

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

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

**02M276**

**School Name:**

**BATTERY PARK CITY SCHOOL**

**Principal:**

**TERRI RUYTER**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: k-8 School Number (DBN): 02M76  
School Type: Elementary/middle Grades Served: K-8  
School Address: 55 Battery Place, NY NY 10280  
Phone Number: 212-266-5800 Fax: 212-266-5802  
School Contact Person: Terri Ruyter Email Address: [truyter@schools.nyc.gov](mailto:truyter@schools.nyc.gov)  
Principal: Terri Ruyter  
UFT Chapter Leader: Jessica Kuhl  
Parents' Association President: Elizabeth McCarthy  
SLT Chairperson: Ranjit Arpels-Josiah  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 02 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 Seventh Ave  
Superintendent's Email Address: [blaboy@schools.nyc.gov](mailto:blaboy@schools.nyc.gov)  
Phone Number: 212-356-3815 Fax: 212-356-3702

**Cluster and Network Information**

Cluster Number: 02 Cluster Leader: Despina Zaharakis  
Network Number: 206 Network Leader: Ada Cordova

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Terri Ruyter	*Principal or Designee	
Jessica Kuhl	*UFT Chapter Leader or Designee	
Elizabeth McCarthy	*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	
Ranjit Arpels-Josiah	Parent	
Melissa Berman	Parent	
Tricia Demas-Anderson	Parent	
Cristina Shapiro	Parent	
Gregory Owens	Parent	
Caroline Park	Parent	
Sonia Bicchichi	Teacher	
Katelyn Navarro	Teacher	
Nico Victorino	Teacher	
Carmen Robles	Teacher	
Jamie Christian	Teacher	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

**School Context.** PS/IS 276, The Battery Park City School, is in its sixth year. We have grown quickly from a small early childhood program of 50 students to approximately 870 kindergarten through 8th grade students over our short history. As we have grown, our school's population has leveled out at approximately 14% students with IEPs and 5% students who receive ELL support. Each year the number of students in each grade has shifted as we add grades and classes to grades.

Throughout our school's growth, we have worked to hold on to our core values. Our primary core value is the children whose educations have been entrusted to us. As expressed in our mission statement, we provide each student a well-rounded education. We have a strong curriculum that allows students to engage their curiosities about the world, building academic skills and content knowledge needed to make sense of the world. We also make sure to help each child explore his or her talents through a strong arts program (we offer studio art, music and band, and drama) and Physical Education. This programming is aligned with our school's mission and vision statement.

Our mission statement can be found on our school website, [www.bpcschoool.org](http://www.bpcschoool.org), under the *For Parents* tab.

Teachers at PS/IS 276 are highly qualified and very dedicated to their students. They have developed the curriculum from scratch to be engaging to their students, aligned to Common Core standards, and to integrate science and social studies with ELA. Key areas of growth are centered on curriculum development and alignment. We have an exceptionally rich curriculum for all grades. In each grade, we have units of study that are truly universal in their design. The topics are engaging to all students. The studies are relevant, have a variety of resources in diverse formats and accessibility, and provide students with multiple paths to enter the study and to present their findings in personal and creative ways. From roller-coaster design and construction in 8th grade to the study of oceans and sustainability that ends in creating documentary films, to designing windmills as part of a study of Africa, to an in-depth study of New York Harbor which is at our doorstep. As we have grown quickly, the documentation of these units has sometimes lagged behind their implementation. We have been working to catch up so that we can analyze our curriculums for gaps, redundancies and connections across grades. Included in this documentation is fleshing out and revising formative and summative assessments

Teachers also offer lunch clubs to students to provide additional support to students in the arts, homework, and other clubs that interest students. Teachers eagerly engage in professional learning during the summer participating in math, special education, and history training. During the school year, teachers work with staff developers on and off site to enhance their practice in literacy, mathematics, and inclusive pedagogy. They seek out an active role in participating in the decision making process in the school. This year teachers are engaged in working groups to improve issues of school policy and culture such as inclusive practices, sustainability programs, and discipline. As teachers became more invested in these issues, these working groups developed into teacher inquiry groups. Teachers will share their findings with their colleagues in the spring of 2015.

Parent involvement has been critical to our success. Our SLT and PTA work collaboratively to support and fund enriching programs for students and teachers. A unique and highly successful partnership, the SLT studies issues in our school and then presents their findings to the PTA to fund. As a result, two years ago, the SLT proposed that the PTA fund a Spanish program for the elementary grades and enhancing the middle school Spanish program. Creative scheduling with the Spanish teaching schedule, suggested by teachers, allows for several periods each week during which teachers co-teach allowing for improved student:teacher ratios for math and literacy blocks. This past year, the SLT proposed that the PTA fund a math coach. This position provides needed support to teachers as they work to enhance differentiated instruction for all students. This partnership creates a strong voice for parents and has allowed the PTA to raise much needed funds to enhance our instructional program.

Parents, administration and Manhattan Youth, the CBO that provides our afterschool program, have also worked together to provide additional learning opportunities for our students. Manhattan Youth manages our middle school athletics program (our girls varsity soccer team won the City Wide championship this year), stages a musical each year that gives middle school students starring roles, but also includes smaller roles for lower school students (Wizard of Oz, Annie, and Music Man). The afterschool program also offers study labs for homework time, and daily arts, academic and athletic club options for all grades.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

In 2014 57.2% of students across grades 3-8 performed at levels 3 or 4 on the NY State Common Core ELA Assessment. This represented a decline of 5.5% points from 2013 when 62.7 % of students performed at or above grade level. (Sources: 2012-2013 Progress Report; 2013-2014 School Quality Guide.) While the school met targets in achievement and environment in 2013-2014, and exceeded target in closing the achievement gap, we are approaching target in student progress. Cohort and grade level data show a pattern of decline in ELA performance at levels 3 and 4 across testing grades, with median proficiency with a wider percentage of students performing at level 2 than in previous years, particularly on grades 3 and 6. (Sources: NYC New Common Core NYS ELA data/ NYC Item Skills Analysis data).

Fall 2014 Baseline Fountas and Pinnell Benchmark assessments across grades K-5 are given 1:1 and reflect stronger benchmark performance across grades with a majority of students at or above grade performance levels. Taken together with the Writing and Reading Assessment Protocol (WRAP) assessment data (grades 5-8, Supporting Adolescent Learners), these performance assessments allow teachers to observe/note student literacy behaviors and strategies used, develop goals for students and note trends across the class and grade bands. Using this data, teachers group students into narrowly focused and flexible guided reading groups and other small strategy groupings, making small group instruction a focus of our school wide differentiation and intervention strategy for reading instruction.

