

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

DBN: (i.e. 01M001):

15K821

School Name:

SUNSET PARK PREP – MIDDLE SCHOOL 821

Principal:

JENNIFER SPALDING

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 15K821
School Type: Public Grades Served: 6 – 8
School Address: 4004 4th Avenue Brooklyn, NY 11232
Phone Number: 718-840-1951 Fax: 718-840-1962
School Contact Person: Jennifer Spalding Email Address: jspalding@schools.nyc.gov
Principal: Jennifer Spalding
UFT Chapter Leader: Theresa Santiago
Parents' Association President: David Mournier
SLT Chairperson: Myrna Gonzalez-Rojas
Ivy Ke, Maria Ventura, Tony Chen, Jennyfer Cumbe, Michael Dominguez, Julie Liu, Giovanni Carrazana, Emily Morales, Evelyn Meza, Eliana Sandoval
Student Representative(s):

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Brooklyn, NY 11201
Superintendent's Email Address: askop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Cluster and Network Information

Cluster Number: 01 Cluster Leader: Chris Groll
Network Number: 102/113 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:

- 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*.
- 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.**
- 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)
Jennifer Spalding	*Principal or Designee	
Theresa Santiago	*UFT Chapter Leader or Designee	
David Mournier	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Milvia Molina	Member/ 8 th Grade Parent Representative	
Angela Polanco	Member/ 7 th Grade Parent Representative	
Lisandra Rivera	Member/ 6 th Grade Parent Representative	
Myrna Gonzalez-Rojas	Member/ Teacher/SLT Chairperson	
Elaine Pinckney	Member/ Assistant Principal	
Marcy Sterlis	Member/Assistant Principal	
Anabelle Gonzalez	Member/8 th Grade 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	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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 	

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Sunset Park Prep was established to meet the needs of highly motivated, high achieving students. Although our school is in the heart of the Sunset Park community, we appeal to a diverse population of students and their families. We provide a rigorous, standards-based program in a small school setting, assuring a safe and nurturing environment for our students, staff and families. With particular attention to the adolescent, we believe that it is our responsibility to foster self-awareness, respect, intellectual curiosity, and a strong value system for each of our students. Our staff is a community of highly trained professionals who engage in ongoing professional development in order to provide the students with the highest quality education available. All the members of the Sunset Park Prep community are committed to building a culture where students, staff and families support each other in our efforts to ensure that an atmosphere of teaching and learning flourishes.

OUR VISION and KEY AREAS OF FOCUS

Sunset Park Prep is a model community school where all students experience high levels of educational success, readying them for high school and beyond.

1. All students engage in purposeful, differentiated, standards-based instruction that ignites intellectual curiosity and prepares students for high school.
2. All students receive direct, cohesive, cross-curricular writing and reading instruction in all content areas.
3. All students feel safe and welcome, with access to a wide-range of enrichment opportunities to foster growth and social-emotional development.

STRENGTHS OF PARTICULAR NOTE

At Prep, we have a great deal to celebrate. If polling staff members and students about our school, the word most frequently spoken would be "family," and we pride ourselves on the nurturing, safe, and supportive environment we have created. While many of our successes are explained in greater detail Section 5, a few areas of celebration include the following:

Academic

- English Language Arts reading intervention program for every student once per week
- Introduction to Technology class for 6th, fully implemented technology program in 7th and 8th grade, supported by our Technology Coach
- Instruction in the Arts for all grades – 6th grade visual art, 7th grade drama, 8th grade music
- Regents Exams offered in Living Environment and Integrated Algebra
- Spanish Proficiency offered to 8th grade students following three years of differentiated Spanish language instruction.

Student Life

- Variety of after-school enrichment opportunities offered to students throughout the year – from choir, rock band, crochet club, and theater troupe to morning basketball, soccer club, half-marathon team and our award-winning running club to gardening, Russian, and game design – to serve a wide variety of student interests and talents
- Student Council puts decision making, planning, and community building in the hands of student leaders
- Peer Mediators are expertly trained facilitators who help students resolve conflict peacefully
- Poconos Science Trip is a three-day, two-night, heavily subsidized experience open to 6th and 7th graders where students learn to track animals, paddle a canoe, hike, explore pond and stream ecology, and much

more

- Washington D.C. Trip is a three-day, two-night, heavily subsidized experience open to 8th graders where students explore our nation's capitol after months of research and preparation

Teacher Life

- Common Planning period designated in every teacher's schedule
- Frequent Department Meetings and Grade Meetings
- Professional Development calendar includes focused PD cycles, committee work, and data teams
- Teacher-led Professional Development series during a monthly "UnConference"
- Collaborative time to plan across contents, grade during "Planning for the Month"
- Every teacher meeting is memorialized using a note-taking template, reviewed by administration for important information and answers to posed questions, if applicable

Parent Life

- Parents have access to their student's grades and progress real-time, using our online gradebook through PupilPath
- Monthly calendar sent home and regular calls made using School Messenger via our Parent Coordinator
- Workshops offered regularly, on topics ranging from technology and protecting children online to immigration, domestic abuse, and health with various experts throughout the community presenting
- Regular parent events such as International Night (a culminating event of Global Awareness Week), Arts Showcase, Family Soccer Night, and Community Day

AREAS OF CHALLENGE

As a Title I school in District 15, we work tirelessly to ensure our students receive the best instruction, enrichment opportunities, and educational environment.

Academic

- While our students consistently make progress on state exams, we aim to raise proficiency for all students on the exams.
- We have knowledgeable, hard-working teachers and through continued growth in their practice, we can elevate the level of discourse and achievement in classrooms.

Student Life

- We strive to increase our enrichment opportunities with the hope that every student experiences an extracurricular activity that catches his or her interest.

Teacher Life

- Through continued support for teacher growth, cultivating a culture of joy, and helping teachers find more time to meet the many challenging demands of the position, we believe student successes will multiply.

Parent Life

- Parents are satisfied with their students' lives at Prep, confident in sending their students to us, and comfortable reaching out to us, but we would like more parents in the doors at events, working in partnership with us to ensure student success.

GROWTH FROM 2013 – 2014 to PRESENT in KEY AREAS OF FOCUS

1. Teachers are smartly planning units with definitive start and end dates, aligned to the CCLS and incorporating writing and projects to bring curriculum to life. All teachers have posted to our curriculum mapping site and ICT teachers are working with Content Teachers to differentiate units prior to teaching. Teachers have attended professional development on planning, technology, examining student work, action planning, and ESL, with action plans on how to incorporate these experiences into

classroom action.

2. All classrooms have libraries and students are reading for 30 minutes or more at home. We have seen increased comprehension with non-fiction texts, and a better ability to create arguments and draw evidence from non-fiction. Students are writing in all content areas, and we have seen an increase in stamina and volume, as well as higher student scores on writing rubrics as the year has progressed. Next year, we hope to have students writing at a level 3 on grade-wide rubrics by the end of the year.
3. We have increased enrichment opportunities by 30% this year and have established a baseline for discipline data last year through our referral system/discipline tracker, section sheet comment tracking, and suspensions.

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

- 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).
- 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 Title I school in District 15, we work tirelessly to ensure our students receive high quality instruction meeting and exceeding that of other schools in the district, borough, and city. We believe that through more comprehensive, purposeful, and data-driven instruction we can better prepare students for high school and beyond. With the implementation of the Common Core Learning Standards and an increasing focus on reading comprehension and writing in all subject areas, we found the most recent round of State tests revealed our students remain under-prepared for the greater demands of reading and writing on both the ELA and math exam.

In 6th grade, 21% of our students scored a 3 or 4 on the State ELA exams, and 37% scored a 3 or 4 on the State Math exams, compared to an average of 36% percent (ELA) and 39% (math) of 6th graders in District 15. A more favorable comparison is to contrast against proficiency scores in Brooklyn where 25% (ELA) and 34% (math) of 6th grade students received a proficient score (3 or 4) on the exams. The same comparisons are true for 7th and 8th:

7th Grade at Prep: 17% (ELA), 26% (math)

7th Grade in District 15: 40% (ELA), 42% (math)

7th Grade in Brooklyn: 27% (ELA), 31% (math)

8th Grade at Prep: 28% (ELA), 8% (math) – appears low due to the number of students who took and passed the Regents

8th Grade in District 15: 40% (ELA), 22% (math)

8th Grade in Brooklyn: 29% (ELA), 24% (math)

In the last year, we focused on the foundational skill of unit planning. Teachers created plans, posted plans to our online curriculum mapping site, and used these plans as a mechanism for collaboration. This year, in analyzing our scores against individual student data and in-class data, we found that often our students’ reading levels, while growing, still limited their access to information at the level we had hoped. Furthermore, in both our observation data and teachers’ own self-reflections, we discovered not enough time was allocated for students’ independent practice and self-reflection.

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.

