

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

15K516

School Name:

P.S. 516 – SUNSET PARK AVENUES ELEMENTARY

Principal:

JILL SMITH

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PK - 1 School Number (DBN): 15K516
School Type: Elementary Grades Served: PK, K, 1
School Address: 4222 4th Avenue, Brooklyn, NY 11232
Phone Number: 718-369-8330 Fax: 718-965-7685
School Contact Person: Jill Smith Email Address: JRogness@schools.nyc.gov
Principal: Jill Smith
UFT Chapter Leader: Jessica Knudson
Parents' Association President: Nancy Lane and Chun Yin Yang
SLT Chairperson: Shara Eisner-Grynberg
Student Representative(s): N/A

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street, Room 301A, Brooklyn, NY 11215
Superintendent's Email Address: ASkop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: CFN 102 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

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

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 516 is a new public elementary school that opened in September 2013 in Sunset Park, Brooklyn. In the 2014-2015 school year, we serve children in Pre-Kindergarten, Kindergarten, and 1st grade. We will continue to add one grade level each year until we are fully scaled to serve students in Pre-Kindergarten through 5th grade in the 2018-2019 school year.

P.S. 516 currently enrolls 197 students. Our student population is 62% Hispanic, 36% Asian, and 2% White. Over 75% of our students are English Language Learners and 94% of our students have free and reduced lunch status.

Contextual Information

Mission Statement:

At Sunset Park Avenues, our entire community strives to ensure that all students experience an education that allows for each unique individual to thrive in a global community - academically, socially, and emotionally. Learning through a curriculum based in exploration and independent practice with the support of expert teachers, our students grow to be curious about their world, think creatively and flexibly about problems and solutions, and have the confidence and resilience to make things happen for themselves and their world.

We celebrate and integrate the multi-lingual and multi-cultural heritage of our students, families, and neighborhood into our classrooms, and are working to prepare our students to belong to and succeed in a global society.

In order to make our mission a reality, our school focuses on:

- Knowing the strengths and needs of each child well to provide a more responsive and individualized learning experience
- Commitment to the workshop model in which students get lots of hands-on practice under the watchful eye of teachers
- Building literacy, language, listening, and communication skills in all students
- Utilizing and developing native language skills to accelerate English and second language acquisition

Teachers work in collaboration at all times at P.S. 516, establishing strong coherency both within and across grades.

Teachers are expected to continually refine and grow their practice, and work closely with instructional coaches on staff and with staff developers from Teacher's College and our school support network.

In addition to our academic program, we believe that children need well-rounded and holistic opportunities to close the achievement and opportunity gap. Students participate in daily visual arts and movement programming to support the development of the whole child.

Strengths / Accomplishments

Strengths of our school closely connect to the culture of high expectations and inclusiveness that we've created for staff, students, and families. We strive to make our school a place where all families, regardless of language or culture, feel welcomed, valued, and heard. Our multi-lingual and multi-cultural staff all shares this perspective and recognize the power of positivity and collaboration in a school's overall success.

Our school has adopted strong curricula for our students, and works in collaboration to further refine and adapt the curriculum to meet the needs of our students. Teachers work very closely to plan together, look at students work, and study pedagogy in order to constantly improve themselves.

We also value a culture of transparency, where data is shared school wide through our proprietary data system. This allows our school, as a team, to know children well and impact their academic performance by continually analyzing and

interpreting student performance data.

In just two years, we have established a school with a solid foundation in curriculum, pedagogy, assessment, and school culture, as supported by our most recent Quality Review.

Challenges

One of our greatest challenges is connected to serving a student population that is comprised, primarily, of beginning English Language Learners. The majority of our students begin Kindergarten speaking little to no English. As such, it becomes especially urgent to make sure our curriculum and teaching practices work to move students along the continuum of language acquisition and towards proficiency levels in a short time. As such, teachers must have a knowledge based not only in the content they teach, but in pedagogical practices that support language development. In our case, we believe that all teachers are also teachers of language, not just our ESL and Bilingual teaching staff. This adds an additional component to our staff professional development work.

Our students' families speak four primary languages, in order of dominance: Spanish, Chinese, English, and Arabic. In order to meet our goal of creating an inclusive school environment in which all families participate, feel valued and heard, we must direct resources to support their involvement through translation and interpretation. We believe in our responsibility to ensure that translation is not a paraphrased summary, but parents who do not speak English receive that same level of airtime and attention as English-speaking families.

A final challenge connects to the reality of being a small, growing school. While we want to provide comprehensive services for our students and families, we are limited in resources, both personnel and financial, to provide robust afterschool programs and comprehensive health and wellness programs at this point. As such, we must work as a staff to prioritize initiatives each year as we grow to full-scale, while still meeting the needs of students and families to the best of our ability.

Areas of Greatest Growth

- Adapting curriculum and pedagogy to provide greater access and entry points for our English Language Learners;
- Building coherency in curriculum and instructional practices throughout the school through the use of observation, teacher teams, inter-visitation, and distributed leadership;
- Creating a responsive intervention program to meet the needs of more students and accelerate growth of students' literacy skills, especially for our struggling students.

Areas of Continued Focus

- Adapting curriculum and pedagogy to provide greater opportunities for extension for students performing above grade level standards;
- Building pedagogical capacity through the use of structured professional development, teacher teams, and observation to increase consistency in instruction throughout the school;
- Create systems and structures to build parent knowledge around learning standards and expectations for students to build even stronger partnerships between home and school.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Independent reading levels, assessed through Running Records, were tracked throughout the 2013-2014 school year. In June of 2014, the following results in student performance data were recorded for our Kindergarten class:

- 62.5% of **non-ELL** Kindergarten students were reading on grade level;
- 42% of **ELL** Kindergarten students were reading on grade level;
- 46% of **ALL** Kindergarten students were reading on grade level.

During the 2013-2014 school year, we aligned our work with our Teacher's College staff developer to support teachers' instructional practice in being more supportive of language development. After a year of refining our practice to include greater supports for language scaffolding, training of all teachers in best practices for language instruction, and implementation of both a Dual Language and native language component of our ESL program, we believe our literacy instructional practices are more aligned to support the needs of all of our learners, especially our ELLs and SWDs.

Based on a comparison of preliminary data collected at the November 2014 benchmark, more of our ELLs are on track to read grade-levels texts and beyond by June of 2015, based on the following data:

In November of 2013, 13.6% of all Kindergarten students were reading on grade-level or above. In November 2014, 50.6% of all Kindergarten students are reading on grade-level or above. In November 2014, 32.5% of our Kindergarten ELLs are reading on grade-level or above.

In September of 2014, 26.4% of our 1st grade students were reading on grade-level or above. In November 2014, 33.9% of our 1st grade students were reading on grade-level or above and 35% of our 1st grade ELLs were reading on grade-level or above. If this rate continues, we expect 55% of our 1st grade students to be reading on grade-level or above by June 2015 and 40% of our 1st grade ELLs to be reading on grade-level or above by June 2015.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 school year, all students will experience instruction in literacy that is individualized to their needs and results in grade-level reading proficiency or above.