### 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.

By June 2015, teachers of literacy will give greater concentration to small group reading instruction. This will result in a 5% increase from 57.2% to 60.1% in the number of students scoring at 3 and 4 as measured by the Spring 2015 New York State ELA tests.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			

<p><b>Professional Development</b>-Professional learning is being implemented in response to teacher requests for training.</p> <ul style="list-style-type: none"> <li>Grades K-8 teachers will work with literacy coach and LitLife consultants to improve small group reading instruction through scaffolded reading and close reading lessons.</li> <li>Grades 5-8 teachers will receive training in Supporting Adolescent Learners, a reading intervention program for adolescent learners in grades 5-8, modeled on Reading Recovery.</li> <li>Grades 5-8 classroom teachers, special education teachers, and ELL teachers will receive training in literacy acquisition as well strategies for effective literacy teaching.</li> <li>Grades K-2 Reading Recovery teachers will support primary grade colleagues through intervisitation, coaching and collaborative teaching.</li> <li>Grades 3-8 teachers will engage in close analysis of student work in relationship to released state test questions to guide small group teaching objectives.</li> </ul>	All literacy teachers, K-8-general and special education teachers, ESL teachers	October 2014 – May 2015	SAL consultant, AP, Literacy Coach, Reading Recovery trainer and teachers, LitLife literacy consultants
<p><b>Instructional activities</b></p> <ul style="list-style-type: none"> <li>Classroom literacy teachers will provide small group reading instruction.</li> <li>Classroom literacy teachers will implement differentiated instruction to support all students K-8 according to reading levels, interests, and behaviors.</li> <li>Reading Recovery teachers will provide 1:1 support for students on grade 1 and support small group reading instruction across primary grades.</li> <li>Teachers trained in SAL will provide 1:1 support or focused small group instruction for targeted students across grades 5-8.</li> <li>Administration will use Danielson Framework to provide productive feedback during formal and informal observations of literacy teaching.</li> <li>Weekly emails to teachers reflecting on the school’s work and articulating the vision and goals for literacy instruction.</li> </ul>	K-8 students, teachers	September 2014-June 2015	Reading Recovery teachers, SAL trainees, administration, classroom literacy teachers
<p><b>Parent Communication</b></p> <ul style="list-style-type: none"> <li>The SLT will conduct an in depth review of released 2014 ELA questions by grade to determine what skills our students struggled most with and to identify specific ways to improve instruction to address each of those skills.</li> <li>The SLT will share the results of ELA test analysis with the parent body to ensure better comprehension by parents of test results and skills the school is focused on building/improving and will share a list of strategies parents can do at home to support their children.</li> </ul>	parents	November to March 2015	SLT members

**Part 4 – Resources Needed**

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

- Teacher teams, peers, SAL consultant, AP, Literacy Coach, Reading Recovery trainer, LitLife literacy consultants,
- The Danielson Framework and ADVANCE for teacher evaluation
- LitLife, Supporting Adolescent Learners, Reading Recovery
- Engaging in intra/inter-visitations, teacher team meetings, common prep time, department meetings, Chancellor’s Conference Days,
- Professional texts; subscriptions to children’s magazines; authentic, high quality literature at multiple levels.
- Onsite PD Calendar days, off site PD days with substitute teachers, literacy coach support

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

PTA funding for SAL training, Literacy coaches, i3 grant to partially fund Reading Recovery

**Part 6 – Progress Monitoring**

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

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

By February 2015, 60% of K-8 students will score at grade level as measured by the January benchmark on Fountas and Pinnell (K-5) or WRAP (5-8) Assessments.

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

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

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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

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

In the School Culture section of the 2014 School Environment Survey it is reported that 70% of the students felt that of most students treat each other with respect, 71% felt that most students treat their teachers with respect, and 73% of students felt that most adults treat students with respect. At the same time, 93% of students reported feeling safe in school. There is a disconnect between these statistics that we want to address. We want students feeling safe **and** respected.

As a school, we are committed to a safe and supportive school environment. We recognize that the social curriculum plays an important part in schooling. We use Second Step curriculum materials in grades K-5. In middle school, our teachers lead small group advisories weekly. This year, we are also introducing restorative approaches into our discussions of discipline. All staff receives training in restorative approaches and we have a working group that will receive more focused training in order to be lead trainers in our building. Teachers are enthusiastic about Restorative Justice principles and are eager to learn how to apply them across the school day.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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By June 2015, all teachers will implement prevention and intervention measures to help students with behavior management that will result in a 14% increase from 70% to 80%, of students who report positive feelings about trust and respect as reported in the School Culture section of the 2015 School Environment Survey.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
<b>Professional Development</b> <ul style="list-style-type: none"> <li>• All teachers will participate in Restorative Justice training on city wide PD days.</li> <li>• Restorative Justice working group will plan for conflict resolution training.</li> <li>• Restorative Justice working group will conduct needs assessments of teachers via surveys and focus groups.</li> </ul>	All staff	September 3, 2014 to June 2015	Restorative Justice Working Group, TCICP consultant

<b>Instructional Activities</b> <ul style="list-style-type: none"> <li>Kindness and Justice Month in February will be used to build relationships among students across grades.</li> <li>Health teachers will introduce new health curriculum.</li> <li>Advisory teachers will revise middle school advisory curriculum to be more responsive to social issues and concerns of student body. (i.e. taking advantage of current events and teachable moments)</li> <li>The school staff will plan assemblies, grade level trips, and continue to refine community building activities.</li> <li>All teachers will work to be more transparent and explicit in communicating with students about what we are doing and why.</li> </ul>	All students	September 2014 to June 2015	Teachers, guidance staff, administration
<b>Parent Communication</b> <ul style="list-style-type: none"> <li>Parent presentations via workshops and posts to our website to build awareness, support and reinforce school's efforts to build a supportive environment.</li> </ul>	Parents	February to June 2015	Restorative Justice Working Group, administration

**Part 4 – Resources Needed**

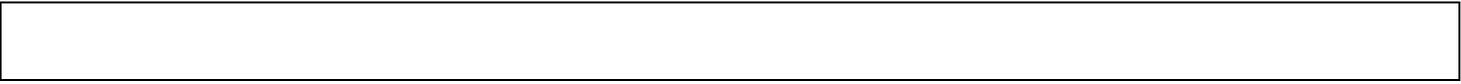
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>All teachers, guidance staff, administration, Restorative Justice committee</li> <li>Restorative Justice training by TCICP consultant</li> <li>Parent workshops, teacher team meetings, common prep time, department meetings, PD days (September and November), additional training on PD days for working group dedicated to this time</li> <li>Health curriculum, Kindness and Justice Month activities and materials, the Working Group needs assessment</li> </ul>

**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		Title I Basic		Title IIA		Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>PTA funding for Teachers College Inclusive Classrooms Project training in Restorative Justice techniques</li> </ul>									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
10.	Specify a timeframe for mid-point progress monitoring activities.			
<ul style="list-style-type: none"> <li>By February 2015, 100% of teachers will participate in Restorative Justice training as evidenced by workshop participation log.</li> <li>By February 2015, the Restorative Justice Working Group will have conducted a needs assessment to guide future planning.</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	s	Yes	No
12.	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

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

In May of 2014, our faculty engaged in a structured reflection on what we do well and areas we need to work on. During this process, teachers expressed interest in systems that would allow them to take on leadership roles in the school and to have the opportunity to learn from and alongside each other. As a result of that reflection, we determined that teachers have specific concerns about inclusive practices, how we address issues of diversity in our school, and the need to establish a school culture that creates a more seamless transition between the elementary and middle school grades. The results of the School Environment Survey shed additional light on these findings.

As a result of this work, teachers have signed up to work on “working groups” which came from our reflection work in the Spring of 2014. These groups began meeting weekly in November and will share findings in the Spring. The working groups provide a platform for teachers across grades to meet and work beyond narrower grade team planning, thereby taking ownership of school wide issues by participating in vertical teams. In this way we are building a collaborative faculty community.

Additional PD opportunities are arranged by administration and coaches. Teachers are offered these opportunities and are encouraged to sign up for workshops of interest. Close attention is paid to match teacher learning style, content, and interests with PD offerings.