Develop questioning and discussion techniques in all staff members to ensure student practice time – or “active thinking minutes” - are present in every lesson by the end of the year, with the ultimate goal of engaging students in purposeful, differentiated, standards-based instruction that ignites intellectual curiosity and prepares students for high school and beyond.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Engage in purposeful, strategic professional development, which upholds our community norms and builds trust among staff, to shift mindsets and build knowledge of why questioning, discussion, and student practice is critical and how to implement it in the classroom.	Teachers	Started in September 2014, ongoing	Admin (Principal and APs) and coaches
Create Data Teams to leverage research and peer support in an effort to shift to better questioning, discussion, and student practice techniques while also studying specific student sub-groups, such as ESL students and students with disabilities.	Teachers	Started in November 2014, ongoing	ELA Lead Teacher, Admin
Develop and implement a system to improve students' IEPs and the IEP process by assisting teachers in both shifting mindsets and building knowledge through professional development, lunch –and-learns, and targeted support.	Teachers	Started October 2014, ongoing	Special Education Coordinator, Admin

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. All teachers will engage in professional development during our Wednesday and Thursday morning professional development time. The grade team leaders – the Math Coach, the ELA Coach, and the IEP teacher – will helm grade team meetings. The Principal’s Cabinet, consisting of the Principal, APs, and Dean, the Guidance Counselor, Parent Coordinator, Business Manager, Special Education Coordinator, and the four teacher-leaders will prioritize these initiatives with support and allotment of time. The APs and Principal will oversee teacher meetings, review Unit Plans, conduct observations, and provide feedback. A Teachers College staff developer will be on site 25 days this year. A variety of subject area teachers and service providers will attend workshops at Teachers College for a total of 25 calendar days. The Principal and on-staff coach will be using the leadership slots to participate in a coaching course. The Morningside Center Staff Developer will be on site for 20 days this year and coach teachers in social-emotional questioning and discussion techniques. 2. All teachers will engage in Data Teams during our Wednesday and Thursday morning professional development time. 3. The Special Education Coordinator, supported by our Access for All AP will plan and execute professional development, lunch and learns, and targeted support for teachers as they continue to improve our IEP process.

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

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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:

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

A mid-year review will indicate that 100% of teachers will have participated in at least one Data Team cycle and developed a theory of action around questioning and/or discussion to aid in the improvement of practice by the end of January. As of 2/10/15, all teachers are beginning a second Data Team cycle. **In the first cycle, all teachers participated, developed a theory of action, tested their theories, and shared findings with the whole staff.**

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

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|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • 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 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

- 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).
- 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.

While we are a school with few incidents and suspensions, we recognize that to maintain this culture we must be proactive. We are committed to fostering an environment built on mutual respect. We pride ourselves on being a school that feels like a tightknit community. We encourage our students to be a part of our community in the actions they take and the way they treat others. With increasing media attention on bullying, cyber-bullying, and self-esteem because of the prevalence of these issues in all schools, we strive to ensure students feel safe, welcome, and supported at Prep. When it comes to maintaining a supportive environment, our priority is to create and sustain systems and activities that build our school community.

We have a number of internal structures to support our school community, and we use these structures to gather important data points to drive our work.

- Section Sheet
- Peer Mediation Referral System
- School-Wide Detention System
- Discipline Referral System
- Community Violations System

For the past 5 years, we have been strengthening our social emotional supports and program at Prep. We presently do the following:

- Peer Mediation Program – approximately 20 students are interviewed and selected to help facilitate agreements in student to student conflict. Our program is unique in many ways, most notably in that our Assistant Principal oversees the program, any grade student can mediate conflict between any grade student, and teacher/student conflicts have also been mediated.
- Advisory – All students receive one period of advisory per week. We teach skills in advisory to help students self-manage and solve conflicts peacefully. New this year, advisory is now in groups of less than 15 on the grade.
- Partnership with Morningside Center for Social Responsibility - Our staff developer supports our advisory teachers and peer mediators, as well as conducting observations with a SEL rubric and providing feedback to teachers.
- Smart School Leaders – The principal is part of a cohort who gather quarterly to discuss SEL in schools, visit sites, and engage in professional development around cutting edge topics in the SEL community.
- Word of the Month, Question of the Week (WoMQoW) which is a vocabulary, SEL, and writing activity completed each week in homeroom. Every month we focus on a complex word, with social-emotional weight, to use a jumping off point for discussion during homeroom class. New this year are two initiatives to make WoMQoW even more powerful – each homeroom will have a turn to create an art display embodying a word and everyone homeroom will compete in a door competition
- Student Council puts decision making, planning, and community building in the hands of student leaders, which includes an Executive Council (a team of 7 elected students) and a Student Congress (an elected representative from every homeroom).
- Enrichment opportunities, trips, and events create opportunities for student involvement beyond the classroom.

- A partnership with the Center for Family Life led to a comprehensive arts CBO housed in our basement which offers in-school partnerships with teaching artists and an after-school arts program from 3 – 6 pm every day for students.
- A partnership with Lutheran Medical Center supports students through a social work office, in-house health clinic, and a dental office.

Since the start of last year to present, we have implemented the following:

- Community Violations resulting in Community Service – If a student violates the expectations of our community, they are given a task that requires them to serve the community.
- Discipline Advisory Committee – This committee of teachers was developed in response to discussions about our discipline philosophy, and out of a teacher desire to start a school-wide detention system. The principal serves as a member of this committee. New this year, the group will also read a book each quarter, in an addition to our article share from last year, in order to glean additional ideas and resources about this field of study.
- School-Wide Detention – We have a school-wide, after-school detention system wherein students given detention in class are entered into our online system; the office contacts the parents to receive permission; and the student stays after-school the same day to fill out a reflection under the supervision of a teacher.
- Suspension Re-entry Meetings – In the spirit of restorative justice, students who have been suspended are welcomed back into our community prior to returning to class. The student’s teachers, and occasionally parents and other students, attend this meeting in which we talk about what happened and figure out a plan for what will be different moving forward.
- Collegial Mediations - Born of a desire to better understand the process of mediation, interested teachers have volunteered to serve as collegial mediators and assist teachers who are in conflict with other teachers. We have found mediation helps empower students to solve their own problems and it has the power to help adults reach out for assistance when involved in professional conflicts as well.

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.

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

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • 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>
Create a streamlined system for collecting Peer Mediation data live-action throughout the year.	All teachers will benefit	Start in September 2014,	AP, Principal, Dean, and Morningside Staff Developer

		ongoing	
Promote Peer Mediation to increase the number of student and teacher referrals.	Students & Teachers	Start in September 2014, ongoing	AP, Principal, Dean, and Morningside Staff Developer
Establish a Joy Committee to promote more celebrations and visible joy throughout the school.	Students & Teachers	Start in September 2014, ongoing	Principal, Joy Committee
Increase the number of enrichment opportunities and enhance the means by which those opportunities are disseminated to students and parents.	Students & Teachers	Start in September 2014, ongoing	Admin, teachers

Part 4 – Resources Needed

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

1. A system must be created and an AP's time must be dedicated to maintaining the system.
2. Time in meetings and space in communications must be made available to further promote and educate students and teachers on Peer mediation referrals.
3. All teachers will engage in committee work during our Wednesday and Thursday morning professional development time. The Joy Committee will need resources – both monetary and time – implement school-wide events.
4. Per session must be made available to teachers willing to helm enrichment opportunities.

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

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:

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

A mid-year review will indicate a 25% increase in the number of Peer Mediations, reflective of student's social-emotional growth and ability to solve conflicts independently. **As of 2/10/15, there have been 47 total mediations, compared to 18 mediations at this same time last year. This is a 161% increase from last year.**

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- 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 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

- 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).
- 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 Title I school in District 15, we work tirelessly to ensure our students receive high quality instruction meeting and exceeding that of other schools in the district, borough, and city. Through collaboration, which is a core value among our teachers, staff, and administration, we can push continuous quality improvement.

With the implementation of the Common Core Learning Standards and an increasing focus on reading comprehension and writing in all subject areas, we found the most recent round of State tests revealed our students remain under-prepared for the greater demands of reading and writing on both the ELA and math exam.

In 6th grade, 21% of our students scored a 3 or 4 on the State ELA exams, and 37% scored a 3 or 4 on the State Math exams, compared to an average of 36% percent (ELA) and 39% (math) of 6th graders in District 15. A more favorable comparison is to contrast against proficiency scores in Brooklyn where 25% (ELA) and 34% (math) of 6th grade students received a proficient score (3 or 4) on the exams. The same comparisons are true for 7th and 8th:

7th Grade at Prep: 17% (ELA), 26% (math)

7th Grade in District 15: 40% (ELA), 42% (math)

7th Grade in Brooklyn: 27% (ELA), 31% (math)

8th Grade at Prep: 28% (ELA), 8% (math) – appears low due to the number of students who took and passed the Regents

8th Grade in District 15: 40% (ELA), 22% (math)

8th Grade in Brooklyn: 29% (ELA), 24% (math)

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

Last year, we focused on ensuring 100% of ELA classrooms have engaging, leveled libraries, content areas have rich non-fiction libraries, all teachers attend Common Planning meetings each week, and common writing rubrics were available.