By June of 2015,

- 50% of ELLs in Kindergarten
- 40% of ELLs in 1st grade
- 60% of Kindergarten students
- 55% of 1st grade students

will be reading at or above grade-level standards, as measured by Fountas and Pinnell running records and Teacher's College primary reading benchmarks.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Eleven on-site professional development days with Lindsay Barton, our Teacher’s College staff developer, for grade teams and vertical teams, to support growth of teacher’s best practices in literacy instruction, with a focus on instructional practices that support ELLs and SWDs. Teachers from PK, K, and 1 st grade will attend a total of 25 calendar days to support various balanced literacy instructional practices. Five teachers have been identified to attend specialty learning groups at Teacher’s College to plan school-wide professional development sessions for the staff.	All Teachers.	Ongoing: September 2014 – June 2015.	Jill Smith Jessica Knudson Lindsay Barton
Implementation of structured RTI program to focus on 1 st grade readers using the Leveled Literacy Intervention program. Implementation of intervention program in Kindergarten to target primary reading measures.	Following benchmark assessments in Nov, Jan, and March, high-priority intervention students will be identified and placed in flexible intervention groups.	Students will be identified at benchmark assessment dates (4 times per year: November, January, March, and June).	Jill Smith, Principal Jessica Knudson, AIS/ Coach Aimei Wong, Intervention Provider Suhua Zhang, NLA teacher Samantha Nguyen, ESL teacher
Family Engagement: Family Fridays, Parent-Teacher Conferences, At-Risk Meetings, and Workshops conducted throughout the year by classroom teachers and our AIS teacher to teach parents about the process of literacy development, look at leveled books, understand expectations for reading growth for their child and the assessments used by teachers, and to learn ways to interactively read at home with their child to build reading habits and support reading comprehension.	Parents	Ongoing: September 2014 – June 2015	Jill Smith, Principal Jessica Knudson, AIS Teacher Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Personnel:
- Intervention teachers
 - Literacy staff developer
 - ESL/NLA teachers to support language instruction and development

Schedule Adjustments:

- Small group instructional time built in to the daily instructional schedule for all K and 1 students
- Release time for teachers to work with staff developers and/or instructional coaches to further their work in developing instructional best practices
- Release time across the year for coverages for teacher to inter-visit, collaborate, and plan for individualized instruction to support the needs of students

Instructional Resources:

- Leveled Literacy Intervention program
- Purchasing books to build more robust classroom libraries to have more leveled texts to match to students' independent reading levels (Level A-I text sets for guided and independent reading).
- Materials to support greater visual instructional support, such as document cameras, computers, iPads, and accessories for interactive white boards and other basic supplies.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

At the end of January, we will calculate the percentage of Kindergarten ELLs, 1st grade ELLs, Kindergarten students, and 1st grade students reading on grade-level or above based on January Benchmark data analysis of independent reading levels and primary reading measures.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In our most recent Quality Review conducted in December 2014, “knowing students well” was named as a school strength. Teachers keep extensive student performance data and are constantly monitoring students for progress. An area for growth in this work is to take this data and translate it to meaningful next steps for students to be able to articulate and take ownership of.

While teachers are collecting and analyzing copious amount of individual student performance data in reading, writing, and mathematics and then using this data to inform their small group and individualized instruction so it is matched for each learner, we would like to build greater student ownership of their learning goals and next steps, so students, even in the early grades, can articulate their own learning goals and next steps.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will be able to articulate the steps they need to take in order to meet grade level standards and beyond in reading, writing, and/or mathematics. Following a conference with a teacher in which they have received feedback, students will be able to reflect on their work, name a particular strength, and name a goal or next step for their work.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<p>Teacher Team Meetings: working as grade-teams and/or vertical teams, along with the instructional coach and staff developers, identify how, in reading, writing, math, and art, students will be provided specific feedback and next steps for their learning. Continue work of creating student-facing rubrics and checklists and introduce these to students to self-evaluate their work products. Use end-of-unit pieces in reading, writing, and/or math, to have</p>	All Teachers	January 2015 – June 2015	Jill Smith, Principal Jessica Knudson, Instructional Coach Classroom Teachers

students set a goal for themselves.			
Norming the “Share”: At the end of each workshop (reading, writing, math, centers) use the share to help students engage in reflection upon their work and the work of their peers. Start building classroom language and discussion around ways to discuss work products.	Kindergarten and 1 st grade students	January 2015 – June 2015	Classroom Teachers
Observation / Feedback: Principal and instructional coach will build in assessment of student ownership / use of feedback from teachers in their observation and professional development cycles for individual teachers.	Kindergarten and 1 st grade teachers	January 2015-June 2015	Jill Smith, Principal Jessica Knudson, AIS Teacher/Instructional Coach
Work with Teacher’s College Staff Developer: Teachers will work with our staff developers in each of the four scheduled professional development cycles to create systems/structures to boost students’ self-evaluation skills in reading and writing.	Kindergarten and 1 st grade teachers	December 2014 – June 2015	Jill Smith, Principal
Parent-Teacher Conferences: During scheduled parent-teacher conferences and at at-risk meetings throughout the year, teachers will communicate clear next steps and short-term goals for each child until the next benchmark assessment period. Materials will be provided to parents that help build these skills outside of school (flashcards, lists, suggested books, etc.)	Parents	November 2014, March 2015, and May 2015	Jill Smith, Principal Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Personnel:

- Principal
- Classroom teachers and Intervention teachers
- Literacy staff developer from Teacher’s College
- Network instructional liaisons to collaboratively plan school-wide professional development sessions

Schedule Adjustments:

- Small group instructional time built in to the daily instructional schedule for all K and 1 students
- Release time for teachers to work with staff developers and/or instructional coaches to further their work in developing instructional best practices
- Release time across the year for coverages for teacher to inter-visit, collaborate, and plan for individualized instruction to support the needs of students
- Grade-level planning time for teachers on a grade-level to review student performance data, create groups for specific instruction, and set short-term learning goals and targets.
- Schedule of regular observation and feedback meetings for individual teacher and the principal

Instructional Resources:

- Leveled Literacy Intervention program
- Purchasing books to build more robust classroom libraries to have more leveled texts to match to students’ independent reading levels (Level A-I text sets for guided and independent reading).
- Materials to support greater visual instructional support, such as document cameras, computers, iPads, and accessories for interactive white boards and other basic supplies.
- Materials adapted for distribution to families.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

Student learning targets will be created in January and will be re-assessed prior to March parent-teacher conferences. Teachers will meet with students to discuss progress toward meeting their learning targets. Using updated benchmark data, teachers and students will collaboratively plan revised short-term goals for March-May. All students in Kindergarten and 1st grade will set a reading, writing, and/or mathematics performance goal in March 2015 to be reached by May 2015.

Part 6b. Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school that is growing and adding a new grade level each year, teachers must be inducted into the school’s cultural, curricular, and instructional expectations. We currently implement a summer PD series for all staff members to norm our values, vision, and goals for the school year. We also use this time to set instructional expectations for the year ahead.