### 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.

By June 2015, teachers will work collaboratively to address challenges in our school in order to build a more cohesive school culture where teachers feel empowered to be problem solvers. This will result in 10% increase in teachers’ positive responses on rubrics of collegiality from the beginning of the school year to the end of the school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			
<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Working Groups, action-research teams that are teacher-led</li> </ul>	Staff	September 2014 to	Teachers, TCICP, other external PD

<p>and self-selected, will be meeting weekly to explore topics identified from teacher interest and concerns. The minutes of meetings will be posted in the school office and public to parents and visitors.</p> <ul style="list-style-type: none"> <li>Teams of teachers will participate in collaborative curriculum planning and go off-site to learn pedagogical strategies and/or content in a specific discipline.</li> <li>Teams of teachers will participate in Japanese Lesson Study to refine differentiation.</li> </ul>		June 2015	(i.e. Goldmansour and Rutherford)
<p><b>Parent Communication</b></p> <ul style="list-style-type: none"> <li>The SLT will produce a curriculum map that will help identify gaps, redundancies, opportunities for greater collaboration across grades.</li> </ul>	Parents	December 2014 to June 2015	staff

#### **Part 4 – Resources Needed**

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

- All teachers affiliated with working groups
- TCICP inquiry groups and workshops, Goldmansour and Rutherford PD, Math in the City PD, other external PD
- Collaborative planning time within the prep schedule and afterschool PD time, Chancellor’s Conference Days.
- Additional resources as requested by teachers.

#### **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		Title I Basic		Title IIA		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 February 2015, there will be a 5% increase in positive responses on the collegial rubric between the initial and mid-point responses.

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

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

Working groups are sharing out results of their work in March and April. Teachers will then give feedback on the PD process and be given opportunities to shape PD for the following school year.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

According to the 2013-2014 School Environment survey almost 100% of the teachers believe that the school leadership communicates a clear vision for the school and places a high priority on the quality of teaching. Teachers also feel that the administration encourages open communication on important school issues and supports staff. Additionally, teachers gave administration strong marks in understanding what is going on in the school and providing time for collaboration among teachers.

At the end of the 2013-2014 school year, staff collaboratively reflected on strengths of the school community and suggested solutions to resolve challenges and problems in our school. During this process, teachers expressed interest in systems that would allow them to take on leadership roles in the school and to have more opportunity to learn from and alongside each other. The PPR for the last school year also suggested that distributed leadership would be an important goal for school leadership.

### 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.

By June 2015, school administration will improve distributive leadership practices by encouraging teachers to take leading roles in addressing challenges in our school and building a more cohesive school culture. 100% of teachers will participate in professional development at least monthly that is facilitated by their colleagues as measured by agendas and attendance logs.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Working groups. These are action-research groups that are teacher-led and self-selected. The topics came from teacher interest and concerns. The minutes of meetings</li> </ul>	Teachers and assistant principal	October 2014 to May 2015	Administration, consultants and support staff, teachers

<p>are posted in the school office and are public to parents and visitors.</p> <ul style="list-style-type: none"> <li>• Collaborative curriculum planning in which teams of teachers go off-site to learn pedagogical strategies and/or content in a specific discipline.</li> <li>• On-site curriculum planning and Japanese Lesson Study to refine differentiation.</li> <li>• Principal inquiry on building teacher leadership opportunities.</li> <li>• Assistant principals attending New Teacher Center Leadership Series.</li> <li>• Administration will open to listening concerns during meetings and informal conversation; will communicate expectations with clarity; will practice leading with kindness.</li> </ul>			
<ul style="list-style-type: none"> <li>• Administration will open to listening concerns during meetings and informal conversation; will communicate expectations with clarity; will practice leading with kindness.</li> </ul>	Principal and assistant principals	October 2014 to May 2015	Teachers, assistant principals, other faculty

**Part 4 – Resources Needed**

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

- Teachers, all administration, network support
- New Teacher Center Leadership training, PTA funded consultants
- Monday afternoon PD time, network principal inquiry group meetings
- Professional journals and research, books on leadership and pedagogy

**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	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
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:

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

By February 2015, 100% of the teachers will participate in cross grade Working Groups.

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

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

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## 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

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

On the parent portion of the 2013-2014 school environment survey it is reported that

- 93% of parent respondents feel that the school keeps the families informed about programs, curriculum
- 97% of parent respondents feel that teachers are interested and attentive when they discuss children
- 91% of parent respondents feel that the school is responsive to parent feedback

Parent responses have changed for the better in terms of their satisfaction with the education their children have received. In 2014, those satisfied or very satisfied, has inched up with a modest increase in the percent of parents who are very satisfied.

The SLT and PTA work closely with the administration to support the school. Through analysis of data and listening to other parents, the SLT studies issues and interests of parents. The study includes gaining perspectives of parents and teachers. They then create a proposal for funding from the PTA. In the past two years, this collaboration has led to the funding of our Spanish program in the lower grades and a math coach to support math instruction.

Anecdotally, parents continue to be concerned about mathematics instruction. Last year, we presented math mornings for parents that were well attended and the SLT studied how to enhance our mathematics program. One challenge is that parents continue to want children to learn in traditional methods while teachers are refining their instructional practices in using more CCLS and inquiry based mathematics pedagogy.

### Part 2 – Annual Goal

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

By June 2015, there will be an increase in parent understanding of the math curriculum as it relates to the CCLS as measured on the 2015 NYC School Survey. This will result in an increase from 91% to 95%, of parents who agree or strongly agree that the school is responsive to parent feedback as reported in the School Culture section of the 2015 Survey.

### Part 3 – Action Plan

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

37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
<b>Parent Education</b> <ul style="list-style-type: none"> <li>• Presentation by math coaches during PTA meeting to explain how coaches support teachers</li> <li>• Math mornings by grade(s) so that parents understand key concepts being taught to their children</li> <li>• Creation of a website with grade appropriate math resources for students and parents</li> <li>• Curriculum document will be drafted by end of year and will provide a holistic picture of math instruction from K-8</li> <li>• Monthly Monday morning coffee with administration to discuss issues and share information.</li> </ul>	Parents	October 2014 to June 2015	Administration, teachers, math coaches

#### Part 4 – Resources Needed

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

- Math coaches, teachers, administration
- Workshops for parents and presentations at PTA meetings, Math in the City training for teachers to enhance math teaching skills.
- Teacher time to organize, plan and lead workshops during weekly planning meetings, release time for teachers to present. Time for math coaches to create and post website resources
- Website

#### 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		Title I Basic		Title IIA		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:

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

- By February 2015, we will have two parent workshops on mathematics and the Common Core.

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

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

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**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fountas and Pinnell Benchmark Assessments, Reading Recovery assessment, Writing and Reading Assessment Protocol	Reading Recovery Supporting Adolescent Learners Guided reading and small strategy group instruction	One on one and small group instruction	During the day
<b>Mathematics</b>	Math benchmark and diagnostic assessments	Small group remediation, vocabulary development, stepwise instruction	Small group	During the day
<b>Science</b>	teacher made assessments	Small group work. non-fiction units in ELA are integrated into the curriculum	Small group	During the day
<b>Social Studies</b>	teacher made assessments	Small group work. non-fiction units in ELA are integrated into the curriculum	Small group	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	PPT	Social skills groups	Small group or one on one as needed	During the day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>x</b>	<b>Non-Title I</b>
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### 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.