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.

Provide direct, cohesive, and cross-curricular writing and reading instruction in all content areas by ensuring teachers opportunities for collaboration, creating reading intervention opportunities, and promoting student writing through the use of a school-wide writing rubric by the end of the year.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • 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>
Create Data Teams to leverage research and peer support in examining classroom instruction.	Teachers	Started Nov 2014, ongoing	Lead ELA Lead Teacher, Admin
Plan, program, and start a Reading Intervention block in ELA each week, allowing service providers and literacy specialists to both serve struggling readers, ESL students, and Students with Disabilities and also push students in need of enrichment by leveraging small groups and targeted skills and strategies.	Teachers & Students	Started in September 2014, ongoing	Lead by ELA Lead Teacher and literacy specialists, supported Admin and Teachers College Staff Developer
Provide all teachers with a designated Common Planning period programmed as part of their 25 teaching periods.	Teachers	Started in September 2013	Lead Teachers
Fully integrate the use of Google Apps for education into student and teacher life, with the goal of fostering collaboration between teachers on planning and projects, and among students on class work, homework, and projects.	Teachers & Students	Started in Spring 2013	Lead by Technology Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. All teachers will engage in professional development during our Wednesday and Thursday morning professional development time. 2. Programmatically, this block was scheduled over the summer for teachers and service providers. Two F-status literacy specialists were hired to divide up and support the work. Also, additional books for guided reading and books clubs were purchased. 3. All Departments have Common Planning (CP) time, scheduled by grade and subject area, built into their programs to examine CCLS standards, share best practices, devise common strategies, study student work and progress, and actively collaborate. All subject area and ICT teachers also use CP time to ensure information is accessible to students, and the differentiation section of the unit plan is thoroughly completed in the template. 4. We have prioritized spending on technology. For 2014 – 2015, our technology teacher moved from full-time classroom work to a part-time teaching/part-time coaching role, wherein he not only tackles larger issues of tech and provides technology PD, but he also observes teachers, supports them in teaching with technology, and helps teachers develop technology systems. We have purchased nearly 200 new pieces of technology (Chromebooks, iPads, and iPad minis). All classrooms have mounted SmartBoards. We have been using Edmodo and Google Classroom widely – all students have a Gmail account (@sunsetparkprep.com) and have been introduced to Google Drive in technology class to ensure students are savvy on how to use free, web-based word processing, spreadsheets, and presentations to complete projects.

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

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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:

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

A mid-year review of reading level data will indicate that at least 80% of students in the lowest third, served in Reading Intervention, will have advanced by at two reading levels since September. **As of 2/23/15, 84.5% of students in the lowest third who were served in Reading Intervention advanced by two reading levels. Of all our students with the lowest reading levels, 86.5% of students advanced at least one level, 54% of students in the lowest third advanced 2 or more levels.**

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

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • 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

- 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).
- 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 staff, we generated a shared a vision and remain committed to three student outcomes:

1. All students engage in purposeful, differentiated, standards-based instruction that ignites intellectual curiosity and prepares students for high school.
2. All students receive direct, cohesive, cross-curricular writing and reading instruction in all content areas.
3. All students feel safe and welcome, with access to a wide-range of enrichment opportunities to foster growth and social-emotional development.

To support this work, the principal works to nurture teacher growth, strengthen instructional delivery, and support teachers in their social-emotional development.

Teacher Growth

- In 2013 – 2014, we worked to change the culture of observations through pre-work on Danielson which included text protocols with 1e and 3c, teacher self-ratings, teacher self-reflections.
- Principal and AP, along with coaches, developed a standard observation template and note for use in all observations.
- Completed in-person debriefs throughout the year for both informal and formal observations.
- Beginning in 2013 and continuing this year, the principal and APs normed using videos and completed the first weeks of visits and ratings together.
- Extended Administration morning check-ins occur every Friday morning with administrators reviewing write-ups and reviewing record keeping systems.
- In each round of observations, two administrators complete co-observations to ensure continued norming.
- Teachers completed self-ratings and reflections throughout 2013 – 2014, and continue to complete these three times per year. These inform the Summative Conferences and serve as a starting point in Initial Planning Conferences, where teacher self-ratings and reflections are compared against observation data to discover key leverage areas and generate teacher goals and benchmarks for the year.
- In response to last year’s teacher observation data (both self-ratings/reflections and observation data), the goal of developing questioning and discussion was generated after most teachers, even our most veteran teachers, were on the border of effective and developing.

Instructional Delivery

- By the end of 2013 – 2014, 100% of ELA classrooms had leveled libraries and consistent systems for check-out. All content areas had non-fiction libraries and access to print articles such as Scholastic Jr, Upfront Magazine, etc. Additionally, all students reading levels were assessed using Running Records at least two times.
- This year, all reading levels were assessed by mid-October, with the reading level data shared to all staff members. Reading Level data will also be collected by February 6th and May 15th.
- In analyzing state test results and our reading level information, and in consultation with our Teachers College staff developer, we have theorized that students need more small group instruction and guided practice to grow their reading levels. From this data, and the desire to move our students’ reading levels, we created the ELA

Reading Intervention block.

- With the elimination of Extended Time Services, we also created Math Intervention two times a week before school, lead by rotating math teachers as well as Study Hall, which occurs every day after school for 45 minutes and provides students with access to computers and a quiet place to work, overseen by an Assistant Principal.
- With a greater desire for technology support, our tech teacher became our Technology Coach in 2014 – 2015. He moved from full-time classroom work to a part-time teaching/part-time coaching role, wherein he not only tackles larger issues of tech and provides technology PD, but he also observes teachers, supports them in teaching with technology, and helps teachers develop technology systems.
- All contents are supported by a department head who facilitates Common Planning meetings, keep notes on the meetings, and turns meeting notes in to Admin who review.
- Performance Assessments were given in 2013 – 2014 and collectively graded and analyzed to help inform instruction for the 2014 – 2015 school year.
- Data Teams were introduced to leverage research and peer support in an effort to shift to better questioning, discussion, and student practice techniques while also studying specific student sub-groups, such as ESL students and students with disabilities.

Social –Emotional Support

- Communication is highly valued and executed through our weekly Staff Bulletin, Message of the Week and morning board, Cabinet Meetings, and All Staff Meetings.
- At the beginning of each year, the staff creates meeting norms displayed in every meeting. All meeting, workshops and PDs must meet one of the three purposes for meetings at Prep: Does the meeting build community? Does the meeting help us grow professionally? Does the meeting solve a problem or make decisions? If not, then we do not have a meeting.
- Constant feedback and teacher voice is paramount to all initiatives and every day work. Every meeting and professional development concludes with Plus/Delta, allowing teachers to name what they liked (plus) and what they would change (delta). Teachers may also anonymously submit feedback through the “Sound-Off” online form. Additionally, data on teacher preference and point-of-view is regularly gathered through pre-year, mid-year, pre-preference, and end-of-year surveys. The culture depends on open communication to solve issues.
- Through feedback, Advisory classes for 2014 – 2015 were made smaller and additional teachers were programmed to support.
- Community building exists in everyday interactions, communication, and purposeful Staff Meetings where our core values – purposeful, urgent and relentless, collaborative, innovative, reflective, and belief that all students can – are celebrated.
- We have implemented a comprehensive discipline system. In consultation with the Discipline Advisory Committee, the Principal, AP, Dean, and Advisory teachers created a three-pronged approach to handling discipline issues at the middle school level. The strategy is to focus on consequences for behavior, social-emotional awareness, and community and connections to foster a safe and welcoming environment.
- The Principal is a member of Morningside Center’s Smart School Leaders program. In 2013 – 2014 we brought back the Dean position and the AP helms the Peer Mediation Program, ensuring streamlined communication structures between discipline and social-emotional development.

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.

Continue to support school growth by ensuring staff investment in the school vision, promoting open lines of communication and reciprocal feedback, and building a culture of trust and collaboration as measured by in-house surveys, feedback forms, and teacher self-reflections by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Continue to align resources and programming to growth, instructional, and social-emotional goals, including maintaining lead teachers and coaches, instructional supports offered by staff developers, and programmatic feedback used to develop teacher schedules.	School-wide Stakeholders	Continuing from 2013, ongoing	Principal, with input from Cabinet, teachers, and SLT
Continue to distribute the weekly Staff Bulletin, update the message board for staff daily, update the message board for students weekly.	Teachers and support staff	Continuing from 2013, ongoing	Principal with input from Cabinet (Staff Bulletin) and Students (Student Board)
Provide opportunities for feedback with the mid-year survey, EoY survey, and Back to School survey, plus/delta after every meeting and professional development opportunity, and anonymous "Sound Off!" form.	Teachers	Continuing from 2013, ongoing	Admin
Leave observation notes after every classroom visit and conduct debrief conversations in a way that feels safe and growth-oriented.	Teachers	Continuing from 2013, ongoing	Admin

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Continue to budget for two Lead Teacher positions (ELA and math), Technology Coach position, Teachers College Staff Developer, and Morningside Staff Developer. Elicit feedback from staff surveys and end of the year conversations to inform programming choices for fall 2015. 2. Continue to block off time in Cabinet Meetings to discuss upcoming staff bulletin, as well as time to compose the message, read educational articles, and craft the weekly message. 3. Make and improve upon surveys. 4. Norming process requires scheduled time from administrators to ensure consistency.

