

Last year, our inquiry team focused on higher order questioning and assessment activities. They developed a higher order planning chart to assist teachers with scaffolding questions and assessment activities in all the content areas. This template is used school-wide. Teachers also developed a math plan with student support scaffolds, which assist students during multi step problem solving. Resources and materials support our ELLs with special needs. Classroom libraries are leveled appropriately and include a variety of reading genres. The push-in ESL teachers provide shared, guided and interactive lessons that support the skills and strategies addressed by the special education teacher. Our English language learners with special needs participate in our literacy through the arts program.

The careful analysis of the students' needs is discussed in our PPT and RTI meetings. The RTI team creates action plans for ELLs and ELL-SWD students using the RTI framework as a guide. These plans last for 6-8 weeks, at which each child is reassessed. The team creates tracking sheets containing achievement data and action plans. The information is shared with the classroom teachers to assist them in planning for instruction and to provide additional support.

All of these strategies and plans help ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment.

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
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

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

	Beginning	Intermediate	Advanced
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.

At P.S. 506 we have various intervention programs for struggling ELLs in Math, ELA, and other content areas. All intervention programs are offered in English.

For ELA and Math, all struggling below grade level ELL students participate in the 37 ½ minute program and Title III extended day program. Revisions on students' intervention plans are modified as needed. Progress is carefully tracked by the classroom teacher, ESL provider, and other licensed teachers providing support services.

Targeted interventions for the ELA for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Small group reading and writing instruction at the students' ability level both in reading and language.
- Teachers create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed.
- Teachers provide individual and guided support in literacy and content areas.
- An ESL teacher pushes-in/pulls-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

Targeted interventions for Math for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Small group math instruction at the students' ability level both in math and language.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Teachers create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed.
- Teachers provide individual and guided support in math.
- An ESL teacher pushes-in/pulls-out to provide language development support aimed specifically at working with students at their ability levels.
- Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.

Targeted interventions for Science and Social Studies for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Extended use of scaffolding methods during components of content area instruction. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.
- Small group content area instruction at the students' ability level.
- Teachers create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed.
- Teachers provide individual and guided support in the content areas.

For all interventions, progress is tracked through formal and informal assessments. Teachers constantly reflect on the needs of the students and redirect lessons and small groups to tackle the needs of the student.

If, however, these interventions do not seem to be adequately moving the student in any of the subject areas, the student is then referred to the RTI team, and then eventually the Pupil Personnel Team.

The RtI team at P.S. 506 consists of the building's administrators, AIS teachers, Speech therapists, ESL teachers, SETTS teachers, and other service providers. Each member possesses in depth knowledge of their field. The team has a systematic approach for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in the classroom. To refer any student to the RtI, classroom teachers must fill out a form including data on the student and what attempts have been made to have the student progress. Here is a list of some of the data that is included on the RtI referral form: DRA-2 levels, ELA/Math scores, NYSESLAT/LAB-R proficiency scores, writing samples, a description of the amount and type of ESL instruction being provided, etc. When ELLs are referred to the RtI, the team first examines the appropriateness of classroom instruction that is given by the classroom teacher, based on knowledge of individual student factors. The informal and formal assessments are analyzed when examining instruction and learning about the learner. When evaluating data, the RtI team examines how the child performs relative to peers of the same age, grade level, and English language proficiency. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency (such as in math or literacy), the student receives targeted instructional support to bolster development in this area. This support is delivered in coordination with language support services. For example, when the data shows ELL students are below grade level in reading, they are pulled for extra guided reading instruction. They may also receive at risk SETTS, AIS, and Speech services if deemed necessary by the team. The ESL provider of the referred ELL is present during the intervention planning to provide input on the extent, if any, to which ESL instruction is needed during Tiers 2 and 3 interventions to ensure the student will benefit from the intervention. The classroom/referring teacher is also given specific strategies to try with the student for a specific time frame to watch for growth and progress. Each suggestion by the RtI team addresses a different concern that the child has according to the data provided by the referring teacher. Teachers work collaboratively when necessary to ensure the success of the implementation of the RtI plan for the student. After the allotted time has passed, a liaison to the teacher presents the new data on the child to see if progress has been made. If not, the RtI reconvenes and continues through the framework to suggest other interventions. Data drives all suggestions and instruction. Data is drawn from multiple sources to inform decisions, and multiple tools are used to uncover critical information.