Supervision and observation of teachers is rooted in creating instructional coherency across classrooms, so all students benefit from strong instruction across grades and across classrooms. In order for this to occur, time spent working in collaboration and in targeted, teacher-specific professional development is a priority.

This year, we utilize contractual Monday professional development time for teachers to work in grade-level teams on inquiry that connects to the curriculum and instruction. Teachers rotate throughout the year to serve as team leaders who work with administrators to set agendas, facilitate meetings, and share outcomes with all staff members.

In order to effectively implement our instructional model and meet the varied needs of our language learners, SWDs, and high-performing students, teachers must continually develop and deepen their knowledge of content and pedagogy in literacy, mathematics, and language. A culture of continual growth is valued at P.S. 516, and there are high expectations for all communicated through professional development structures, teacher team work, and the observation and feedback cycles in place through the use of the Danielson Framework for Teaching.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 school year, all teachers will participate in professional development that includes grade-level and vertical team work, staff development through Teacher’s College, network-led professional development, and incorporation of feedback from observation cycles that will result in an improved overall Measure of Teaching Practice (MOTP) rating for the eight evaluated components on the Danielson Framework for Teaching (1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e).

Part 3 – Action Plan

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

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
17. Strategies to increase parent involvement and engagement
18. Activities that address the Capacity Framework element of

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

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

Trust			
In-house professional development structures: Weekly grade-team work led by and facilitated by teacher leaders and supported by instructional coaches and administrators; Summer PD sessions for the entire staff to norm culture, curricular, and instructional practices; Planned whole-staff professional development connected to the school's instructional focus (language development) across the year.	All teachers.	September 2014 – June 2015.	Jill Smith, Principal Jessica Knudson, Instructional Coach / AIS Teacher All classroom teachers
Professional Development through Partnerships: Teacher's College Project school, which include eleven days of on-site work with our staff developer; 25 calendar days for teachers to attend literacy-based workshops; ten specialty group days for five teacher leaders to plan professional development for the staff based on needs of the school; Network-facilitated PD partnerships which include a math lesson study group, share lesson planning, and conducting lab sites.	All teachers.	September 2014 – June 2015.	Jill Smith, Principal Lindsay Barton, TC Staff Developer Network Instructional Liaisons
Regular cycles of observation and feedback from school administrator using the Danielson Framework for Teaching.	All teachers.	September 2014 – June 2015.	Jill Smith, Principal
Coaching cycles for teachers to work on specific areas of practice. The school's instructional coach collaborates with school administrator to create individualized professional development plans and implements cycles of planning, observation, and feedback to inform supervisor's observations.	Small groups of teachers based on specific needs resulting from observation data.	September 2014 – June 2015.	Jill Smith, Principal Jessica Knudson, Instructional Coach and AIS Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Instructional Coach (Jessica Knudson), provided with a schedule that allows her to work with up to four teachers at a time in professional development cycles; for those identified teachers, time provided for class coverage to meet, debrief, and engage in planning with the instructional coach. Supervisor follows up all professional development cycles with informal observations that incorporate the work of the professional development cycle.
- Partnership with Teacher's College: funds allocated to pay for the year-long partnership with Teacher' College that provides us with a dedicated staff developer, 25 calendar day workshops at Teacher's College, and membership in five specialty groups for teacher leaders.
- Substitutes / Per Diem Funding necessary to support classroom coverages for teachers to be released from the classroom to meet in teacher teams and attend both on-site and off-site professional development sessions.
- Use of substitutes to provide floating coverages in order to implement a system of regular inter-visitation throughout the year.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

N/A.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

In February 2015, a Measures of Teaching Practice (MOTP) rating will be calculated based upon observations to date. This score will be compared to last year’s final year-end rating and needs analysis will take place to identify specific focus components for growth during the remainder of the school year in order to move towards an improved overall MOTP rating for the school year. Observations after this point will incorporate specific feedback and action steps tied to growth areas.

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In the 2013-2014 school year, our school was enrolled as an overflow site for another neighborhood elementary school. The majority of our English language learners (ELLs) arrived as newcomers with no English language skills at all. We recognized that our instructional approach need to shift in order to meet the needs of classroom composed of predominantly beginning ELLs. We aligned our Bank Street and Teacher’s College partnerships to focus on improving instructional practices to support entry and access points for ELLs into the curriculum. This involved all teachers learning ESL pedagogy, including Total Physical Response (TPR), using of visual literacy and gestural cues; revising lesson planning according to SIOP models, and adjusting our instructional program to incorporate more native language support.

On the 2014 NYSESLAT, 88% of our students made progress, but 0% of students attained proficiency by the end of Kindergarten. Out of our 40 ELL students, 35 of them progressed to Intermediate or Advanced status, but none reached proficiency.

Comparing our results to those of five neighborhood schools, we found that the average rate for Kindergarten ELL students reaching proficiency was 7%. The average rate for 1st grade ELL students reaching proficiency was 17%.

This year, we have devoted resources to continue schoolwide professional development to norming instructional best practice to incorporate the supports for entry to the curriculum that all students need. In our most recent Quality Review conducted in November 2014, our pedagogical practices that support ELL student’s access to the curriculum were identified as strengths. This year, given our focus on improved pedagogical practices that support language development, we expect to meet and/or exceed the state-wide target set out the AMAO of percentage of ELLs attaining proficiency on the NYSESLAT exam.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-2015 school year, school leadership will design a series of school-wide professional development sessions aligned to the school’s instructional goal of supporting language development for all students. Based on this professional development, improved pedagogical practices will result in 20% of 1st grade ELL students attaining proficiency on the 2015 NYSESLAT exam and 10% of Kindergarten ELL students attaining proficiency on the 2015 NYSESLAT exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
<p>School-wide professional development aligned to instructional focus of language development: we have planned four cycles of work with our Teacher’s College staff developer to focus on grade-level specific work to support improving teacher practice in areas of balanced literacy, with a specific lens of whole-class and small-group instructional supports that build language skills. We have partnered with our network instructional liaisons to host a math lesson study group during the year that will conduct lab sites and lessons study to examine how we support and scaffold language development while maintaining cognitive rigor in the classroom. Finally, teachers will participate in ten sessions of staff-led professional development focusing on assessment practices, understanding the reading and writing comprehension continuums, and boosting cognitive rigor in instruction.</p>	All teachers.	August 2014 – June 2015.	Jill Smith, Principal Lindsay Barton, TC Staff Developer Network Instructional Liaisons Jessica Knudson, Instructional Coach
<p>Reading Intervention Program: Use of Fountas and Pinnell’s Leveled Literacy Intervention Program for guided reading instruction in Kindergarten and 1st grade.</p>	ELLs, SWDs, and other students reading far below grade level.	September 2014 – June 2015 (1s Grade). March 2015- June 2015 (Kindergarten).	Jill Smith, Principal Jessica Knudson, AIS Teacher Classroom Teachers
<p>Title III Afterschool Program: 40 students in Kindergarten and 1st grade have been identified to participate in an afterschool focusing on developing reading, writing, listening, and speaking skills and building oral language and vocabulary through a study of traditional stories and reader’s theater.</p>	40 ELL students in Kindergarten and 1 st Grade Parents of ELLs	December 2014-June 2015,	Jill Smith, Principal Samantha Nguyen, ESL Teacher Juliana Diamond, Bilingual Teacher Brenda Luo, Bilingual Teacher
<p>Title III Parent Engagement Workshops: four workshops will be planned and facilitated by our language team of ESL and Bilingual teachers and instructional coach to support parents’ understanding of language acquisition, expectations for their child, and ways to support their children’s progress at home</p>	Parents of ELLs	December 2014 – June 2015	Jill Smith, Principal Samantha Nguyen, ESL Teacher Juliana Diamond and Brenda Luo, Bilingual Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Personnel:
- Intervention teachers
 - Literacy staff developer
 - ESL/NLA teachers to support language instruction and development
 - Network instructional liaisons to collaboratively plan school-wide professional development sessions
 - Teachers (ESL, Bilingual) to provide additional instruction in the afterschool program