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

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:

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

Mid-year survey results will show, at the mid-year review, that at least 85% of staff members will agree or strongly agree that our building operates on a culture of trust, administration is communicative and open to feedback, and administration actions are aligned to the school vision. **As of 2/10/15, 85.5% of all teachers surveyed agreed or strongly agreed that our building operates on a culture of trust, administration is communicative and open to feedback, and administration actions are aligned to the school vision.**

Part 6b. Complete in February 2015.

- | | | | | |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> • 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 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

- 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).
- 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.

When reviewing the Middle School Quality Snapshot, 97% of parents are satisfied with the education their child receives at Sunset Park Prep. We are incredibly proud of the environment we create and are happy parents trust us with their precious students. Parents are satisfied with their students’ lives at Prep, confident in sending their students to us, and comfortable reaching out to us, but we would like more parents in the doors at events, working in partnership with us to ensure student success.

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

This year, we continued to expand our work with parent engagement. We closed out the 2013 – 2014 school year with a first ever new student orientation session for parents scheduled for the spring (rather than the summer) and saw our highest attendance yet. We continued with Back to School Night and PupilPath, and added a very important committee – The Parent Engagement Committee – consisting of our parent coordinator and teachers. This committee planned a first annual Family Soccer Night which pitted students against parents in our gymnasium. With the PTA selling treats and a teacher soccer team relieving the parents for a match or two, the event was a huge success.

Parents indicated they prefer phone communication over all other methods, with a note home lagging behind. We make regular calls using School Messenger, send home a monthly calendar, and call with attendance, lateness, and discipline issues. Our Parent Coordinator, in partnership with the PTA, SLT, and Admin offered workshops regularly on topics ranging from technology and protecting children online to immigration, domestic abuse, and health with various experts throughout the community presenting. Additionally, we provide regular parent events such as International Night (a culminating event of Global Awareness Week), Arts Showcase, Family Soccer Night, and Community Day.

However, we have found a low percentage of parent engagement with sparse PTA attendance and workshop attendance, and low levels of attendance at arts events. Although we had 441 parents out of 530 students attend our Parent Teacher Conferences in November 2014, we struggle with enticing parents in the building for celebratory, academic, and arts related events.

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.

Continue to build a school culture where parents are not only involved, but engaged in the school community and knowledgeably support student academic achievement by doubling our offerings of celebratory, academic student events, community building events, and parent workshops. For previously existing events, we aim to increase parent

attendance by at least 15 percent.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • 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>
Leverage the Parent Engagement Committee to plan and promote high-interest events to entice students and parents attendance at events after-school.	Parents & Students	Started September 2014, ongoing	Parent Engagement Committee
Promote an increase in parent registration and usage of PupilPath.	Parents	January 2015 – June 2015	Parent Coordinator, Admin
Support teachers in increasing the number of academic and arts events held after school, at a time when parents can attend.	Teachers, parents, & students	January 2015 – June 2015	Teacher Leaders, Admin

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Per session opportunities for event planning and attendance by teachers. Continued time to meet with committees and plan events. 2. Print additional registration letters and designate days to assist parents in signing up for this service. Per session for Technology Coach and Assistant Principals to helm technology workshop. 3. Provide time and resources for teachers to plan and execute events for parents that are academically and arts related.

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

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:

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

By our mid-year review, the number of parent events planned for spring will be more than doubled. **As of 2/10/15, we have more than doubled our parent events to include a Back to School Night, Family Soccer Night, Family Arts Festival, International Night, and Parent Night.**

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

X	Yes		No
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- 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)	Assessments, student need, parent request, teacher observation, anecdotes	Study Hall, Reading Intervention Block, speech services, ESL services	Small group, one-to-one	Before, during, and after school
Mathematics	Assessments, student need, parent request, teacher observation, anecdotes	Study Hall, Morning Math Intervention, Lunch Help	Small group, one-to-one	Before, during, and after school
Science	Assessments, student need, parent request, teacher observation, anecdotes	Study Hall, Lunch Help, Regents Prep	Small group, one-to-one	Before, during, and after school
Social Studies	Assessments, student need, parent request, teacher observation, anecdotes	Study Hall, Lunch Help,	Small group, one-to-one	Before, during, and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Assessments, student need, parent request, teacher observation, anecdotes	Guidance Counselor, Lutheran Social Worker, and School Psychologist	Small group, one-to-one	During school

Section 7: Title I Program Information

Directions:

4. All schools must indicate their Title I status in Part 1
5. All elements of the *All Title I Schools* section must be completed in Part 2
6. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
7. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
8. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
9. 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.

Recruitment

Prep is fortunate to recruit through a number of sources, but most effectively we have great word of mouth. Many of the teachers we work with are referred to us by other teachers who presently work here. We get referrals from past and present teacher-leaders and coaches, and former employees. We also have a strong partnership with Teach for America and the Teaching Fellows, and have many veterans of those programs on staff for many years to come.

Retention:

We are able to retain great teachers because Prep is a wonderful place to work. We actively nurture our staff community and develop teachers daily. We believe that student development and academic excellence is at the center of all we do. Because we believe that all students can grow, learn, and be successful, we know the environment we create inside and outside our walls, in cooperation with families and the community, fosters achievement for all students. Our approach is purposeful, urgent and relentless, evidence-based, collaborative, and innovative. Through effective planning, accurate and on-going assessment, reflection, and continual drive for personal development to improve practice, we maintain great relationships among staff members and people stay and become a part of our community.

Assignments:

Preference sheets are accommodated to the best of our ability. Teachers consult with the principal at the end of every school year to discuss assignments for the coming year.

Support:

While we have two staff developers who spend a total of 45 days with us each year working on literacy and social-emotional learning, we also have two in-house coaches in ELA and Math. We have a Dean who supports and offers development on discipline techniques. Every new teacher receives an in-house mentor, as well as tremendous guidance from department teams, grade teams, committees, data teams, and nearby classrooms. Additionally, much of our teacher support is funneled through Danielson. We have weekly professional development opportunities that are teacher-led workshops on components of Danielson, offered because of patterns and trends observed in classrooms. We also offer staff development during all staff meetings and lunch. Teachers attend workshops at Teachers College, Morningside Center, and through the DOE.

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).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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

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.

At Prep, we value collaborative decision making. Our MoSL Committee does a great deal to determine the state-wide and city-wide assessments. After seeking input from fellow teachers, the MoSL Committee meets to discuss the coming year's assessments. For the past two years, the MoSL mantra has centered on using the fewest number of assessments feasible to measure student progress, as we believe this is best for our students. For example, this year we elected to not formally administer the Science and Social Studies Performance Assessments, although we found them informative last year. We have chosen to informally use them to gather information about student learning, and help us better

prepare students in the spring for the Performance Assessments.

Our professional development around assessment is two-fold – first, we whole-heartedly believe that data drives instruction and is deserving our attention. Thus, we are improving our practice around gathering and interpreting data through our data team initiative. Second, we will be starting a PD cycle around using assessment in instruction as our next benchmark following our development on questioning and discussion.

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	\$471,624	X	11, 15, 18, 21, 24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200	X	11, 15, 18, 21, 24
Tax Levy (FSF)	Local	\$2,959,721	X	11, 15, 18, 21, 24

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:

5. 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.
6. 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:

7. **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).
8. **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.
9. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
10. **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.
11. **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.
12. **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:

13. **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.
14. **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.
15. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
16. **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. **Sunset Park Prep – Middle School 821**, 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. **Sunset Park Prep – Middle School 821** 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)

Sunset Park Prep – Middle School 821, 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.