The Pupil Personnel Team is composed of the Principal, Assistant principals, school psychologist, guidance counselors, ESL Support Specialist and the AIS provider of the grade. The PPT team meets once a month to discuss academic interventions for the long term ELLs, ELL-SWDs, as well as any struggling ELLs. They make decisions whether to continue intervention services, modify the instructional plan, or refer students for formal evaluation and other services.

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

The success of our ESL program is evaluated by monitoring the growth of ELL students as evidenced by the DRA-2, ITAs, Predictives, informal assessments, New York State Standardized tests, and class work. Success is also evaluated by monitoring the increase in proficiency levels on the NYSESLAT.

Our ELL students are consistently showing progress on the NYSESLAT (please see chart A in Part III). The amount of ELL students at the Beginner level decreases from kindergarten through fifth grade, while the number of Advanced level ELL students increases. On the ELA, the amount of ELL students scoring at a Level 2 increased as ELL students move from third to fifth grade, while the amount of Level 1 decreased. On the New York State Math assessment, the amount of ELL students scoring at a Level 1 decreased as well as ELL students move from third to fifth grade, while the amount of Level 2 increased. The reading levels of ELL students continue to increase from small group instruction as is evidenced by the DRA-2.

These results show the success of our ESL program; hence we will continue following the past curriculum.

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

The explicit teaching of ESL is done within the context of the reading and writing workshop. P.S. 506 supports the methodology that students bring social and cultural knowledge in addition to everyday life experiences into their learning to aid them in acquiring new challenging information.

Freestanding ESL Self-contained Program:

- Content ESL lessons are done daily to aid students' ability to comprehend academic language.
- Interactive Writing is implemented daily to provide the students an opportunity to share the pen and practice using the high

frequency words taught during the week.

- During the reading workshop, the teacher supports learners at their individual levels through conferences aimed at enhancing their ability to comprehend and practice reading strategies.
- Shared reading lessons are conducted everyday to teach literacy skills and build comprehension.
- Pictorials are added to new vocabulary in order for the children to gain conceptual understanding of terms in math and reading.
- Read Alouds are conducted daily in order to build discussions amongst students around story elements and character development. This allows for students to develop oral language skills around topics found in their readings.

Freestanding ESL Program Push-in Model:

- The Push-in ESL teacher conducts strategy lessons guiding children's understanding of procedures for addressing and comprehending text.
- During the reading workshop, the Push-in teacher supports learners at their individual levels through conferences aimed at enhancing their ability to comprehend texts.
- The Push-in ESL teacher may conduct interactive writing lessons aimed at addressing strategies the children may have difficulties with. It is expected that the children carry over these skills into their independent writing.
- The ESL teacher will read aloud fiction and nonfiction texts to build discussion amongst students around story elements and character development. Accountable talk amongst peer or groups of students, depending on children's ability to interact in English, gives teachers the opportunity to build oral language skills around topics found in the reading.
- The use of organizers such as KWL allows children to preview the concepts they may already know, so that building of schemata is possible. This process provides scaffolding opportunities for the children.

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

Currently there are no ELL programs/services that will be discontinued.

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

All ELLs are afforded equal access to all school programs. ELLs participate in the violin program, student council, 37 1/2 minute program, Title III extended day program, etc. ELLs struggling in math and literacy are required to participate in the 37 1/2 minute program as an intervention to help them meet grade standards. This program is offered before the school day begins. The after-school program for ELLs (Title III extended program) was created to help support struggling ELLs and further push those who are on level. In the after-school program language is developed and literacy skills are strengthened. Students are prepared for the ELA and the NYSESLAT. The NYSESLAT after school program is being funded through Title III funds. The ELA after school program as well as the Saturday academy for ELL students is pending Title I funding. This program is used as both an intervention and enrichment. Students are placed into small groups based on need. Our and AIS providers and the Magnet Support Specialist provide additional literacy support for former ELL students to ensure their continued academic success.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Resources and Instructional Materials Used to Support ELLs:

Classroom libraries are leveled appropriately and include culturally motivating books as part of each classroom library. All instructional materials are age appropriate for ELLs. Literacy instruction is presented through meaningful literature which actively engages students to participate and apply strategies learned. Before initiating a unit of study, the general education teachers and ESL teachers who are responsible for delivering instruction to ELLs meet to plan the teaching points for the unit. Careful consideration is given to the specific skills that readers should master on their given independent reading level. As the mini-lesson takes place, ESL teachers provide differentiated instruction to individual students or small groups in order to reinforce the mini lessons or strategy lessons. Guided reading is provided using multiple copies of stories, for example: Guided Reading sets from the Journeys program (ELL Guided Reading Program), and Rigby are used to teach different literacy skills. Students maintain book baggies with several books at their level that the ESL teacher has assisted them in selecting (beginners). Children at the Intermediate and Advanced levels of proficiency, who are able to manage their own book selection, are encouraged to do so.