#### 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).

### 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.).

**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.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
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			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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)

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*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 with 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 <b>02</b>	Borough <b>Manhattan</b>	School Number <b>276</b>
School Name <b>Battery Park City School</b>		

### 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 <b>Terri Ruyter</b>	Assistant Principal <b>Pauline David-Sax</b>
Coach <b>Catherine Gray Mullaney</b>	Coach
ESL Teacher <b>Gretchen Visser</b>	Guidance Counselor <b>Rachel Goodman</b>
Teacher/Subject Area <b>Sarah Thomas/ESL</b>	Parent <b>Shiying Wang</b>
Teacher/Subject Area <b>Karen Lin /1<sup>st</sup> Grade</b>	Parent Coordinator <b>Erica Weldon</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>842</b>	Total number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>3.68%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In	2	4	1		2	2	2	0	0					13
Pull-out	1						1	1	1					4
<b>Total</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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	29	0	2	1	0	1	1	0	1	31

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		
<b>Total</b>	29	0	2	1	0	1	1	0	1	31
Number of ELLs who have an alternate placement paraprofessional: 0										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1	0	2		1	1						6
Chinese		1							2					3
Russian	1	1						1						3
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1	1											2
Korean					1									1
Punjabi														0
Polish														0
Albanian		1			1									2
Other	2	8			2	2								14
<b>TOTAL</b>	<b>4</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>

## 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)	2	1	0		2	2								7
Intermediate(I)	0	3	0		1				1					5
Advanced (A)	2	8	2		3		1	2	1					19
Total	4	12	2	0	6	2	1	2	2	0	0	0	0	31

**NYSESLAT Modality Analysis**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4								2	2
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.
  - \* All exam data is from 2012-2013 test scores. Scores reflect the students' current grade level.

All students in the primary grades are assessed using the same tools in math and reading (The Concepts about Print and Fountas and Pinnell Benchmark Assessments) and writing on demand activities and Performance Task Assessments. In addition, ELL

students are assessed using the Rigby ELL assessment Kit for Primary students. The Fountas and Pinnell assessments and the Rigby assessments indicate that some ESL students need additional support in literacy. Please see the following table for independent reading levels from October 2013.

(Independent Reading Level)

	Pre-Reading	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Kindergarten	4														
1st Grade	1		5		2	2	1				1				
2nd Grade						1			1						
3rd Grade															
4th Grade:					1	1						3		1	
5 <sup>th</sup> Grade:													1		1

All students in the middle school are continually assessed for early intervention skills by the ESL teacher, ELA teachers and special educators. This collaboratively gained information is analyzed to best inform teachers' instructional goals for our ELL students. These assessments indicate that some ESL students need additional support in literacy, as well as modified texts that best fit the individual language needs of each student. NYS ELA tests results, NYS Periodic Assessment of ELL, as well as previous NYSESLAT scores are also examined so that instructional goals are most beneficial for our ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Looking at the data patterns across the proficiency levels and grades reveals that across grades K-8 61% of our ELLs are Advanced, 16% of ELLs are at the Intermediate Level and 23% of our ELLs are Beginners. This data shows that all of our 7 Beginners are in the primary grades (K-5) and our middle school students (6-8) are either at the Intermediate (1 student) or Advanced Levels (4 students).
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 LAB-R and NYSESLAT scores support the findings of the Fountas and Pinnell assessments. All students in grades K-5 who took the NYSESLAT scored higher on the listening/speaking section than they did on the reading/writing section. Students who took the LAB-R followed a similar pattern. We are using this data to target reading and writing instruction with our ELLs. Students who scored beginner or intermediate in reading and writing are receiving eight periods of ESL instruction per week, which is composed of a combination of push-in and pull-out classes. Some of these students are also receiving small group instruction with a reading specialist. The pull-out instruction is focused on reading, writing, vocabulary and word work in a small group setting. All students in grades 6-8 also showed a similar finding, where they scored at a higher level on the listening/speaking sections than they did on the reading/writing sections. Students who scored beginner or intermediate in reading and writing are receiving eight periods of ESL instruction per week, which is composed of a combination of push-in and pull-out classes. The pull-out instruction is focused on reading, writing and word work in a small group setting. Our four ELL-SWDs who require specialized services also receive specialized instruction with learning specialists in reading, writing and speech and language development.

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

A) In our ESL program our Beginner ELLs are in the primary grades (K-5) there are also Intermediate and Advanced ELLs in these grades. In the middle school (6-8), there are no Beginner ELLs. We have 1 Intermediate ELL and 4 Advanced ELLs.

B) We will be using Periodic Assessments this year to help us target the needs of our ELLs. These assessments will help us make informed decisions for lesson planning and creating instruction that builds on students' strengths and focuses on their areas of challenge.

C) Once we have given the periodic assessments this year we will be able to evaluate the needs of our students.

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

Our school analyzes data from formal assessments (Fountas & Pinnell Benchmark Levels, mathematics assessments and Performance Task Assessments) as well as informal assessments such as one-on-one conferencing and student observations to create a learning profile for our ELL students to determine if RtI intervention is necessary. The RtI team looks at this data and creates an intervention plan for that student. The ESL teachers' expertise insures that ELL specific strategies are implemented for our ELL students. Once an intervention plan is put in place we monitor progress over time to evaluate the effectiveness of the interventions and adjust as necessary.

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

We make sure a child's second language development is considered in instructional decisions by initially assessing students whose

second language is Spanish with the Spanish LAB. We also interview parents regarding information on a student's prior schooling and level of literacy in their native language. ESL teachers also consult language transfer guides for information on language transfer issues for students' native language and use this information to develop their lessons. Additionally, the school library, the ESL classroom and students' classrooms have books and resources available in multiple languages.

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

Paste response to questions here:

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

We evaluate the success of our program for ELLs in several ways. We are comparing ELL subgroups with their English-speaking peers. We are monitoring the social and emotional growth of ELL students, including their peer interactions during recess, lunch and academic work times. Teachers use the same assessments for ELLs as for native English speakers. Assessments include observations, running records, checklists, rubrics, self evaluations by students, peer evaluations, and formal exams and assessments. These assessments are then compared across classes and grade levels in order to identify successes and areas for improvement in our ESL program. Teachers in the school will be asked to fill out a survey indicating their opinions on the effectiveness of different parts of the ESL program. Parent communication is also an important tool for monitoring student progress and the success of our program. Each year we strive to meet the AYP goals. If this is not achieved, we will look back at our teaching strategies, program and reassess our program structure and content.

## 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](#).)  
During registration, the parents of all students who are new to the NYC public school system will complete the Home Language Identification Survey. Completion of this survey includes an informal interview between the parents and a school pedagogue and, if necessary, written and oral translation in the parents' home language. The HLIS is available in 11 different languages. The qualified persons responsible for conducting the interview are Gretchen Visser and Sarah Thomas, ELL coordinators and Terri Ruyter, principal. The principal speaks French and German. These languages are used to translate as appropriate. The school also utilizes DOE-approved translation and interpretation services to provide support for ELL parents. All mentioned individuals have been trained on the proper way to conduct, interview and fill out the HLIS. A copy of the HLIS for each student is kept in the student's cumulative record folder and also in the ELL coordinators' records. If the student meets the requirements for LAB-R testing, as indicated on the HLIS, one of the ELL teachers will administer the LAB-R within ten school days of the registration. The ESL teachers will administer the LAB-R to those students in a separate location either individually or in a small group as appropriate. Students who score below the cut-off point on the LAB-R will be identified as English Language Learners and be placed in a program that supports their linguistic needs. If the student's home language is Spanish and has fallen below the LAB-R cut-off, that student is given the Spanish LAB. That test is then scored and stored appropriately. Each spring, all ELLs will take the NYSESLAT to assess their progress and proficiency in English. ATS reports, including RLER, are run to ensure that all ELLs are tested. The four components of the NYSESLAT are administered by the ELL coordinators. ELLs will continue to be classified as such until they pass out of the program as determined by their score on 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.  
The ELL coordinators, whose certifications include TESOL, and the Parent Coordinator hold a parent orientation within the first ten days of the school year for parents of newly identified ELLs. The objective of this meeting is to inform parents of the program options that are available to ELLs in New York City. The three programs (English as a Second Language, Dual Language, and Transitional Bilingual Education) are explained in detail. Parents are shown the DVD from the NYC DOE website. Parents have the