**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 821
School Name Sunset Park Prep		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	532	Total number of ELLs	54	ELLs as share of total student population (%)	10.15%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							15	5	0					5
Pull-out				0					5					5
Total	0	0	0	0	0	0	0	5	5	0	0	0	0	10

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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
Dual Language										0
ESL	5	1	0	21		14	28		26	54

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	5	1	0	21	0	14	28	0	26	54
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							26	10	12					48
Chinese							3	1	1					5
Russian							0							0
Bengali														0
Urdu														0
Arabic							0	1	0					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	29	12	13	0	0	0	0	54

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	2	1					3
Intermediate(I)							3	2	6					11
Advanced (A)							26	8	6					40
Total	0	0	0	0	0	0	29	12	13	0	0	0	0	54

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	16	12	1	0	29
7	9	1	0	0	10
8	8	0	0	0	8
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	19		6		3		5		33
7	6		4		1				11
8	9								9
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		10		10		5		28
8									0

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 Government				
Foreign Language				
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.
The assessment tool that we use is the Fountas and Pinnell stages of english language acquisition. The data will provide the ELLs letter, sound recognition, phonic development, oral reading, comprehension, and writing. This will give teachers an indication where to begin with the student as well as challenge how much growth the child needs to meet their reading goal. We are a Teachers College school

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

4. For each program, answer the following:

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

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

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

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

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

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

Not applicable

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

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Evaluation of the success of our ELL program might include the following:
- Fluent writing; the progress of writing as established with short term writing assessments evaluated with the Six Traits Rubric. One trend for ELLs is sentence fluency and voice. How well their writing may measure is an indication of the command of the language and the mastery of the concepts they are acquiring.
 - The sound of argument and debate in English (or with English support) in the classrooms
 - Teachers who are knowledgeable about the data and plan according to what the data suggests
 - Teacher schedule short term evaluations to monitor growth and to consistently monitor the effectiveness of their lessons
 - A high rate of achievement as measured by movement from one level to another level and to Proficiency on the NYSESLAT exam
 - For students who are Advanced or Proficient to perform at a level 3 on the New York State ELA exam
- We evaluate the success of our program both formally and informally. We track standards mastery in classes such as science and social studies. We measure student progress on tests, quizzes, and exams and provide intervention when necessary. We keep anecdotal logs also as a narrative progress. We use interim assessments to measure growth from baseline.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- The process for initial identification of those students who may be English language learners are as follows:
- At enrollment, the initial screening is done by a trained pedagogue (Ms. Myrna Pinos (ESL certified) who administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. At this time, the pedagogue also determines if the child has had 2 or more years of interrupted education. Then a SIFE oral interview is administered for a non-English speaking native new to New York City school system. Interviews are conducted in their native language as per the DOE Sife oral interview paperwork or through translators provided by the school, however, accompanied by Ms. Pinos who is bilingual in Spanish. If another language is

needed, Ms. Pinos is assisted by in-house staff members, who serve as translators. Ms. Ip and Mr. Kotung are bilingual in Mandarin, Ms. Petrell is bilingual in Russian, and Ms. Darwesh is bilingual in Arabic.

- After the HLIS is collected, Ms. Pinos determines that a language other than English is spoken in the child's home, looks up in ATS the following reports: the RLAT, HISE and RESI for any testing history to ensure that the students have been taking the NYSESLAT consistently since entering the NYC school system. After looking at ATS data, if we indicate that a child is a first time admit and eligible then we administer the LAB-R, which is a test that establishes English proficiency level. All first time admits whose HILS responses indicate a home language of Spanish, who score at or below LAB-R cut scores, must be administered the Español Nivel III Forma B (Spanish Lab) for grades 6-8 by a Spanish speaking, ESL certified pedagogue (Myrna Pinos) during the first 10 days of initial enrollment. If the student is not a native Spanish speaker then they only take the LAB-R level IV grade 6-8 form B. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. This information supports placement in the proper program. If the child is determined SIFE then a trained pedagogue (Myrna Pinos-ESL Coordinator) administers the Academic Language and Literacy Diagnostic (ALLD). The results of the exam are the logged online using the W-SERS system.

- Based upon those that are not first admits, we use the RLAT scores, parent choice, in-house baseline assessments along with TC reading levels to assist us with placement on the amount of services they need. Example: ADV ELLS are to receive 180 minutes of direct ESL instruction, where as beginners and intermediate ELLS are to receive 360 minutes a week of instruction. As per the citywide assessment calendar and memorandum, we follow the procedure to administer all four component of the NYSESLAT.

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

2. Once it is determined that the student is eligible for services the ELL Parent Brochure and the Entitlement Letter are sent home. The ESL Coordinator (Ms. Myrna Pinos) and the parent coordinator (Ms. Evelyn Deliz) invite parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. The orientation is conducted by the ESL teacher, Ms. Pinos. At this workshop they show the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. The parents are shown the orientation video in their language. There are staff members available after the video to answer the questions in their language. Parents are given the Survey and Program Selection Form to complete at the time of the orientation.

Data regarding outreach is maintained by the ESL teacher in the ESL Compliance Binder. Parents who have registered students at this school have not chosen a TBE/DL program. Parents of a child that scores at or above proficiency are supplied with Non-Entitlement Letter. If the student does not score proficient on the NYSESLAT, then each school year, a letter of entitlement is issued for the new school year. A copy of this letter is filed and maintained in each child's cumulative folder in main office. Ms. Pinos ensures to call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- Students will be placed in the appropriate program according to the Parent Selection Survey. Bilingual classes will be formed when there are 15 or more students on two contiguous grades. However, if we do not have enough students to form a bilingual class, parents are informed of other schools that offer the programs they selected. Placement and Entitlement letters with a tear off are sent home to parents in their home language indicated on ATS screen. Copies of all letters are made and kept on file. ESL instructional programs are formed based on the results of the LAB-R. Students who score at the Beginning or Intermediate levels are scheduled to receive 360 minutes of ESL instruction per week and those who score at the Advanced level are scheduled to receive 180 minutes of instruction per week. The original Parent Selection Surveys are placed in the child's cumulative folder in the main office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The ESL teacher Ms. Pinos is responsible for scheduling student's for NYSESLAT testing during the time frame set by the New York State Office of Assessments. There is a day designated for each part as per State testing memo. One day is allocated for Listening, reading, and Writing. The entire staff receives a memo informing them of the scheduled for NYSESLAT testing. Students who have an IEP receive testing accommodations as indicated in IEP. Ms. Pinos, the student's ESL teacher administers the Speaking subtest while a disinterested teacher in the room listens to and simultaneously scores the student's responses. Administering the speaking part of the assessment takes two days. This depends on the number of ESL students. Before testing administration begins, ESL Coordinator runs ATS reports (RLAT) to determine which students are eligible for NYSESLAT testing. Days prior to test administration, the ESL coordinator runs daily reports to ensure that there are no errors or discrepancies in data.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- As a result of the Parent Survey and Program Selection form we have found that the majority of parents at Sunset Park Prep continue to request the Free Standing ESL Program. This year at orientation all new admit parents requested Free Standing ESL Program. Our parents have not requested Bilingual Program but have been given schools that offer bilingual programs if they are interested. Our ESL program is aligned with the parent requests and program choice as indicated by their response on the parent survey and program selection forms. As a result of the Parent survey, it indicates that the parents chose the Free Standing ESL Program. During orientation a survey will be given to the parents, which indicates the three programs that are available in New York City- Bilingual, dual Language and Free standing. If the survey shows that parents choose Bilingual or dual language the school will then open a class to meet the students educational needs After reviewing the Parent Selection Surveys for the 2013-2014 school year, 3 parents selected the ESL Program for their children, no parents selected the Transitional Bilingual or the Dual Language Program. During the 2012-2013, we only had one new admit and the parent also chose ESL program over the other programs offered to ELLs in NYC.
- The trend over the past few years indicates that parents prefer the ESL Program over the other programs offered to ELLs. The ESL Program offered at M.S. 821- Sunset Park Prep is fully aligned with parent requests. We fully satisfy our parent choice in servicing their children's needs. Parents are welcomed and encouraged to be actively involved in their child's education. We invite parents to many school functions/activities (Back to School Night, PTA Meetings, Monthly workshops) where they can have any question or concerns addressed concerning program choice or any school related matter. Majority of our ESL students are also students with IEPs, so we frequently check in with parents and maintain contact. At our yearly parent meeting, we discuss options and survey parents for results of program choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

Teachers differentiate content area instruction by providing visual aids, math manipulative, using total physical response, flash cards and bilingual dictionaries. Extensive vocabulary review is provided to students when pre reading is facilitated. When possible ELLs are provided with books in their native language to facilitate understanding of the content area taught. New admits are also given Ipad to assist them with translation as well as with visuals. Teachers utilize word web, graphic organizers, and other

instructional materials and strategies to assist students in learning content area as well as in their language development. Our highly qualified ESL teacher uses a scaffolding instructional approach which is aligned with the classroom reading, writing, social studies and science curriculum. Ongoing articulation and planning with the classroom teachers ensures an individual approach is taken with all students. Our ELL students have a wealth of library books and instructional materials in their ESL classrooms in all content areas which supports them in meeting standards in reading and writing. ESL strategies such as the use of visuals, hands-on manipulatives, Total Physical Response (TPR), repetition, graphic organizers, pictures, videos and computer programs are used to promote oral language development and to facilitate content area ESL instruction related to reading, writing, science, social studies and mathematics.