Schedule Adjustments:

- Small group instructional time built in to the daily instructional schedule for all K and 1 students
- Release time for teachers to work with staff developers and/or instructional coaches to further their work in developing instructional best practices
- Release time across the year for coverages for teachers to inter-visit, collaborate, and plan for individualized instruction to support the needs of students
- Afterschool programming led by language teachers

Instructional Resources:

- Leveled Literacy Intervention program
- Purchasing books to build more robust classroom libraries to have more leveled texts to match to students' independent reading levels (Level A-I text sets for guided and independent reading).

Materials to support greater visual instructional support, such as document cameras, computers, iPads, and accessories for interactive white boards and other basic supplies.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

In January 2015, reading, writing, speaking, and listening data will be analyzed through a common assessment for ELLs in Kindergarten and 1st grade and compared to benchmark work that demonstrated grade-level proficiency (20% of 1st grade students and 10% of Kindergarten students should demonstrate grade-level proficiency). Gaps will be identified by teacher teams and the ESL teacher will develop specific plans to inform next instructional steps for individual students.

Part 6b. Complete in February 2015.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

More time needed to conduct mid-year assessments.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In the preliminary results of the Quality Review conducted at our school on December 4, 2014, School Culture was named our school’s “Area of Celebration” and we were rated well-developed in this indicator. Feedback from our reviewer noted the clarity of high expectations for staff, students, and families. Based on her feedback from meeting with parents, she noted that the parent group felt strongly about the connection to the school, the sense of community, and inclusive environment that has been established. While many parents could articulate they felt confident their child was safe, enjoyed school, and they were happy with the level of education their child was receiving and the ways in which they felt very much a part of the school community, parents had a more challenging time articulating the specific academic goals for their child.

While we have prioritized making our school an inclusive culture that values partnership with parents and removes language barriers to this partnership through hiring a multi-lingual and multi-cultural staff, we are now increasing our focus on helping parents understand, specifically, standards and expectations for their child in a Common Core-aligned curriculum and being able to articulate specific next learning steps of their child. As such, we are planning to expand our family engagement from currently Family Fridays and other meetings to include specific workshops on academic topics of interest to help demystify the expectations of the Common Core for their child and help inform them of specific academic strength and needs of their child.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents will participate in a variety of school events that lead to greater understanding of their child’s academic progress, expectations for academic performance, and social-emotional growth, as measured by overall growth in scores on this year’s school survey results.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

Maintain schedule of Family Fridays, during which parents are invited into their children's classrooms to participate in collaborative learning activities with their child and get transferrable activities to use at home to reinforce academic skills.	Parents, all students.	Once per month, September - June	Jill Smith, Principals Teachers
Hold monthly PTA meetings, rotating between mornings and evenings each month, to include as many parents as possible in discussion and decision-making for the school community.	Parents	Once per month, September - June	Jill Smith, Principal PTA Executive Board
Plan a series of workshops on topics connected to understanding the academic expectations of students in each grade level, to take place monthly starting in January 2015.	Parents	Once per month, January - June	Jill Smith, Principal Jessica Knduson, Instructional Coach Samantha Nguyen, ESL Teacher Aimei Wong, Visual Art Teacher
Implement a shared art-making program for parents and children on Tuesdays throughout the year, led by our visual arts teacher.	Parents	16 sessions schedule for November 2014 – May 2015.	Aimei Wong, Visual Arts Teacher
Host a series of four workshops for parents of ELLs aimed specifically at understanding the language acquisition process, learning about resources in the community to support your child's learning and growth, and ways to productively engage with your child's academic work at home through books, the internet, and oral discussion.	Parents of ELLs	4 workshops in spring 2015.	Samantha Nguyen, ESL Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> - Principal, instructional coach and teachers to facilitate workshops on specific topics. - Meeting time with the PTA Executive Board to coordinate agendas for PTA meetings. - Interpreters to provide translation services during all parent meetings. - Use of parent engagement time on Tuesday afternoon to plan for monthly Family Friday topics. - Basic supplies to create materials for families to use at home to support their child's learning. - Outreach to community organizations (Public Library) to collaborate on ESL parent workshops

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>40. Specify a timeframe for mid-point progress monitoring activities.</p>
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In January 2015, a survey will be shared with families to gather opinions on parent engagement opportunities and workshops to date and to gather suggestions for topics of interest for additional workshops.

Part 6b. Complete in February 2015.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Primary Reading data is collected and reviewed in September, November, January, March, and June in all grade levels. Independent reading levels are assessed on a monthly basis. Following collection of student performance data, grade-level teams of teachers, the AIS teacher, and ESL teacher determine highest priority students based on benchmark expectations set by Teacher’s College. The team of teachers work together to created small groups for a cycle of RTI and establish instructional plans for the six-week cycle.</p>	<p>AIS teacher implements reading intervention program “Leveled Literacy Intervention” (LLI) with small groups of students. (No more than four students per group).</p> <p>Classroom teacher, AIS teacher, and ESL teacher provide flexible one-to-one and small group instruction for identified students during designated weekly small group time. Teachers focus on elements of balanced literacy (phonics, guided reading, interactive writing, interactive read aloud, and word study during this time.</p>	<p>Small Group</p> <p>One-to-one instruction</p>	<p>During the school day as part of the AIS teacher’s schedule</p> <p>During the school day during small group time (two times per week in Kindergarten, three times per week in 1st grade.</p> <p>Title III Afterschool program for identified ELL students.</p>
Mathematics	<p>Following the administration of a baseline performance assessment in September, students performing far below grade level are identified to small group intervention</p>	<p>Small Group Instruction</p>	<p>Small Group</p>	<p>During the school day.</p>

	that takes place three times per week.			
Science	N/A: Science is integrated into our literacy work as well as a regular center time activity available to students.	Small Group	Small Group	During the school day.
Social Studies	N/A: Social Studies is integrated into our literacy work as well as a regular center time activity available to students.	Small Group	Small Group	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students requiring behavior intervention plans and review of referrals to principal	Managing Frustration/Mindfulness Program	Small Group (five students at a time).	Afterschool

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

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

All staff members attend a one- to two-week long (budget-driven) training program in the summer led by the principal and coach. Teachers use the contractual 155 minutes per week to work in teacher teams, along with the ESL teacher, literacy coach, visual arts teacher, and principal in order to discuss curriculum and instruction and support individual professional development plans. In this way, all teachers work together to provide seamless instruction and ensure greater instructional coherency across the school.