Kindergarten beginner and intermediate ELLs use the Pockets program to bolster social and academic language. Pockets is a three-level English course for ELL students. It develops English language and psychomotor/conceptual skills through hands-on, fun activities, and equips children for continued success in learning English. Appealing animal mascots, dynamic songs and chants, stickers, home/school activities, and videos motivate students and help them build confidence in communicating in English. Pockets' spiraled themes grow with the developing child, drawing on the child's growing knowledge of the world.

Differentiation of instruction to meet the language needs of students is achieved through techniques and strategies the ESL teachers use. Our ESL teachers use the program On Our Way to English. It is a program that includes guided reading materials, big books and audio tapes for the students to listen and follow stories. They also use Getting Ready for the NYSELAT and Beyond in Preparation for the NYSELAT as supplementary test prep materials.

Technology is used to support ELLs with programs such as Kids Spiration and Pixie. These programs are interactive. They have audio feedback and reinforce phonic and phonemic awareness instruction. All teachers have access to these programs to utilize with their students. In addition, we have a technology lab where SMART boards, laptops, and iPads are readily available for use in the classroom setting. Each classroom is also equipped with a Smart board to be used during all content areas to make the material more comprehensible, interactive and engaging.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

P.S. 506 utilizes the ESL program model for English language instruction. Native language support is delivered to students through bilingual glossaries and classroom library books. Bilingual glossaries are available for math, social studies, and science. Students may also take the math and science tests in their native languages.

In addition, school personnel, when available, are able to provide native language support to students during the school day. They provide clarification for ELLs in their native languages in the lunchroom, nurse's office, main office, etc. Teachers also group students of the same language for certain activities, so that they can assist each other and respond in their native languages. Language partners are also utilized throughout the school day.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required support services and resources correspond to ELLs' ages and grade levels. ELLs are placed into age appropriate classrooms and utilize age appropriate materials. Small groups are conducted with students at the same grade level.
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.
The Parent Coordinator and ESL Support Specialist assist newly enrolled ELLs who enter the school. They answer all questions parents may have about the school, ELL programs, and the curriculum.

Parents of newcomer students who were determined LEP by the LAB-R are invited to attend parent orientations by the ESL department. Parent orientations are held on an ongoing basis to accommodate newcomer ELLs that enter the school through the school year. Parent orientations are held within 10 days of student enrollment to ensure that they understand all three program choices available for ELLs. Translators and translating devices are made available during the meeting to provide support in the parents' native language. Brochures are provided with information on the educational program options in the language spoken by the parent. In addition, parents view a video which also explains the educational programs available: Transitional Bilingual, Dual Language Program and Freestanding English as a Second Language Program. The video is viewed in the parents' native language. Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.

The Center for Family Life (CFL), which is located inside of P.S. 506, provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and a GED program.

18. What language electives are offered to ELLs?

N/A

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)?

N/A

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.

Professional development is achieved through the combined efforts of experience content specific, and licensed personnel that includes: Team teachers, assistant principal, self contained ESL teachers and the ESL support specialist. The professional development goal for the 2013-2014 school year is two-fold. First, pertinent personnel will work with the staff to analyze and disaggregate data for all ELL's. Secondly, teachers will utilize the information from the disaggregated data to plan small group instruction, group students by area of need and individualize instruction. Teachers will meet on a weekly basis to plan curriculum units of study, gather and share resources and materials with the administrator, grade facilitators and/or ESL teachers. ESL teachers will work together and articulate with the general education teachers, on student goals and progress. Instructional rounds and debriefing sessions will be conducted in order to provide the staff with examples of best practices. In addition, teachers will provide demonstration lessons and time will be afforded for teachers to discuss and plan next steps in student learning. The ESL support specialist will attend workshops provided by the Office of English Language Learners and turnkey information at grade meetings and/or weekly planning sessions.