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

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

Description of Delivery of Content area in each Program –

ESL Pullout -

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

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

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

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

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

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

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

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

Teachers of ELL's will be given proficiency levels to guide their instruction and to find different ways to appropriately assess their students utilizing their proficiency levels on all modalities tested on NYSESLAT. Beginners are given level appropriate reading selections that are accompanied by bilingual dictionaries, visual aids, and picture books, buddy system in native language. For intermediate, level appropriate reading texts, writing assignments, Visual aids. For Advanced we would incorporate the four

modalities, which include writing, reading, speaking and listening. All this would be incorporated using ESL methodologies. As a school we ensure that reading and writing lessons are integrated across all content areas for ELLs. Common planning time designated in teacher's programs allows for sharing strategies, tools, materials, and assessments. All unit plans include Differentiated Instruction and Accountable Conversations for ELLs., strategies for teaching students meta-cognitive strategies, Connecting the curriculum to a student's culture/experiences, Use of manipulatives, pictures and or objects, Providing demonstrations of academic tasks before students are asked to perform them (modeling) as well as The Writer's Workshop for ELLs are implemented to ensure that ELLs meet grade standards and score proficient on NYSESLAT exam or at least show gains in literacy as well as language development as well as meet AYP.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

Students are given supplementary materials to enhance the common core state standards in both ELA and Mathematics. Students are mainstreamed with the ESL General Ed students for their services. The use of smartboards and technology, UDL planning, and differentiation component in our curriculum maps provide both access to content as well as language development. Principal and Assistant Principal ensure that all ELL and SWELL students' programs are aligned in order for students to have access to all classes (gym, art, music, AIS, etc) programs and extracurricular activities as the English Proficient, E.P. students. Instructional materials include Visions, Shining Star, as well as teacher made differentiated materials.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

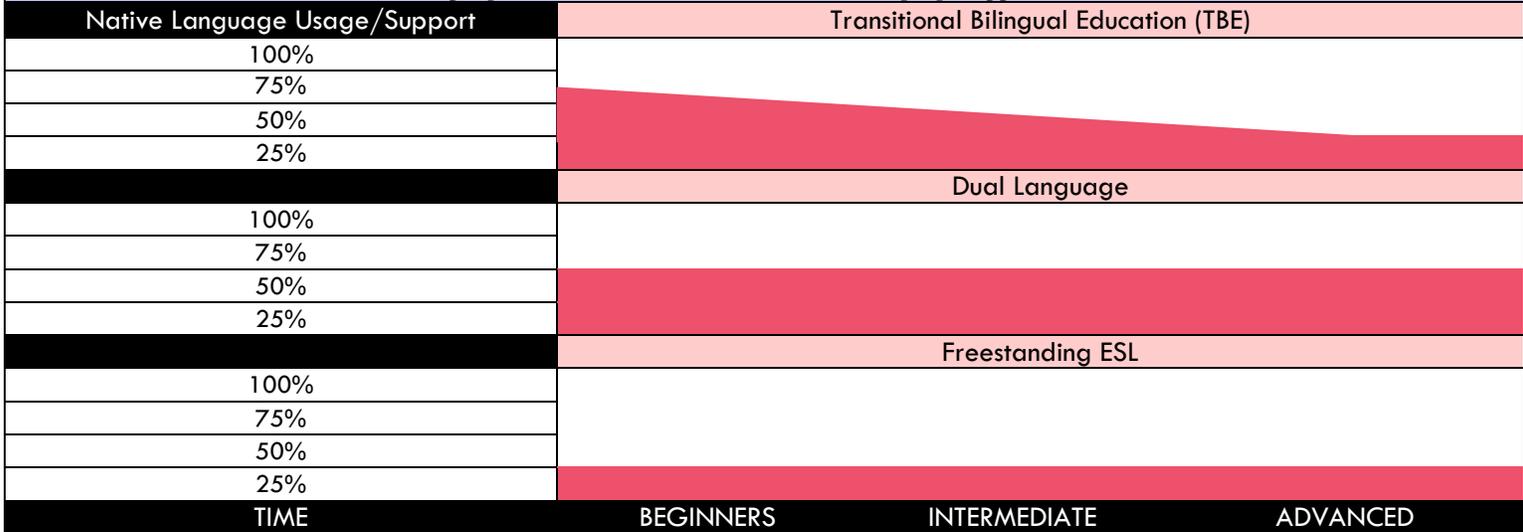
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our Ell's are offered extended time program in the morning to target areas in math and literacy. Beginner level students are offered the opportunity to work with the ESL teacher afterschool to help with language development. Where programming allows, an ESL teacher will continue to provide additional support to former ELLs by pushing in and reinforcing literacy skills. Additionally, after students have tested out of the ESL program, we will continue to follow and provide testing accommodations for two years. Our school offers targeted interventions for ELA and Math as well as other content areas. AIS support is offered to students during the regular school day through small group instruction. Students who need additional support attend extended day services. Online computer programs that focus on reading, math and phonics are available for students who are struggling in those areas. We use a student intervention worksheet in grade team meetings to prioritize on concerns regarding at-risk students. The following targeted interventions are available, speciifc programs are generated based on the individual student.

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

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

Science: Regents Prep, dissection (small group lab)

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

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

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

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

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

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

As of now we are not discontinuing any programs.

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

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

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

Extracurricular Activities afterschool and ELL students are invited to attend:

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
i Pads are given to beginners to assist in translation. The use of word walls, graphic organizers, and other instructional materials help support language development.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is given in all content areas by the use of dictionaries and Spanish textbooks, and materials translated into native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services and resources support and correspond to ELLs' ages and grade levels. Required services are provided to students in groups according to their age and grade level and age and grade appropriate resources are available to ELL students in their classroom as well as the ESL and Resource rooms.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Before the beginning of the school year we offer a two week orientation for new registered ESL students.
18. What language electives are offered to ELLs?
All our students are offered Spanish as a language elective.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

Staff Dev. Dates Topics

Monday, Sept. 23

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

Monday, Oct. 21

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

Monday, Nov. 18

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

Monday, Dec. 16

Writing Content and Language Objectives

Monday, Jan. 20

QTEL models & activities

Monday, Feb. 10

Aligning our ELA TEST Prep Units to NYSESLAT Test Prep

Friday March 24

NYSESLAT and LAB-R assessments

Monday, April 28

Applying Multiple intelligences Theory to Instructional Practices

Monday, May 19

Portfolio Assessments for ELLs

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

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

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

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

D. Parental Involvement

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

1. The need to increase Parent Involvement is essential in order to improving student outcomes. Parents need to be key stakeholders in their child's education. While we have a significant amount of parents involved in school activities, we continue to strive for greater participation of parents. We need to continue to improve home school communication and the engagement of parents. We also need to continue to increase the engagement of more parents in school decision-making process. Parents are key partners in their child's education. We must try continuing to improve home school communication and engagement. Our goal is to engage more parents in decision-making, and promote active involvement in the school community. First and foremost, M.S. 821 staff wants to make sure every family is welcomed in their child's school. We encourage families to be better informed about education decisions relative to the development of the whole child, and most importantly, to have a better understanding of what their child is learning in the classroom, in the school and how this relates on a national level. Our school partnered with the Division of Family and Community Engagement, strives to ensure that all families are able to build bridges between the school, the home, the community and the Department's central offices. School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students' strengths and weaknesses. Our school's Parent Coordinator Ms. Evelyn Deliz, is the person responsible for engaging parents and answering their questions or concerns. She works closely with our school principal and administration, school staff, school leadership teams, parent associations, community groups, and parent advisory councils to serve families. Translation is provided to all parents as needed. Our Principal, Parent Coordinator, ESL Coordinator, Office Staff and many of our classroom teachers are bilingual. When speaking with parents we communicate with them in their native language. We have teachers on staff that assists whenever translation is necessary for our Cantonese and Mandarin speaking parents. During Parent Teacher Conferences all teachers are provided with translators as needed.

2. We offer a variety of programs and services to parents of ELLs, special education, and general education students at M.S.821. There are English conversation classes for parents. This year we are piloting Datacation. This is a computer-based program to enable parents to have more accessibility to their child's grades. Our parent coordinator, technology teacher, and our assistant principal offer computer workshops and training to parents. This is a need that was identified after the school cabinet analyzed the results of parent surveys that were completed during back to school night in October 2013. Our annual Math/Science Family night and family Literacy Day also are great activities that help inform our parents about our student's curriculum and ways that they can get involved in helping their children. At M.S. 821 we make it a priority to support families by helping them find the resources they need in order to resolve problems. We partner with Center for Family Life, which is our CBO. The Center for Family Life is a family focused, neighborhood-based social service agency in our community of Sunset Park. They run our afterschool, summer, and in school arts programs. They also have parent programs that include a parent advisory council, community and Salsa dance classes, parent youth art events, family cultural outings, and volunteer support for annual productions performed for our community. Another partnership that the school has for many years is with Lutheran Medical Center and Center for Family Life. Both these organizations provide Health guidelines, family mental health services and English as a Second language as well as parental guidance (to parents of ELLs, special education and general education).