right to choose which program they think is most appropriate for their children. Parents indicate their choices on the Parent Selection Form, copies of which are kept on file in the student's cumulative record folder and in the ELL coordinator's records. At this orientation, parents are provided with written and oral translation as necessary. Parents are given the contact information of the ELL coordinators and the Parent Coordinator and are encouraged to email or call with any concerns or questions. Surveys and Parent Selection Forms are distributed at this meeting, and parents are given time to fill them out. Parents are also asked to complete a Language Preference Sheet, noting which language they prefer information to go home in. The ESL teachers collect all forms at the meeting. The ELL Coordinators assume the responsibility for distributing and collecting all entitlement letters and Parent Survey and Selection forms. Parents are informed that if the selection form is not returned, the default program option is TBE (as per CR Part 154). Parents fill out the selection form at the Parent Orientation. Those who cannot attend the orientation are asked to make an appointment with the ELL coordinator to get program information and fill out the paperwork. Upon completion of the Parent Choice and Selection forms, the ESL Coordinators input this information into the ELPC screen on ATS. If a student who is identified as an ELL enters the school during the year, the same protocol is followed during a one-one meeting with the parent or guardian.

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

Placement letters are distributed once information from the Parent Selection form is received. Copies of these letters are kept on file in the ELL office. Continued Entitlement letters are distributed in the fall to parents of students who will remain in the ELL program. Copies of these letters are stored in the ELL office. Parent Survey and Program Selections forms are copied and stored in the ELL office and originals are kept in students' record folder.

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.

At the Parent Orientation, parents are provided with information on the three ELL program options. Parents are provided information in their home language as necessary. We also provide interpreters when needed. Since we only have an ESL program at PS 276, parents who select TBE or Dual Language for their children are given the option of moving their children to a school that offers the particular program.

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

In the spring, all identified ELLs take the NYSESLAT and parents are informed of the testing dates for the assessment. Prior to testing, the ELL coordinators hold a meeting to inform parents of the testing dates and familiarize parents with the NYSESLAT assessment. In addition, testing dates are added to the school calendar and letters are sent home to parents with information on the NYSESLAT. All ELLs will take the NYSESLAT to assess their progress and proficiency in English. ATS reports, including RLER, are run to ensure that all ELLs are tested. The four components of the NYSESLAT are administered by ELL teachers. The ELL teacher for the lower grades administers the tests to the upper grades and the ELL teacher for the upper grades administers the tests to the lower grades. All tests are given according to ELL accommodations and IEP testing accommodations permitted on the NYSESLAT. ELLs will continue to be classified as such until they pass out of the program as determined by their score on the NYSESLAT.

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. [i](#)

This year, all parents of newly admitted ELLs completed the Parent Survey and Program Selection forms choosing ESL as their 1st choice. However, in the past few years the trend has been, Dual Language as their 1st Choice. The parents who selected Dual Language in the previous years came from various linguistic backgrounds including: German, French, Arabic, Portuguese, Japanese, Spanish, and Cantonese. Despite their Dual Language choice, all parents have chosen to keep their students enrolled at PS 276 in the ESL program for reasons of convenience and consistency. At this point we do not have enough students to form any bilingual or dual language classes.

## 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])?
    - a) The ESL teachers and classroom teachers co-teach within the workshop model, which provides maximum support and flexibility for all children. All students participate in whole class, small group, and individualized instruction. Our model also includes pull-out sessions in order to meet students mandated number of minutes for ESL instruction. These pull-out sessions also allow newcomers a supportive, smaller environment where they can begin using their English.
    - b) Grouping is both heterogeneous and homogeneous according to proficiency level or the strategy/skill being taught. We strive to keep students amongst peers with the same grade level. Several pull-out classes are also taught by the ESL teachers in order to fulfill the mandated number of minutes of instruction for Beginner and Intermediate ELLs in grades K-5 and 6-8.
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)?
    - a) We are able to provide ELLs with the mandated number of minutes of instruction as required by CR Part 154. All beginner and intermediate ELLs receive 360 minutes of instruction per week through a combination of push-in and pull-out periods, while advanced students receive a minimum of 180 minutes per week of push-in or pull-out ESL instruction. The advanced students also received 180 minutes per week of ELA instruction. We do not offer NLA instruction at our school. The ESL teachers also work with the lower grade and the middle school students during extended day time to provide additional academic support across various subject areas. Native language support is provided within the push-in/pull-out periods through books, dictionaries and glossaries, translation, interpretation, and partner work.
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.

We are using the same best practices for all children inclusive of ELLs in all content areas. Use of a push-in model ensures that students receive linguistic support in a variety of content areas, including literacy, math, science and social studies. The ESL teachers pushes into literacy, math, science and social studies periods in the lower grades and supports work across various subject areas in middle school. The ESL teacher provides materials and supports for the classroom teachers to use throughout the units in all content areas. Content areas are also integrated so that all classes support literacy, math, science, and social science concepts. Content area instruction is delivered in English with appropriate native language supports. We use a hands-on, inquiry-based approach to learning across all content areas with instructional supports for language learners. All lessons are aligned to the Common Core Learning Standards.

Scaffolds for ELLs include:

-Clear oral language models for students

-Realia

- Visual supports which remain consistent throughout the school community (ex. Picture world walls)
- Technology (Smartboards, photos, videos)
- Total Physical Response
- Dramatization
- Gestures
- Music
- Language games and speaking practice
- Clear modeling by the teacher and other students.
- Materials in the students' native languages
- Explicit vocabulary and grammar instruction
- Student interaction and various groupings
- Integration of all language skills (reading, writing, speaking, and listening)

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs who have a home language of Spanish are initially assessed using the Spanish LAB upon entrance into the NYC DOE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Throughout the year our ELLs are continually evaluated in all four modalities in the small group setting and within the whole class. Our ESL teachers keep data on informal and formal assessments evaluating the students' development in each of the four modalities. Our ELLs in the primary grades are assessed using the Rigby Assessment Tool which evaluates reading, writing, listening and speaking. ELLs in grades 3-8 will be taking the NYS Periodic ESL Assessment which will also evaluate student progress in each modality.
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).

PS/MS 276 recognizes the instructional needs of the various ELL subgroups and has the following plans in place to meet the needs of these students:

A) Plan for SIFE students

PS/MS 276 does not have SIFE students at present. The plan for SIFE students is the following:

To increase the language proficiency of the SIFE students;

- Identified SIFE students upon entrance to the school
- When possible, pair them in class with students who speak their native language
- Utilize follow-along audio tapes/online books with print support
- Provide at risk services from the bilingual speech teacher
- Purchase picture dictionaries and high interest, picture support texts
- Parent support and meetings to facilitate the transition process.

B) Plan for ELLs in US Schools less than 3 years

-TPR, basic conversation and vocabulary development are part of their instructional program. Children received ESL through the content areas.

- Newcomers to this country receive mandated 360 minutes of ESL instruction a week.
- Taught in small groups for maximum opportunities to work on listening, speaking, reading and writing.
- Given instruction in developing both BICS and CALP.
- Interactive, realia supported and interactive based instruction
- Newcomers in grades 2-8 will receive additional instructional support after school as part of the extended day program.
- ELA lessons taught with scaffolding and ESL strategies to support reading and writing strategies.
- Increased vocabulary instruction
- Students will receive ELL testing modifications.
- Target comprehension strategies

C) Plan for ELLs receiving service 4 to 6 years

- Students receive ESL instruction in the push-in or pull-out model.
- Students receive targeted individual instruction according to their results in the various modalities identified on the NYSESLAT.
- Students are taught in small group settings to increase their opportunity to utilize the different modalities.
- Students in grades 2-8 receive additional instructional support after school as part of the extended day program.