Study groups will be provided to all of our teachers on a monthly basis. The focus will be on supporting our ELLs students' growth and independence in reading. In addition, various lunch and learn workshops and weekly planning sessions (which will be given from September through June), will be offered to all self contained ESL and common branch teachers as well as paraprofessionals . The focus for several of these sessions will be as follows: Go Math Overview and Planning; Academic Vocabulary in All Content Areas (Shift 6), Fluency in Math (Shift 3); Danielson Trend analysis; Balancing Information and Literary Text (Shift 1); Staircase to complexity (Shift 3); Text Based Answers (Shift 4) Writing from Sources (Shift 5); Strategies for Implementing Higher Order Thinking and Engagement. In addition, we will provide 7.5 as well as 10 hours of ESL training to all teachers who work with English Language Learners. These sessions will focus on the following topics: An Overview on the Process on Identifying ELL; Writing ELL Friendly Teaching Points; Strategies for newcomers; Oral Language Development, Challenges and Solutions; Instructional Shifts for English Language Learners.

The school provides the parents of ELLs, who are transitioning from elementary to middle school, with an orientation. In this session information is provided to parents on the application process and the criteria by which kids are chosen. The school provides parents with a schedule of all the open houses that are available to them. In addition, the school has departmentalized 5th grade in order for students to be more responsible in transitioning from classroom to classroom and begin to experience the environment that the Junior Highschools provide.

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. ELL Parental involvement is encouraged through participation in our PTA, classroom activities (publishing parties, cultural celebrations, etc.) and school events (open school week, parent teacher conferences, meet and greets, assemblies, etc.).
 2. P.S. 506 has an affiliation with the Center for Family Life (CFL), which provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and a GED program.
 3. The needs of parents are evaluated in many ways. First parents complete an annual school survey, expressing their opinions regarding the school. The survey comes in the parents native language. During the second Parent Teacher Conference, translators are made readily available to help parents struggling to fill out the survey. The survey is evaluated on a yearly basis and improvements are made according to the specific needs of our parents. Parents are encouraged to attend our monthly meet and greet meetings to discuss their concerns. Once again translators and translation devices are used so that all parents can understand what is happening in the event and contribute. We have a parent coordinator who addresses parental needs, concerns, and directs parents to appropriate school personnel. The parent coordinator facilitates parental workshops such as: Computer workshops; Preparing your child for Junior High School; and preparing your child for the Standardized Tests. The Parent Coordinator speaks Spanish, however, she uses a translator to communicate with parents of other languages.
 4. The needs of the parents are evaluated and programs are created to address those needs. ESL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability. English Language Learner related information is translated and distributed to parents of ELLs via letters, which is sent home with the students. ELL Parent Workshops are conducted by the ESL teachers, and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests (ELA, NYSESLAT, MATH, Social Studies Test, and Science Test). In addition, the parent coordinator develops monthly workshops with a specific focus on: Literacy, interpreting student data and using the information to help their child at home. The parent coordinator organizes a lending library for parents consisting of native language and English read-aloud books in order to encourage parents and students to incorporate literacy at home.

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.

Part VI: LAP Assurances

School Name: P.S. 506

School DBN: 20K506

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/25/13
	Assistant Principal		10/25/13
	Parent Coordinator		10/25/13
	ESL Teacher		10/25/13
	Parent		10/25/13
	Teacher/Subject Area		10/25/13
	Teacher/Subject Area		10/25/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		10/25/13
	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: 20K506 School Name: School of Journalism & Technology

Cluster: 4 Network: CFN409

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.

Assessment of our school translation needs has been conducted through our PTA Executive Board, Parent Coordinator, Guidance Counselors, The Center for Family Life (CBO) and school staff.

At the beginning of each school year, a survey (via the Blue Emergency cards) is sent to parents, where they indicate the language preference they would like to receive notices from the school. The Parent Coordinator contacts parents who do not return the survey. Outreach is provided in a language other than English when requested. The survey information is recorded and all future school notices are sent to parents in their chosen languages. Teachers are also notified of the results in September, so that they can send information, when possible in the preferred language of parents. When flyers are distributed to parents, all languages go out at the same time in a timely manner.

The survey indicates that majority of parents need notices in Spanish and Chinese. Administration took these findings and hires translators for Parent Teacher Conferences, as well as translating important communication notices, and publishing party invitations. Staff is notified of oral and written translation needs during faculty conferences.

The staff was notified at the September faculty conference that translation services must be requested several weeks in advance in order to ensure accommodation of all requests.

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.

We have found that there is a need for written and oral translations in both Chinese and Spanish. This information is communicated to the school community at staff meetings and PTA meetings.

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.