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

Teachers serve as rotating grade-team leaders in cycles across the year. They take the lead on planning and coordinating curriculum and instruction in these areas and leading and facilitating grade-team meetings. In addition, teacher leaders facilitate school-wide professional development session across the year and serve as mentors by opening their classrooms to other teachers for intervisitation.

2b. High Quality and Ongoing Professional Development

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

During the school’s week-long summer training, the staff examines the CCLS for literacy and math and engages in the process of backwards design for unit and curriculum development. This process is the foundation for teacher team planning throughout the school year as teachers begin to revise and design new units of study.

Teacher teams participate in 115 minutes of professional development each week (80 minutes on Mondays, 35 minutes on Tuesdays). Grade-level teams, the ESL teacher, Visual Arts teacher, Literacy Coach/Intervention Teacher, and principal rotate between grade teams to build coherence among personnel during this time. Each week focuses on a different content area. During this time, teams look at curriculum in depth, revise our unit and lesson planning, and reflect on student work products and engage in data analysis.

We continued our partnership with both Teacher’s College this year to provide high-quality, individualized professional development for our teachers. Our staff developer has stayed with us over the course of these initial two years, and knows and understands the needs of our students and uses this to plan high-leverage sessions geared towards the specific needs of each grade and/or vertical team. This year-long partnership supports the tailoring of our curriculum and instruction to better meet the needs of our students through the development of teacher practice.

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

The teacher evaluation system has also created a regular space for the principal and individual teachers to engage in conversation about teaching practice. After identifying professional goals for the year in our initial conferences, the principal engages in frequent observation and evaluation on all eight components of the rubric, with specific emphasis on the teacher’s individual growth areas. Beginning of year, mid-year and end-of-year self-assessments and reflections with the principals further the conversation around individual professional development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Pre-Kindergarten teachers follow an emergent-curriculum based on following the interests of students. Through observation and facilitation of play and center-based learning, teachers scaffold language and learning that is connected to the Pre-Kindergarten Foundation for the Common Core. In addition to collaborating with their colleagues on the Kindergarten and 1st grade teams through school-wide and vertical professional development structures, Pre-Kindergarten teachers have a clear understanding of Kindergarten readiness skills that they work towards during the year in Pre-Kindergarten.

Upon receiving an offer to the school for Kindergarten, families are invited to an orientation session in which they hear from the Kindergarten teachers about the transition to Kindergarten, expectations for the year, and ways to support their child over the summer in building independence to help set them up to a successful start to the Kindergarten school year.

Children enrolling in our Kindergarten class meet with a Kindergarten teacher, who conducts a short screening to assess Kindergarten readiness skills and oral language development. This helps us get a foundational understanding of the child so we can best meet their needs at the very start of the school year. Classes are also tentatively planned to ensure a heterogeneous make-up.

Back-to-School night is held during the first two weeks of school. During this time, parents meet with their child's teacher to learn about curriculum, instruction, social-emotional development, and expectations for the year ahead.

Early intervention services are coordinated on-site at the school, so related service providers are aware of possibly needs of individual students so we can provide intervention as early as possible.

Days are set aside in June for Pre-K teachers to meet with Kindergarten teachers, and Kindergarten teachers to meet with 1st grade teachers, etc. in order to review and transfer student records. Students portfolios are passed on to the next year's teacher at this time in order to help the new teacher have knowledge, prior to the start of the school year, of the strengths and needs of individual students.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher teams develop and design the end-of-unit assessments and tasks and accompanying rubrics for our curriculum units. Teachers plan these assessments in grade-teams and use grade-level Common Core standards as a guide.

Literacy Benchmark assessments are based on Teacher's College Reading and Writing Project Independent Reading Level Continuum, Primary Reading Benchmarks, and the Writing Continuum for Informational, Narrative, and Opinion writing. Independent Reading levels are collected and shared with administrators on a monthly basis. Primary Reading Benchmarks are assessed, collected, and analyzed four times per year in November, January, March and June. Writing units of study always being with an "On-Demand" writing prompt in all grades. Teacher teams analyze this writing to set instructional goals for students and revise lesson plans to meet the needs of students. End-of-unit published writing pieces are assessed according the genre-based rubrics in grade-level teams.

A baseline assessment in mathematics is conducted in September for all grades (NYC Performance Assessment Tasks). The results of this baseline in used to inform instruction for groups of students for the fall. A mid-year assessment is conducted to assess student progress toward grade-level standards. A final year-end assessment is conducted in May/June to assess mastery of grade-level math standards. Individual units of study always end with an assessment and performance task that is evaluated according to common rubrics and results are used to plan continued small group instruction for students who did not show mastery of content objectives.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	\$146,186	X	11, 13, 16, 20, 22
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	\$11,200	X	20, 22
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$1,025,023	X	11, 13, 16, 20, 22

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:

1. 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.

2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 516**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 516** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

P.S. 516, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



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: <u>Sunset Park Elementary</u>	DBN: <u>15K516</u>
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: <u>40</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 3

of content area teachers: _____

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 will have three teachers (1 certified ESL, 2 certified bilingual teachers) co-teach the after school supplemental academic intervention program. It will run from 11/19/14 – 5/30/14, every Wednesday and Thursday from 3:00pm – 4:30pm. The kindergarten subgroups will be co-taught by the ESL and Kindergarten Bilingual teacher on Wednesdays and the Grade 1 subgroups will be co-taught by the ESL and Grade 1 Bilingual teacher on Thursdays. Both Bilingual teachers will provide Spanish and Chinese native language in read alouds. Students are selected based on proficiency levels, NYSITELL, NYSESLAT, and classroom reading and performance assessment data (20 Kindergarteners, 20 First Graders).

Our goal for the afterschool program is to support the language development of our ELLs. It will provide additional support in strengthening our ELLs' reading, writing, listening, and speaking skills. This will happen by reading emergent story books and acting them out through Readers' Theater. During the program students will be immersed in interactive read aloud of classic stories to help students develop a strong sense of story, build necessary background knowledge and expose students to vocabulary and story language. Students will apply these language skills through Readers' Theater by:

- students will create in total 3 plays throughout the year
- build scenes / settings - learning material words and understand how setting shapes a story
- create characters - such as different animals, people, jobs, roles. etc
- talk about character traits - descriptive words / feelings
- use technology to develop ideas and stories and practice oral language skills
- create storyboards to organize their ideas and sequence stories

Readers' Theater will provide frequent and varied opportunities for students to think about and use words, thus enhancing their language comprehension and production skills.