- Increased vocabulary instruction
  - Students will receive ELL testing modifications.
  - Target comprehension strategies
- D) Plan for long-term ELLs (completed 6 years).
- Students receive ESL instruction in the push-in or pull-out model.
  - Students receive targeted individual instruction according to their results in the various modalities identified on the NYSESLAT
  - Students are taught in small group settings to increase their opportunity to utilize the different modalities
  - Increased vocabulary instruction
  - Word Work on a weekly basis
  - Students will receive ELL testing modifications
  - Targeted comprehension strategies
  - At risk services with the English speech and SETSS teachers
- E) Plan for Former ELLs (In years 1 and 2 after testing proficient)

Former ELLs and bilingual students who do not require ESL services as indicated by their LAB-R score, will continue to receive language support through push-in and co-teaching instruction by the ESL teacher. The ESL teachers are also in constant communication with the classroom teachers to provide supports and scaffolds for FELLs and bilingual students who are not identified as ELLs. These supports include modifications for assignments, resources in the child's native language and small group work with the ELL teachers when they meet with other students at a similar proficiency level in terms of literacy skills and language acquisition. When appropriate, FELLs will also be part of extended day services. FELLs also receive ELL testing modifications on assessments.

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

We have four students with IEPs in our ESL program. These particular students have individualized instruction goals and are working with several staff members, including the special education teachers, literacy specialists and speech specialists to help them reach those goals. Those students receive additional services and support in content areas through SETTS and ICT programming. These students are also offered the opportunity to meet with the ESL teachers for extra instruction and language support either before or after school or during lunch.

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?

The ESL teachers, content education teachers and specialists collaborate regularly to provide our ELL-SWDs with extra strategy and skill instruction as well as language support. Interventions for these ELLs include: small group instruction, one-on-one support, glossaries and direct vocabulary instruction, organizational supports such as checklists and reminders in a prominent and consistent location in the classroom, homework help, alternate assessments and assignments, graphic organizers, and specific lessons on skills and strategies. These interventions are used across all content areas. These students are also offered the opportunity to meet with the ESL teachers for extra instruction and language support either before or after school or during lunch. This flexible programming is used to ensure that our ELL-SWDs can achieve their IEP goals while accelerating their English language development in a least restrictive setting.

### 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:			

### Courses Taught in Languages Other than English

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

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


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

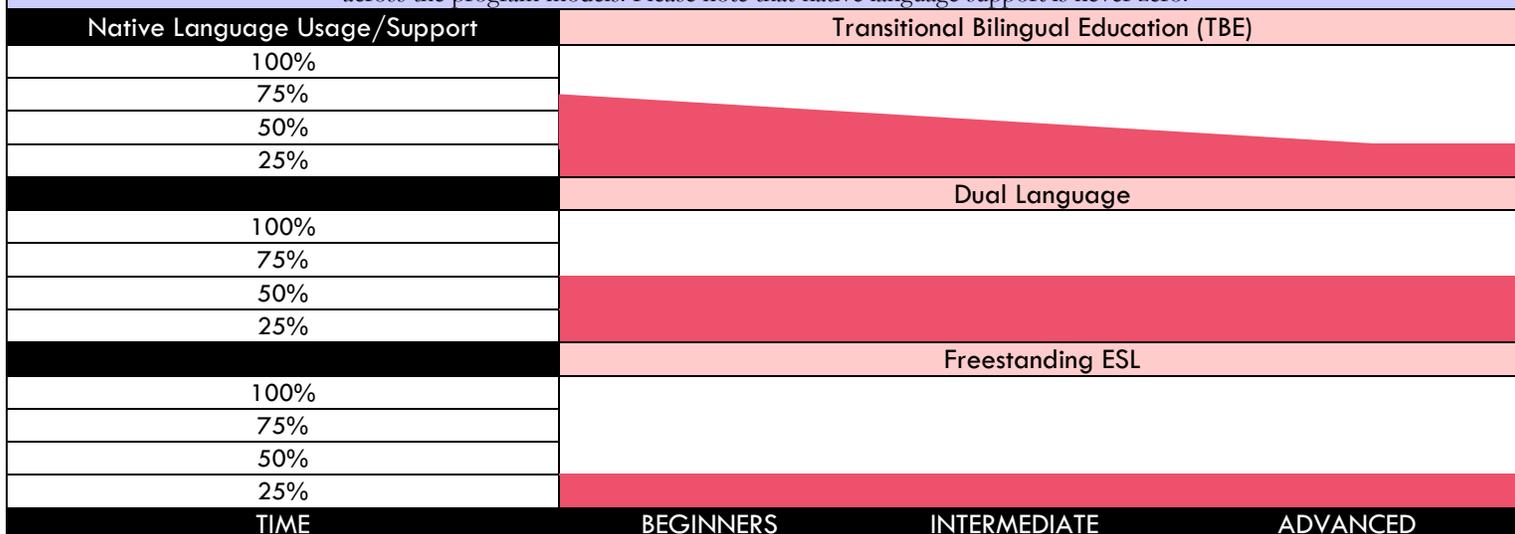
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Data used to identify students for targeted intervention programs include: NYSESLAT data, state testing data in ELA and Math, and student performance on curriculum-based in-class assessments. General interventions for all ELLs include: small group instruction, one-on-one support, glossaries and direct vocabulary instruction, organizational supports such as checklists and reminders in a prominent and consistent location in the classroom, homework help, alternate assessments and assignments, graphic organizers, and specific lessons on skills and strategies. These interventions are used across all content areas for all ELL students. When necessary, students who need extra support in reading and writing are assigned to work with a reading intervention teacher. ELLs who need additional support are also placed in the extended day program. All instruction is in English.
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 continue to modify and build our ESL program based on experiences and feedback from teachers, parents, and students. We have concentrated the ELLs into one or two classes on each grade level so that the ESL teacher can spend more time with each class in a push-in setting and work more closely with each classroom teacher.
11. What new programs or improvements will be considered for the upcoming school year?
- We are continuing to improve our co-planning, co-teaching and communication strategies so that ESL methodology is incorporated into all lessons even when the ESL teacher is not present. We are also improving our use of technology as a tool in the classroom and to communicate and collaborate with teachers and parents. Towards the end of the school year we will be looking at student data to make appropriate programmatic and staffing decisions for next year. We will seek out dual licensed (ESL/General Ed, Special Ed) and AIS teachers as necessary.
12. What programs/services for ELLs will be discontinued and why?
- We are constantly reflecting on our practice. We are solution oriented based on formal and informal assessments. ELLs are an integral part of the school. The push-in model affords ELLs the opportunity to experience all aspects of classroom instruction. When we placed students in classes, we made a collaborative decision to place ELLs in inclusive classrooms based on anticipated English proficiency to ensure an inclusive school environment. At this time, we do not have plans to discontinue any of programs or services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- As a result of our collaborative decisions, ELLs are afforded the same opportunities as all students in the school, including participation in the after school program run by Manhattan Youth. The pull-out class is scheduled during a time of the day when students do similar work in their classroom such as word study and literacy activities. The students who are pulled out are receiving instruction similar to what they would receive in the classroom in a smaller, more focused setting. The ESL teacher coordinates pull-out lessons with the classroom curriculum. The students are not missing special activities or other content classes. When necessary, students who need extra support in reading and writing are assigned to work with a reading intervention teacher. ELLs who need additional support are also placed in the extended day program. ELLs are also afforded the opportunities to participate in band, Spanish, flag football, various afterschool clubs including environmental club, cooking and chess, amongst other possibilities. Our school also has a partnership with the Battery Park Urban Farm which all ELLs in eligible grades participate in this program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have purchased bilingual books and materials for our classrooms that reflect the multilingualism and multiculturalism of our school community. Classroom books and materials are available in the following languages: Spanish, French, Portuguese, Korean, Arabic, Albanian, Russian, Japanese, Korean, Lithuanian, Tagalog, and Chinese. We use Rigby's On Our Way to English and English in my Pocket programs for Kindergarten newcomers as well as Gear Up Guided Reading with ELL support. Teachers also use Leveled Literacy Instruction books and Foundations for children who need additional support in reading. We also have two Reading Recovery teachers that provide additional support in reading. All classrooms are equipped with Smartboards, iMac desktops and laptops, iPads and speakers for the students' use. The technology is used throughout lessons for direct instruction and independent and group work. The ESL teachers and classroom teachers also create many materials to scaffold instruction for ELLs and bilingual students. These materials include: vocabulary cards, sight word cards and rings, individual sight word folders, graphic organizers, checklists and reminder sheets, games and other materials that are specifically designed to meet each students' needs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Although instruction is delivered mostly in English, students are encouraged to use their native language with peers and for clarification. When possible, teachers and staff members can interpret for students. Students who are able to use bilingual