3. Parents feel comfortable with our parent coordinator as well as other school personnel that if they feel they have a need or concern them immediately seek for help. We then try to recommend the services that can best suit their need. We provide orientations to all families of our incoming students as well as host a "Back to School Curriculum Night". During that time we inform to our parents the different resources that are available to them. We also encourage parents to participate and attend our monthly PTA meetings. This is a great opportunity for parents to get to voice their interests and concerns. Parents are also invited and encouraged to become members of our school leadership team. In the beginning of the school year, we invite parents to "Curriculum Night where they complete a survey. This survey is utilized to analyzing and evaluating the parent's need. Ms. Spalding, Principal, generates surveys through "Monkey Surveys. Com." The surveys requests for parents' feedback on various needs and issues. Hard copies of these surveys are also sent home to parents with students, if they did not attend back to school night. Ms. Evelyn Deliz, Parent coordinator, follows up with phone calls and answers any question that may arise. Ms. Evelyn Deliz, makes use of the translation and interpretation services as needed.

4. Our parental involvement activities address the needs of the parents in many ways. First of all many of the activities such as ARIS training provided by our parent coordinator, High School information night, The ELL Parent Orientation night, The Special Education Information Night, all help create consistency of information and it facilitates communication. Parents are better able to support

their children at home if they understand the curriculum and know what is happening in the school. On October 3rd, an annual ELL informational meeting was held with the parents to review the academic and instructional needs of their children. This meeting took place in the school library. Ms. Spalding, Principal, Ms. Pinos a certified ESL teacher/Coordinator, Ms. Pinckney the Assistant Principal, Ms. Deliz, the parent coordinator, and Mr. Lopez, Special Ed Coordinator were present conducting the meeting. Throughout the year Parent meetings and activities will take place to inform parents of progress their child has made, and also provide them with information regarding their child's education. Topics to be covered will consist of ELA and Math workshops-March 28th by ELA and Math coach, High School Information Workshop-October 24th given by Ms. Tabb, Guidance Counselor, Datacation Workshop-Parent Coordinator and Assistant Principal given weekly starting October 16th. It helps them feel part of the school community and helps us use our parents as a resource

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Sunset Park Prep</u>		School DBN: <u>15k821</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Spalding	Principal		12/6/13
Elaine Pinckney	Assistant Principal		12/6/13
Evelyn Deliz	Parent Coordinator		12/6/13
Myrna Johanna Pinos	ESL Teacher		12/6/13
Eugenia Gonzalez	Parent		12/6/13
Sarah SLack/Science	Teacher/Subject Area		12/6/13
John Adrian/SS	Teacher/Subject Area		12/6/13
Keith Herrador	Coach		12/6/13
Lauren Scott	Coach		12/6/13
Sharri Tabb	Guidance Counselor		12/6/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 Network: 102

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



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: Sunset Park Park Prep	DBN: 15K821
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: 55
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

-----Introduction and Rationale for Our Proposed Program-----

The Title III program proposed here for the 2014-2015 school year will to engage 55 ELL students in production of original journalistic work while targeting reading skills, developing academic vocabulary, as well as writing and speaking proficiencies. Nearly all of the ELLs at Sunset Park Prep (Grades 6,7,8) are advanced or intermediate (as demonstrated on the 2013-2014 NYSESLAT Exam). Their Basic Interpersonal Communication Skills (BICS) are highly developed, but their ability to expertly interpret text and express themselves through writing needs further improvement. It is for this reason that we have determined that analysis of compelling texts and written production should be at the core of our program. The wide variety of texts the students will encounter, as well as those they produce, will facilitate development of Cognitive Academic Language Proficiency (CALP) and essential academic vocabulary.

The text and media examined and produced throughout our program will offer a wide range of topics to explore, developing linguistic competence and core content understandings simultaneously. Focus on current events will demand that students develop and apply skills built in ELA to analyze complex informational texts, sequence ideas and events, identify points of view, and many other skills crucial to success within the new Common Core standards. Students will further hone their analytical skills by examining topics centered on science, technology, city planning, budget decisions, and various other cognitively challenging subjects . The program offers flexibility in the language and content-based skills are targeted and developed, allowing us to serve the individual needs of our ELL students.

The online publication generated during our weekly schedule will be updated and made available online to the entire student body regularly, and on a rolling basis. The paper (drawing inspiration from The New York Times website) will feature local and national news, science, technology, city planning, as well as arts and entertainment, opinions pieces, restaurant reviews, and anything else the students and

Part B: Direct Instruction Supplemental Program Information

guiding teachers determine will develop language skills (specifically academic language skills) . The online newspaper will primarily feature text-based articles, but will also include graphics or video clips made by the students.

-----Subgroups and Grade Levels Served-----

Our program will serve 55 ELLs within all grades at our school (6th, 7th, 8th). The students will be split into two groups (both groups including 6th, 7th, and 8th graders as determined by proficiency level) for the instructional phases of each meeting. Students will be grouped based on data from formal assessments (e.g. NYSESLAT score, TC reading level, IEP data) as well as through review of student work and teacher recommendations. Essentially, students will be grouped by language proficiency level rather than grade. When necessary, further instructional differentiation will be employed within these two groups in order to meet the needs of all students in attendance. Our 'lower-proficiency' group will be slightly smaller than our 'high-proficiency' group, allowing for the teacher leading this group to offer a high level of individual support for these students.

-----Schedule and Activities-----

Our program will meet Tuesdays and Wednesdays from mid-December to late-June during the 2014-2015 school year. Meetings will take place between 3:00pm and 5:00pm. Below are the specific dates lined out by month and day:

2014-2015

December: 10th, 16th, 17th, 23rd

January: 6th, 7th, 13th, 14th, 20th, 21th, 27th, 28th

February: 3rd, 4th, 10th, 11th, 24th, 25th

March: 3rd, 4th, 10th, 17th, 18th, 24th, 25th, 31st

April: 14th, 15th, 21st, 22nd, 28th, 29th

May: 5th, 12th, 13th, 19th, 20th, 26th, 27th

June: 2nd, 3rd, 9th, 10th, 16th, 17th, 23rd, 24th

*Total days and hours of instruction for 2014-2015= 47 days, 94 hours

Tuesday Sessions (3:00pm-5:00pm):

Part B: Direct Instruction Supplemental Program Information

2 ESL teachers, 2 groups determined by proficiency level, English language Instruction

Each Tuesday, ELLS in our program will meet for two hours to analyze and discuss published articles, news broadcasts, or interviews, and then brainstorm ideas for topics to investigate and report on. During the guided analysis, the students will cite key details in complex informational texts, paraphrase and retell salient ideas present in the text/transcript, explore new vocabulary, and examine the grammar forms commonly used in news media (various verb tenses, passive voice, quoted speech, reported speech, etc.). Instruction will also include lessons focused on research practices (e.g. identifying credible sources, proper ways to cite sources, etc.)

When analyzing the various forms of news media, the two teachers will work in separate spaces with their groups on common topics to maintain continuity in focus for all learners throughout the program. Often the same basic text will be used, but modified to ensure it is accessible for each group. Activities focused on vocabulary and building background schema before delving into the text will be provided and differentiated to reflect the needs of the two groups.

Students will produce short assessable responses during each of these guided analysis sessions.

The brainstorming portion of our Tuesday sessions will offer students a 'menu' of possible topics, but grant them agency to take the story in whatever direction they choose. Students may also suggest topics of their own granted that they are able to persuade other members of the 'writing and editorial staff' of its merit (this merit will be determined on the basis of whether the topic is engaging, appropriate, and can provide opportunity for development of academic skills).

Students will research topics with any remaining time left during this session.

Wednesday Sessions (3:00pm-5:00pm):

2 ESL teachers, 2 groups determined by proficiency level, English language Instruction

Each Wednesday, students will work on researching topics and synthesizing their work into a publishable product (a written article, narrated slideshow, news-desk report, interview, etc.). The two ESL certified teachers present on Wednesday will offer individualized support to learners during this time by coaching their writing and speaking skills. Before this time for individual work, students will receive mini-lessons focused on written craft (grammar points, maintaining a journalistic tone, vocabulary in context, etc), or speaking (interviewing techniques, tone, pronunciation, etc.) The focus of these mini-lessons will be informed by the observations and assessments of teachers during previous sessions. Here again, the group will be split into 'High' and 'Low' to ensure that instruction meets the varied needs of our ELLs.

Work that is not finished by the end of Wednesday's session will roll over into the next week. Similar to established news websites, stories will be uploaded as they are ready for publication and moved off of the front page only after being replaced by newer contributions.