We believe a Readers' Theater based literacy and language program is the most effective for our beginning ELLs because through stories and acting children's resistance to learning goes down and their willingness to apply themselves goes up. They're less inhibited to produce language and more willing to take risks with language.

The program will also dedicate some time to attend plays based on an emergent book for children to build background knowledge and have hands on experience in context.

In addition to Reader's Theater, we will provide supplemental math instruction for our ELLs. To be successful in math, ELLs need to gain more exposure to and experience with the language of math. We recognize that discourse and academic language is an essential component for learning Mathematics.

Part B: Direct Instruction Supplemental Program Information

Although teachers are familiar with identifying math content objectives, articulating the academic language skills ELLs need to have equal access to the curriculum has proven to be more difficult. Thus, Small group time will be used to focus on problem-solving language and the oral explanation of solutions.

Subgroups and grade levels of students to be served:

Our first priority was to identify students who did not make progress on the NYSESLAT. Five students were identified and selected for this reason. We next considered those who remained classified as “Beginners” based on the NYSESLAT. We then considered students who were identified as “Intermediates” based on the NYSESLAT. This includes 20 additional first grade students.

For our Kindergarten subgroup, we identified the 20 most beginning students as determined by the NYSITELL and classroom performance data collected in the first two months of school. We intend to serve approximately 20 Kindergarten students and 20 first grade students in our afterschool program.

Schedule and duration:

The afterschool program will start 11/19/14 – 5/30/14, every Wednesday and Thursday from 3:00pm – 4:30pm.

and types of certified teachers:

There will be 3 teachers, 1 certified ESL and 2 certified bilingual teachers. The ESL teacher will co-teach with the Kindergarten Bilingual teacher on Wednesday and also co-teacher with the Grade 1 Bilingual teacher on Thursday.

Types of Materials:

- Picture dictionaries (English/Chinese/Spanish)
- Imagine Learning (will be used as part of a station / choice time for students to practice their speaking and listening skills)
- Ready New York CCLS for Math
- Mathematics Teacher Resource Book (K) Curriculum Associates, LLC 2014
- Selected literature based on text complexity levels for Kindergarten and 1st grade

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: All teachers of ELLs (which is all teachers in our school) work closely with Teacher’s College to support their professional learning in the teaching and learning of literacy throughout the year. In addition to over 11 days of on-site work with a staff developer (lead by Lindsay Barton) on supporting ELLs in accessing our literacy curriculum, teachers also participate in network-sponsored professional development aligned to ESL instructional strategies, language development, and planning for instruction that considers language objectives. Our ESL teacher participates in a monthly (Sole-ESL Provider Study Group (lead by Anthony Pizzillo, ESL Instructional Coach) through our school’s

Part C: Professional Development

network, she is also a part of Vocabulary Lesson Study that supports ELLs. ESL and Bilingual teachers attend PD offered through the Office of English Language Learners throughout the school year. Finally, our school's instructional focus is language development. In house PD, facilitated by administrators, coaches, and ESL teachers focuses on grade-level and vertical team work in deepening all teachers' understanding of language acquisition and effective pedagogical practices for supporting ELLs.

Teachers to receive training:

Ms. Lan Thanh Nguyen (certified ESL teacher)

Ms. Juliana Diamond (certified Bilingual Kindergarten teacher)

Ms. Brenda Luo (certified Bilingual Grade 1 teacher / Bilingual teacher)

Name and Qualifications of Provider:

- Lindsay Barton, Staff Developer from Columbia Teachers College Reading and Writing Project
- Anthony Pizzillo, ESL Instructional Coach, Network 102/113
- Kate Abell, Math Instructional Coach, Network 102/113
- New York State TESOL
- trainings, workshops, and conferences offered by DELLS

Schedule and duration of Professional Developments:

Sole ESL Provider Meeting, by Anthony Pizzillo (Network 102/133), every last Thursday of the Month from 4:00 - 5:30pm.

Vocabulary Lesson Study, by Anthony Pizzillo and Elizabeth Schneck, 10/29/14 and 11/19/14 at 3:00 - 4:30pm, 12/1/14 (all day)

Supporting ELLs in Shared Reading, by Lindsay Barton (Teacher's College): 10/7/14, 10/15/14, and 11/3/14

Building Vocabulary Through Interactive Read Alouds, by Lindsay Barton (Teacher's College): 12/3/14, 12/12/14 and 12/19/14

Planning Effective Mini-Lessons to Engage ELLs, by Lindsay Barton (Teacher's College): 4/2/15, 4/16/15, 4/23/15 and 5/6/15

Curriculum Planning Day, by Lindsay Barton (Teacher's College): 6/11/15

Math Inquiry Group with Kate Abell and Anthony Pizzillo, Tuesday, November 25, 2014 (in addition, there will be 4 - 5 more sessions, dates pending throughout December and January)

All ESL and bilingual teachers will attend the Citywide Bilingual Symposium on 4/30/15

New ESL Teacher Training - Cohort I, Thursday, October 30th, 2014 from 9:00 a.m. to 3:00 p.m

Lifting the Level of Reading for Multilingual Children at Teacher's College Dec. 16th 2014 and Jan. 7th, 2015, all day

Chinese Bilingual Professional Development: 12/2/14, 1/14/15, 1/16/15, 3/10/15, 4/30/15, 6/11/15

Maximizing Learning Opportunities for ELLs and Multilingual Students, 10/21/2014, all day

Writing Language Objectives for English Language Learners (ELLs) in the Mathematics Classroom

Part C: Professional Development

Event: February 6, 2015 from 9:00 AM to 3:00 PM

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: Parent Workshops will focus on engaging and supporting parents in activities that will help them assist their child in literacy and homework. Topics of the planned workshops include:

1. Brooklyn Public Library: We plan to take parents to the library and help them register their family/child for a library card. Parents will learn about resources available at the library in their native language that they can use to read with their children at home. (December 18, 2014 at 3:00 - 4:30pm).
2. Home Connections through Games: We’ve found that it is particularly powerful to help educate families on ways they can be actively involved in their child’s learning. One of way to actively involve parents in their child’s learning and support practice of concepts and language at home is through games. The right game can zero in on any need or interest a child might have. An educational game night will be hosted at the school, and materials needed to play any of the games will be distributed and sent home with families so they can easily engage with their child at home. (February 11, 2015 at 3:00 - 4:30pm).
3. Homework: Homework that is in a different language can be especially daunting for families. In order to teach parents effective strategies for engaging with and supporting their child with homework, we plan to host a meeting to share these strategies with parents. This include bilingual/picture dictionaries, types of questions to ask children about books to assess their understanding, and types of focused conversations to help develop student’s oral language skills. (April 15, 2015 at 3:00 - 4:30pm).

Parents of all ELLs will be invited to participate in these activities through flyers that are sent home with students. Ms. Nguyen, Ms. Luo, Ms. Zhang, and Ms. Diamond will facilitate these workshops as our ESL/Bilingual team of teachers.