Our school documents are translated into Spanish and Chinese. School staff assists with the translations to ensure the timely provision of translated documents to parents in need of language assistance. If necessary, per session will be given. Computer software has been purchased to assist with translations.

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.

Translators from outside agencies are secured to assist with Parent Teacher Conferences. They are available for any parent in need. Our school has invested in a translation system which allows us to simultaneously present information in 3 languages, English, Spanish and Chinese. Additional headsets and transmitters will be purchased each year. School staff members also assist with on-site oral translations, as well as phone communication. The Dept. of Education translation service is also used by the school to assist with oral interpretation services. In addition, the school purchased Global Connect in order to inform parents of meetings and upcoming events at P.S. 506. The calls (information) will go out in English, as well as the dominant languages spoken by parents.

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>.

P.S. 506, consistent with Chancellor's Regulations A-663, provides translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school. Each parent whose primary language is a covered language and who require language assistance services is provided with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.

In the main office, as well as the school's website, signs are posted in Spanish, Chinese, and Arabic indicating the availability of interpretation services. All parents at P.S. 506 who speak a language other than English speak a covered language.

As part of the safety plan, evacuation letters were sent to parents in their native languages. The school's building response team members are multilingual and will translate to parents in case of an emergency and make appropriate outreaches.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 506	DBN: 20K506
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
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 8
of content area teachers: 0

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:

We are proposing a Tutorial Program for ELL students who, as per the AMAO, are in one of the following categories: have scored at or below the 25th growth percentile and scored at a level 1 or 2 on the ELA, have an at-risk level of 3 or greater, have 5 or 6 years of ELL services, have declined in levels of proficiency, and scored at the first quartile on the NYSESELAT/NYSITELL after 2 or more years of service. The program is intended for students in grades 1-5. The tutorial will be designed to include intervention strategies for students to acquire English language proficiency across the skill areas of reading and writing in English. In addition to preparing ELL students for the the NYSITELL, this program will enable the targeted population to develop the skills necessary to meet standards in English Language Arts. The program will run from , January 21 2015 - April 30, 2015. Our intention is to have approximately 8 certified bilingual and/or ESL licensed teachers working twice a week (3hrs a week and an additional 1 hour a week for support and planning). A supervisor is required to organize and supervise student enrollment process as well as supervise staff and evaluate program progress. We intend to utilize New York ELLs for NYSITELL preparation and I READY for ELA; additionally, we would like to utilize The Comprehension Toolkit as a instructional resource to provide support to English language learners in attaining reading comprehension. We also plan to purchase consumable school supplies to service the students during the after school program that will run prior to the NYSITELL and ELA.

Part C: Professional Development

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

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

Begin description here:

Teachers will receive staff development at no cost to the program through workshops provided by Network and The Office of English Language Learners. In addition, professional development will be

Part C: Professional Development

provided by the school on a weekly bases, focusing on: differentiating instruction, analyzing data, Questioning and Questioning Techniques; Engaging students in Discussions through Padeia Seminar, building academic language/ Tier II and Tier III vocabulary, moving students across the reading levels, planning thoughtful instruction as well as scaffolds, and implementing best practices for ELLs. In addition, a study group will be given on How to give effective feedback to students. These workshops and study group will be provided by the ESL Coordinator, ESL teachers, teacher leaders, and the administrative staff.

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: Title III related information will be translated and distributed to parents of ELLs via letters, which will be sent home with the students. In addition, phone calls, providing important information regarding the school, will go home in the native language via Global Connect.

Parent Workshops and Meet and Greet meetings (approximately 6 sessions) will be conducted by the ESL teachers, teacher leaders, the parent coordinator, and the administrative staff. We will focus on the following topics; however, topics may change depending on parental needs and/or requests:

October -

Reviewing school exectations

Leader In Me - Leadership, Culture and Character Development (On-going workshops throughout the year).

November- Effective parent teacher conferences

How to create a good environment for homework

December - Leader in Me - Leadership, Culture and Character Development (On-going workshop throughout the year)

Understanding the NYSITELL - How to support language development at home

January - How to Create a Good Environment for Homework

Part D: Parental Engagement Activities

February - Developing Vocabulary, language and Higher Order Thinking Through Read Alouds

March - TBA Based on ELL Parental Needs

April - TBA Based on ELL Parental Needs

May - TBA Based on ELL Parental Needs

June - TBA Based on Parental Needs

The parent coordinator will continue to organize a Lending Library for parents consisting of native language and English read-aloud books to promote literacy at home.

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 <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	_____	_____