dictionaries are taught and encouraged to use them in class. Parents are also encouraged to use their native language to support student work at home. We also use picture cards that have multiple language translations to instruct newcomers. Students are encouraged to celebrate their native languages and cultures with their peers and teachers. Technology, such as electronic translators and bilingual dictionary websites are also used as appropriate. We do not have a TBE or Dual Language program. All of the supports are in addition to the English instruction delivered through the ESL model.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All services and resources used correspond to the age and grade level of students. The ESL teachers work closely with the content teachers to align their work to the grade-level and age appropriate materials. We have two ESL teachers, one who works primarily with the lower grades and the other with the upper grades. Having two ESL teachers allows teachers to create supports that are appropriate for students' grades, ages and proficiency level. Our school also has special education teachers on every grade level to provide support within the classrooms.

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.

ELL families are included in school functions prior to the beginning of the school year. Parents were provided with information about summer programs and invited to all pre-school year events. They were also given the opportunity to meet personally with the principal and school faculty members with translators provided if necessary. As soon as an ELL is identified as such, the ESL teachers meet or speak with the parents to describe the schools support programs for ELLs.

18. What language electives are offered to ELLs?

Spanish is currently the only foreign language class offered at our school. Spanish instruction is provided and required for students in grades first through eighth. The only exceptions are beginner and intermediate ELLs who receive extra English support in place of Spanish class. In addition, 8th grade ELLs have the option of a Rosetta Stone class where they are able to study a variety of languages through this program.

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)?

We do not have a Dual Language program at this time.

### 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. The ESL teachers will attend professional development workshops on a variety of topics, including those that are specific to ELLs and those that emphasize best practices for all students. The ESL teachers will attend professional development workshops that focus on The Common Core Learning Standards. The ESL teachers attend regular PDs with the literacy consultant where we discuss ways to support ELLs across the literacy curriculum for each grade.

2. Since we are a growing school, we have many new staff members. New teachers will be provided with professional development on how to meet the needs of ELLs in their classrooms. These PDs will include trainings on the CCLS and instruction for ELLs. The ESL teachers also work closely one-on-one with teachers to address specific needs in each classroom and subject area. All staff, including subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators are given specific training on how to work with ELLs and their families.

3. The middle school teachers are included in the work with the ESL teachers. One of the ESL teachers works primarily with the middle school and provides them with resources and guidance in their teaching practices. The middle school teachers are provided with supports that can help them transition ELLs into middle school. The school leadership, guidance counselors and parent coordinator are involved in the support process. The guidance counselors confer with the ESL teachers to make decisions about ELL students. The ESL teachers suggest activities and groupings for ELLs who should work with the guidance counselor. Because of the cohesive nature of our staff and the relatively small number of ELLs, we are able to provide individualized supports for ESL students who are new to our school.

4. The ELL Coordinators will provide school-based PD sessions for all faculty members throughout the school year, including study groups on various ELL related texts and workshops focusing on analyzing resources to identify language barriers and adapting lessons to provide linguistic scaffolding, strategies for making instruction in English accessible for all learners, and planning lessons and units that follow the SIOP (sheltered instruction) model with both content and linguistic objectives. The in-school workshops will also address models of co-teaching as a method of maximizing the benefits of our push-in model of support. We will also provide teachers with information on ELL workshops outside of the school.

## 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. School family events are inclusive of all families, including families of children who speak a language other than English at home. New ELL families were invited to attend school functions prior to the beginning of the school year. Parents were provided with information about summer programs and invited to all school events. They were also given the opportunity to meet personally with the principal and school faculty members. Specific parent involvement opportunities include: volunteering in the classroom, volunteering in the lunchroom, attending extracurricular school events, Family Friday events and teaching about special family traditions or knowledge. All parents, inclusive of parents of ELLs, are invited to participate in parent committees such as the Wellness Committee, the Outreach Committee, the Auction Committee, the PTA, the SLT.

A separate orientation meeting was held for families of ELL children. Simultaneous interpreters were provided, as necessary, for parents at this event. At our school's Curriculum Nights, the ELL coordinators were available to speak to all parents about the value the school places on multilingualism and their role as an ELL teacher in the school. When official letters go home, these letters are sent home in home languages as well as English. All of the ELL parents were encouraged to request information in their home languages, but many of them prefer to receive all communication in English.

2. The school utilizes DOE-approved translation and interpretation services to provide support for ELL parents. No other community based organizations are currently used by the school for ELL support.

3. We evaluate the needs of parents by encouraging them to contact the ELL teachers with any questions or concerns. Parents are also encouraged to contact the Parent Coordinator with any concerns. The Parent Coordinator sends out weekly parent update emails to inform all parents, including parents of ELLs, about school happenings and reminders. The Parent Coordinator acts as a mediator between parents and school staff. Our parents feel very comfortable communicating their needs to the school staff, including the principal, parent coordinator and the teachers. The majority of our parents choose to communicate in English with the school. Those parents who have requested information in another language receive translations through school staff or outside translators that work with the families. Our staff members are able to translate documents into the following languages: Spanish, French, German, Korean, Polish, Chinese, and Tagalog. The ELL coordinators have provided their email address and phone number to all parents and middle school students.

4. There is continuous interaction, both formal and informal, between parents and the school staff. The needs of ELL parents are considered when implementing school programs. Translators or interpreters are provided. Parent suggestions are also considered.

## 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: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 02M276 School Name: Battery Park City School

Cluster: 2 Network: 203

**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**

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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.

At registration, parents are required to fill out the HLIS form where they indicate their preferred language of communication. Parents who speak a language other than English are given the form in their native language when available. Additionally, the main office has a Language Identification Guide to help school staff identify the language of a limited-English-proficient parent and a multilingual Welcome Poster is posted in the Parent Room. After a parent has completed their HLIS form, entries for preferred language are entered on ATS to indicate the language commonly used at home and for which all communications should be provided by the school.

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.