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	_____	_____

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.
(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	_____	_____

**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 15	Borough Brooklyn	School Number 516
School Name Sunset Park Avenues Elementary		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	73	Total number of ELLs	59	ELLs as share of total student population (%)	80.82%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	5													5
SELECT ONE														0
Total	5	0	0	0	0	0	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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
Dual Language	0									0
ESL	59									59

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	59	0	0	0	0	0	0	0	59	
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	49													49
Intermediate(I)	2													2
Advanced (A)	8													8
Total	59	0	59											

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Currently, our school uses TCRWP and Fountas and Pinnell to assess the early literacy and conventional reading skills of our ELLs. Upon examining our September baseline data, we saw that most of our Kindergarten ELLs were able to recognize their upper case and lower case letters, but were unable to name the corresponding letter sounds. In addition to assessing primary foundational reading

skills, we also administer running records at regular intervals to assess students' abilities to read and comprehend a text at their level. The majority of our ELLs are pre-emergent and emergent readers.

For example (extracted from school assessment data):

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
PS 516 only has three kindergarten classes, most of our incoming ELLs are beginners (out of 60 ELLs, 50 beginners, 2 intermediate, and 8 advance).
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 [AMAQ tool](#))

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

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

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

For example (extracted from school data):

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school aligns our instruction according to the "three tiers of instruction support" described in the RtI model. First, we create rigorous and evidence base core instructions. Then, we target small groups or individuals that need extra attention, activities or experiences. If that wasn't effective, then we implement intensive, individualized instruction, in addition to the core instruction.

For all content areas, leadership team and teachers collaborate to plan and revise instruction. We use backwards planning that begins with the development of an end-of-unit task or assessment, then plan a series of lessons for the unit that will lead students toward the final assessment piece. Additionally, we use ongoing assessment during the unit to make immediate small group intervention before administering end of unit. Data is collected and shared among teachers. Based on end of unit data, we will make more small group interventions to meet student needs. Groups are flexible and change weekly. All small group instruction is based on a common need that is found through the continual review of formative assessments during the unit of study. We have a staff that is flexible in order to assist with intervention and target small groups. Currently there are three out of classroom teachers who, in

- addition to their regular program, also provide small group intervention in each classroom.
6. How do you make sure that a child's second language development is considered in instructional decisions?
 Since our student population is mainly Chinese and Spanish, in addition, 2 Arabic students, we refer to data (i.e. educational background and history) gathered from parent interviews, published studies and educational resources to help guide our instruction. Our staff works with a staff developer from Bank Street College who is an expert in bilingual and second-language instruction. She facilitates both whole-staff and individual professional development focused on understanding the process of second language acquisition and instructional strategies and curriculum for our students. Whether if they are Chinese or Spanish, we look at their stage of language acquisition and we use that information to plan for specific instructional strategies. For example, the Chinese language does not have any tenses or conjugations and does not use plurals by adding a suffix. In Spanish, noun and verb position are different from English. Thus, we will structure our lesson plan to target those areas to support ELLs in acquiring language. Our staff is expected to plan for learning objectives that focus on both content and language.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Currently, PS 516 does not have a full-time dual language program due to the nature of our un-zoned overflow enrollment this year.
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 We track progress and success of each ELL student by examining their formal and informal assessments, conferring notes, state or citywide test results (i.e. LAB-R and NYSESLAT), and/or meeting AYP for ELLs. Armed with all this information, we analyze and evaluate whether or not our programs or interventions have been successful for our ELLs. If data reveals that our program or interventions was not as effective, our school will meet as a team to reflect and review what components did not work to make necessary changes.

Part IV: ELL Identification Process

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

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](#).)
 1. At registration, if the student is new to our school system, the parent(s) are provided with a Home Language Identification Survey (HLIS) in their native language or in English (parent preferred language).
 2. An informal interview is conducted by a trained pedagogue in either English or parent's native language. We have on staff: Ms. Smith (principal) and Ms. Knudson for English, Ms. Diamond and Ms. Irias for Spanish translations, Ms. Wong and Ms. Zhang for Chinese translations. They also fill out the HLIS form during the interview.
 *A transferred student is not given the HLIS. Their cumulative folder is viewed and exam history is viewed and printed from ATS.
 3. HLIS are reviewed. All new entrants whose HLIS form indicates a language other than English must take the LAB-R.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

and 20 or more on a single grade in high school.

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

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

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

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

Arabic 1

Did not return forms: 2

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

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

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

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

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

- The sealed packages of secure test materials will be stored in a secure location and maintained under strict security conditions.
- An inventory of the test materials will be conducted after delivery.
- The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, will not be removed from the secure location, except for the inventory of test materials shipped to the school, until the day(s) on which the test is administered.
- The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, may not be opened until the day(s) on which the test is administered.
- Teachers who have been given the scoring materials to review for the Speaking subtest must safeguard these materials and must not leave them unattended.
- In addition, to preserve the integrity of the test materials, we will advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or listserv, or through any other electronic means.

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

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

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

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

Speaking subtest:

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

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

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

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

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

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

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

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

Arabic 1

Did not return forms: 3

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

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

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

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

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

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

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

b. Newcomers receive daily instruction using methodologies and approaches such as Total Physical Response (TPR). Whole Language is used to build social and academic vocabulary. Communicative Language Teaching will be used where the use of the student's native language is accepted during the early stages of language learning. A wide range of materials will be used to support instruction such as visual aids, manipulatives (particularly to reinforce letter-sound relationships), enlarged books, vocabulary cards, various word study activity kits and texts with audio supplements. As we grow and student enter testing grades, intervention programs during the school day and after school and/or Saturday program will be added to address grade-specific needs in reading, writing and listening. At PS 516, we celebrate and integrate the multi-lingual and multi-cultural heritage of our students, families, and neighborhood into our classrooms, preparing our students to belong to and succeed in a global society. Knowing and understanding that the majority of our student population is and will continue to be newcomers, as a school we will strive to first make our students feel safe, loved, and cared for. We work hard to understand their culture, family life and history, educational background, personal information, etc. to help guide our instruction and how to differentiate to meet our student's personal needs. We regularly use a lot of pictures, realias, TPR, and scaffolded small groups to support all students, not just ELLs, because we understand that instruction for ELLs is good pedagogy for all. (In regards to ELLs with SWDs, lessons are differentiated to meet their needs. Depending what those needs are, we might provide a Para to assist them in class, extra time may be given to them during work time/tests, special materials are created or supplied to meet their specific needs, etc.)

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

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

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

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

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

Currently, we do not have any ELL-SWDs.

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

Currently, we do not have any ELL-SWDs.