Part B: Direct Instruction Supplemental Program Information

-----Language of Instruction-----

The language of instruction for our program will be English. That said, the participating teachers all possess some level of familiarity with Spanish (the L1 of a vast majority of our students), which should prove beneficial as we examine Latin-derived vocabulary. Additionally, we have two Chinese (Mandarin and Cantonese) speaking teachers at the school willing to serve as consultants in order to ensure that our approach to teaching vocabulary serves the needs of our Chinese speaking students.

-----Our Teaching Team-----

Avram Tepfer- ESL

Myrna Gonzalez Rojas – SPED, ESL

-----Materials/Resources-----

*The materials described below will be used by both our ‘High’ and ‘Low’ proficiency groups. The text selections and materials will, however, be differentiated to meet the needs of each group.

Tuesday Session Materials:

Articles used for analysis during our Tuesday sessions will be acquired by teachers via free websites or through existing subscriptions. Several educational websites exist that offer articles at various lexical levels. These resources will allow us to further differentiate within the two main groups as needed.

Graphic organizers, worksheets, complex manipulative sets, and other materials used to bolster understanding and analysis of the content focused articles and video clips will be custom designed by the involved teachers. In addition to helping students achieve content understandings, these materials will be designed to cultivate metalingusitic awareness as it relates to grammar, vocabulary, as well as pragmatics. Paper supplies and printers are available for our use.

Wednesday Session Materials:

The technology resources utilized by this program during the production phase (e.g. computers, internet access, I-pads w/ video cameras) are available to the students through the school at no cost.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Type of PD: Teacher Guided ESL Research Teams

Our ESL research team will serve to identify and address issues affecting ELLs at our school. To inform these undertakings, teachers will relay information attained at out of school PDs as well as information gathered through published materials focused on language pedagogy. Our sessions will allow teachers to think critically about the issues facing our ELLs as they research and discuss various topics related to language pedagogy and acquisition.

In our study groups, participating educators will discuss the latest books, articles, and other related materials focused on effective teaching strategies that can be implemented when teaching ELL students. Attendees will be encouraged to complete readings before attending the session to maximize discussion and brainstorming time. The nature of our sessions will allow for generation of ideas specifically tailored to the needs of our student population, something that is not always possible at out-of-school professional development meetings. Actionable steps and techniques will be identified and distributed to all teachers at our school after each meeting.

The ELL educator study group will meet once a month on Thursdays from 3pm-5pm December-April (Exact dates listed below). While teachers participating in our program will lead the sessions, the meetings will be offered to all teachers at the school. All teachers and service providers are encouraged to attend these sessions, as all at our school serve ELL students in the classroom. Already, several ELA teachers, one social studies teacher, and two math teachers have expressed interest in our scheduled meetings.

-----Teachers to receive training (Others not yet listed are welcome to join in at any time)-----

The five teachers listed below will be attending all PD sessions listed on the schedule:

Avram Tepfer- ESL

Myrna Gonzalez Rojas – SPED, ESL

Meredith Edwards – ELA

Jonathan Adrian – Social Studies

Christine Rigucci – SPED

-----ELL Educator Study Group Schedule and Topics-----

December 11, 2014 - English Learners, Academic Literacy, and Thinking: Defining the Issues.

This preliminary session will focus on cultivating understanding of the basic issues ELLs face in varied contexts within the school system.

Part C: Professional Development

PD leader: Avram Tepfer- ESL

Attending: Myrna Gonzalez Rojas, Meredith Edwards, Jonathan Adrian, Christine Rigucci

January 8th, 2015- Literacy in the Curriculum: Challenges for ELLs

This session will focus on some of the complex challenges that face ELLs from various language backgrounds as they read English language texts. The session will be led by one of our ESL teachers, as well as one of our SPED teachers with expert knowledge of struggling learners.

PD leaders: Myrna Gonzalez Rojas- ESL , Christine Rigucci –SPED (literacy specialist)

Attending: Avram Tepfer, Meredith Edwards, Jonathan Adrian

February 12, 2015- Building Bridges to Support Text: Support Academic Reading and Examples

This session will focus on methods for building vocabulary and background schema to support ELL understanding of academic texts.

PD leader: Avram Tepfer- ESL

Attending: Myrna Gonzalez Rojas, Meredith Edwards, Jonathan Adrian, Christine Rigucci

March 19th, 2015- Scaffolding ELLs to be Successful Writers

This session will focus on methods for assisting ELLs in the writing process (sentence frames, vocabulary modelling, use of graphic organizers in writing, etc.)

PD leaders: Myrna Gonzalez Rojas- ESL ,

Attending: Avram Tepfer, Meredith Edwards, Jonathan Adrian, Christine Rigucci

April 16th, 2015- Planning for a High-Challenge, High-Support Classroom: Setting up ELLs for Success

This session will focus on setting classroom routines and expectations that ensure ELLs are held accountable to the same expectations as their peers.

PD leader: Avram Tepfer- ESL

Attending: Myrna Gonzalez Rojas, Meredith Edwards, Jonathan Adrian, Christine Rigucci

Part D: Parental Engagement Activities

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

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

Begin description here:

-----Rationale-----

It is essential that the parents of our ELL students understand the journalistic process that their children are involved. We aim cultivate this understanding while simultaneously focusing on topics that are relevant to them as parents of English language learners and/or immigrant children. At each of these meetings, we will focus on a piece of text or other news media that is relevant to these family's lives. Discussion about the topic will follow. Finally, all in attendance will brainstorm ideas for articles related to the topic that students can report on in the weeks that follow.

The parent engagement meetings aim to engage parents in topics relevant to their students as ELLs and as young journalists through transforming these subjects into topics of inquiry.

-----Schedule and Duration-----

Parents will be invited to meet with our group on three Thursday afternoon sessions (3:00-5:00pm), and two evening sessions (6:00-8:00). There will be one meeting per month beginning in January and lasting until May.

-----Specific Topics and Dates of Parent Engagement Sessions-----

Thursday 22nd, 2015 - (3:00-5:00pm) - The Link Between First language and Second language Literacy

This session aims inform ELL parents of the link between L1 and L2 language literacy and to inspire families to read and discuss together in either English or their first language.

Session leader: Ms. Gonzales

(Example ideas for reporting: Interviews with parents that read as a group)

Thursday February 26th, 2015 (6:00-8:00) - ELL Status and the Road to High School

Part D: Parental Engagement Activities

This session raises awareness the type of work students will encounter in high school, and what readings and activities can be undertaken to help ELL students prepare for more complex material.

Session leader: Mr. Tepfer

(Example idea for reporting: Interview with Sunset Park Prep ELL alumni focused on High School experience)

Thursday March 26th, 2015 (3:00-5:00pm) - Understanding the NYSESLAT

This session focuses on the history of standardized testing in the state of New York, and specifically the development of the NYSESLAT as a mechanism for determining language level. The session will also familiarize parents with the format of the test.

Session leaders : Mr. Tepfer, Ms. Gonzales

(Example idea for reporting: Interview with former ELLs who passed the NYSESLAT)

Thursday April 23, 2015 (6:00-8:00) English Fun for the Whole Family

This session will focus on ways that families can practice English at home while engaging in leisure activities such as playing board games, watching and discussing movies and television shows, reading stories together, etc.

Session leaders : Mr. Tepfer, Ms. Gonzales

(Example idea for reporting: Article detailing activities that families have reported to be fun and productive in developing English language skills)

Thursday May 21st, 2015 (3:00-5:00) Developing English Language Skills During Summer Vacation

This session focuses on activities that ELL students, as well as their families, can engage in during the summer months to ensure that their language skills continue to develop.

Session leaders : Mr. Tepfer, Ms. Gonzales

(Example idea for reporting: Article that provides information about programs, camps, and other free options for ELLs during the summer.)

-----Translation and Interpretation-----

Part D: Parental Engagement Activities

A number of measures will be employed to ensure the media and discussion during these sessions is accessible to all parents attending our sessions:

- 1.) Text will be translated into Spanish, Chinese, Arabic (teachers at our school have volunteered to help make these translations)
- 2.) Video clips will be selected only if they can be viewed with subtitles in the languages listed above.
- 3.) Students will act as interpreters/translators for their parents during group discussions.
- 4.) Volunteer teachers will be in attendance to help act as interpreters/translators for students who are unable to provide this service for their parents.

*Translation services related to parents notifications is described in the section below

-----Parent Notification-----

To maximize likelihood that notifications are received, parents will be informed of our meetings through translated letters sent home with students as well as letters sent home in the mail. These notifications will list the times, dates, and topics for upcoming meetings. These letters will include the family’s home language on one side, and English on the reverse side. Translations will be done by Mr. Tepfer and Ms. Gonzales with the help of two other teachers who have volunteered to double check our Chinese and Arabic translations.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
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	_____	_____