Courses Taught in Languages Other than English

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

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

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

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

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

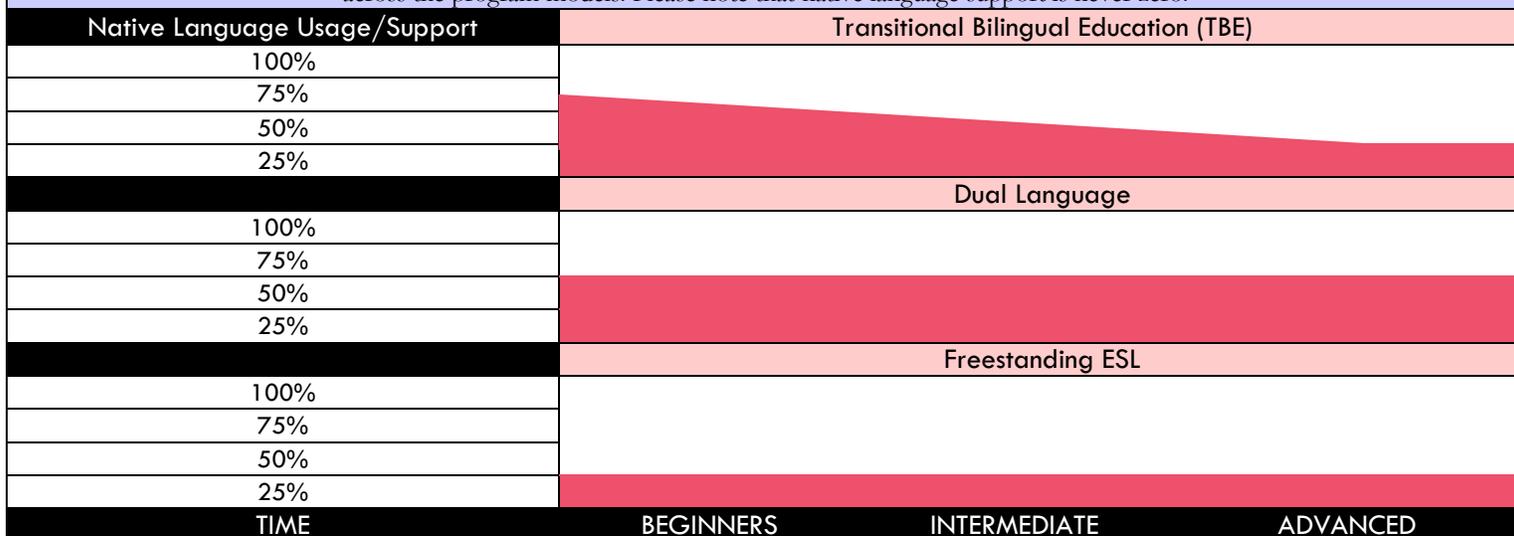
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
- On staff, we have one full-time academic intervention teacher (Ms. Knudson). Based on formative and summative assessments, Ms. Knudson, targets specific groups of ELL students to support them in ELA, math and other content areas. In addition, Ms. Nguyen, our ESL teacher, provides language support in all content areas. She too, uses data collected from assessments, conferences, family and education history to help her guide instructions and curriculum. Additionally, Ms. Wong and Ms. Zhang are able to provide support in Chinese native language and Ms. Diamond and Ms. Irias in Spanish native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ELLs receive daily support and intervention from Ms. Nguyen (ESL teacher), Ms. Knudson (literacy coach), Ms. Wong (Chinese language support), Ms. Zheng (Chinese language support), Ms. Diamond (Spanish language support), Ms. Irias (Spanish language support) and all their classroom teachers. Thus, there's always several teachers in the classroom to work either individual or in small groups to meet the needs of our ELLs in both content and language development.
- Specific data is collected every 2 months to examine the effectiveness of our intervention. All teachers submit data on literacy and mathematics; this data is then used to adjust upcoming instruction. So far, it has allowed us to provide immediate intervention regardless of proficiency levels.
11. What new programs or improvements will be considered for the upcoming school year?
- This year (2013-2014), we are beginning a part time emerging bilingual program in both Chinese and Spanish. Students will learn foundational skills in reading, writing, speaking, and listening in their native language.
- Next year (2014-2015), when we will become a zoned school with a more predictable enrollment pattern, we intend to open a full time Spanish Dual Language and Chinese Dual Language program (if enough Parent Choice Form request the program).
12. What programs/services for ELLs will be discontinued and why?
- There are no programs / services for ELLs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Equity is paramount at PS 516. We view all students as language learners and have the same standards and expectations for every student.
- Since 80% of our student population are ELLs, all supplemental services and programs are created for ELLs. Thus, ELLs are always afforded equal access. However, due to our small size and limited financial resources we are unable to offer an after school program this school year.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Depending on the lesson plan and group of students, specific materials are intentionally selected to help support our ELLs. Some of these materials include: realias, graphic organizers, elmo, projector, mini ipads, laptops, Foundations, literacy centers, audio CDs and various language resources / materials. When lesson planning, teachers are expected to consider the visual, tactile and auditory ways to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Currently, we only have a free standing ESL program. ESL is always delivered in English, however when appropriate, we will use the student's native language to support them; to either reinforce or preview specific content and vocabulary. Students also participate 2 times a week in a native language program which is aligned to the literacy program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Ms. Nguyen refers to formative and summative assessments of all ELL students to help guide her curriculum and instructions. She then selects materials and resources that are age and grade appropriate for her ELLs.
- All ELL beginners and intermediate students receive 360 minutes of ESL service and 180 for advance ELL students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Before the beginning of the year, newly enrolled ELL students were invited to an orientation (a week before school started). During orientation day, parents and students were treated to a guided tour of the school, a meet and greet with teachers and staff, team building activities for students, informational materials about the school and services available for parents and students. All of this information is presented in their native language. For new ELLs that enroll throughout the school year, we buddy them up with a classmate that speaks the same language. Our goal is to make the student feel safe, loved and cared for. We interview parents / guardians and send home surveys to learn as much as possible about the new student to help support him / her in order to have a

smooth transition.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

Questions 1 - 4:

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

2. Ms. Nguyen, our ELL coordinator, attends all professional development offered by the Office of English Language Learners and through our network, CFN 102. She additionally participates in Bank Street staff development and Teacher's College staff development, for approximately 20 days of professional development per year. Ms. Diamond, our bilingual and classroom teacher attends Estrellita (a Spanish Literacy program) professional development for implementation of our Spanish Dual Language component. All teachers that attend PDs, ELL training or workshops, turnkey what they learned and materials they have received during those meetings to other staff members.

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

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

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

Ms. Knudson (coach) was at a Special Ed. Laison September 26th, at TC October 2nd, November 15th, December 6th, and STARs training November 22nd.

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

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

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

Ms. Wong (teacher) was at TC on November 7th.

Ms. Irias was at TC on November 26th and is going December 10th.

D. Parental Involvement

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

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

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: <u>Sunset Park Avenues Elementary</u>			School DBN: <u>15K516</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jill Smith	Principal		12/6/13
	Assistant Principal		12/6/13
	Parent Coordinator		
Lan Thanh Nguyen	ESL Teacher		12/6/13
Mei Liao	Parent		12/6/13
Juliana Diamond	Teacher/Subject Area		12/6/13
Lara Irias	Teacher/Subject Area		12/6/13
Jessica Knudson	Coach		12/6/13
Aimei Wong	Coach		12/6/13
	Guidance Counselor		
	Network Leader		
	Other _____		
	Other _____		
	Other _____		

	Other _____		
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