PS/MS276 M's written translation and oral interpretation findings show that the majority of families prefer communicating in English for written and spoken language. According to the RADPL (Adult Preferred Language Report) 40 families prefer translation and interpretation in another language. As a school community we are able to provide these services/materials as requested by families. These findings were not shared as we felt that we wanted to respect parental requests for translation and keep the translation services offered low-key.

## Part B: Strategies and Activities

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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.

In accordance with the Chancellor's Regulations A-663 PS/IS 276 will provide timely written translation to parents during registration periods, workshops, conferences and special events according to the assessed language needs described in Part A of this document. Staff members and parent volunteers proficient in the main languages other than English are available to provide written translation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academic/behavioral issues, as well as other other meetings. If a staff member or volunteer is not available, the NYC Department of Education's Translation and Interpretation Unit services will be used. Written translations will also be obtained from officially translated DOE documents from the DOE website.

In accordance with Section V of the Chancellor's Regulation A-633, Documents from the DOE central offices will be provided in languages requested by parents and provided by the DOE. These documents include, but are not limited to the following:

- registration, application, and selection
- standards and performance (e.g., standard text on report cards)
- conduct, safety, and discipline
- special education and related services and transfers and discharges

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.

Staff members and parent volunteers proficient in the main languages other than English are available to provide oral interpretation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academics or behavior issues, as well as other meetings. If a staff member or volunteer is not available, the NYC Department of Education's Translation and Interpretation Unit services will be used. If necessary, the school will also use interpretation services from an approved vendors.

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>.

In accordance with Section VII of Chancellor's Regulations A-663, PS-IS276 has taken all necessary steps to ensure that our parents are notified of their rights to translation and interpretation services. Parents received the Parent Bill of Rights upon registration, with translated versions given as necessary. Our school has posted near the entrance signage which indicates the availability of translated services for parents including covered languages. Our school safety plan ensures that parents are not prevented from reaching our school's main office or parent coordinator office due to language barriers, including readily available access to the DOE's Translation and Interpretation Unit for interpreters as well as approved vendors.

## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: PS/IS276 Battery Park City Sch	DBN: 02M276
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Title III after school program will focus on the academic language of mathematics and on helping our ELL students move toward the Common Core Learning Standards in this subject area in all four language modalities: listening, speaking, reading, writing. All lessons will be taught in English with native language support. The data from PS/MS 276's mathematical assessments show our ELLs need support in the area of mathematics, especially in the upper grades. Our Title III after school program will be offered to the 13 ELLs in grades 4-8. This program will also support our subgroup of ELLs, Students With Disabilities (SWD). We have one 4<sup>th</sup> grade, one 6<sup>th</sup> grade, one 7<sup>th</sup> grade and one 8<sup>th</sup> grade ELL that are part of this subgroup.

This program will begin January 8, 2014 and take place every Monday from 2:30-4:00pm until May 19, 2014.

Our three teachers with ESL and/or Bilingual certification will work with heterogenous groups of ELLs, based on English language levels, math skills and grade levels. Teachers will use the Pearson program, Language Central for Math in their instruction. Language Central for Math is a program specifically created for ELLs to help develop the academic vocabulary necessary to master math. This program is research based and targets both math and language needs. Based on work by Dr. Jim Cummings and a team of ELL teachers The Language Central for Math program integrates five essential principles that support the needs of ELL students:

- 1) Explicitly stated objectives in each lesson
- 2) Opening activities to connect and assess prior knowledge
- 3) Hands on activities that utilize multiple modes of instruction: visual, verbal, aural and kinesthetics
- 4) Pair and group work that promotes language practice in both listening/speaking and reading/writing
- 5) Students express their understanding through speaking and writing activities; reflect on successful strategies

This program will help support all of our ELL students and will address the needs of our SWD ELLs through small group work, multiple modes of instruction and using specific instructional strategies outlined in each students' IEP. This program will support ELLs in their mathematical language in order for them to transfer these skills to classwork, homework, assessments and their daily lives.

The Title III program will include two Saturday field trip to, The National Museum of Mathematics at 11 East 26<sup>th</sup> Street. This museum is designed for students to engage with the principals of mathematics that surround them everyday. The interactive exhibits and activities will allow ELLs to understand and deepen the mathematical concepts studied in the classroom. Parents will be invited to join us for these trip.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: At the Battery Park City School, we recognize that professional educators require opportunities for on-going training. ELL teachers and teachers who work with ELLs in their classrooms will read a professional text on teaching ELLs mathematics and work with the school math consultant, Dr. Nicki Newton, who is an experienced ELL teacher and Common Core math specialist. The text, *Teaching Mathematics to English Language Learners* by Kersaint, Thompson and Petkova will be read and discussed over the course of two sessions in January 2014 and March 2014. Teachers will study this text on teaching mathematics to ELL students in K-8, with Dr. Newton. This work will focus on learning about the challenges faced by ELLs, strategies to support them, and incorporating these strategies into lessons that are taught by the classroom teacher alone or in collaboration with the ELL specialist. This program of professional learning is designed to have a positive and lasting impact on the teachers' performance in classrooms and to be aligned to the philosophy, pedagogical approaches, and curriculum currently in place at our school. As our ELL teachers have extensive training in literacy acquisition, we are targeting the bulk of the teacher's professional learning in mathematics this year. Reading professional literature and working with Dr. Newton over the winter and spring terms Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences. Activities must be used to support language development, English and native language instruction, high academic achievement in math.

### 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: The parental engagement component of our Title III program will include two breakfast meetings with parents. These meetings will begin at 7:30 and conclude at 8:20. The first meeting will be held in March. This meeting will be an orientation on the NYSESLAT. Many parents are unfamiliar with the NYSESLAT assessment and often inquire on ways they can support their child. This meeting will address both of these needs. The meeting will include an overview of the NYSESLAT and suggestions for supporting your child in preparation for this assessment.  
The second meeting will be held in June. This meeting will address summer supports for ELLs. During the summer, ELL students are often immersed in their native language and are not regularly practicing and/or using the English language skills they developed during the school year. This meeting will provide parents with resources and programs they can access over the summer to help support their child's English language development. Parents will be notified of these meetings via Battery Park City School's Weekly Parent Newsletter, the school calendar and email invites from both ELL teachers. Light snacks and beverages will be provided.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<p>\$6,150.02</p>	<p><u>After School Program:</u>  <u>3 teachers x \$50.41 x 16 sessions=</u>  <u>\$3,629.52 (Sessions are 1.5 hrs each)</u>  <u>Parent Meetings:</u>  <u>2 teachers x \$50.41 x 2 session=</u>  <u>201.64</u>  <u>Teacher Prep. for Meetings:</u>  <u>2 teachers x \$50.41 x 2 sessions=</u>  <u>\$201.64</u>  <u>Teacher PD for Lang. Central:</u>  <u>3 teachers x \$50.41 x 2 sessions=</u>  <u>\$302.46</u>  <u>Saturday Field Trip:</u>  <u>3 teachers x \$50.41 x 6 hours=907.38</u>  <u>9 teachers x 50.41 x 2 hours = 907.38</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p><u>\$1000</u></p>	<p><u>We will be working with Dr. Nicki Newton, a mathematics specialist, who has in depth knowledge of the Common Core math standards and an ELL background. This funding covers two sessions with Dr. Newton. Dr. Newton works through Cutting Edge Education, LLC. DOE vendor number 811961.</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<p>3,323.98</p>	<p><u>Pearson Language Central for Math Class Sets (Grades 4-8)</u>  <u>165.47x10=1,654.70</u>            Notebooks, Binders, Paper, Pencils, Whiteboard Markers, Whiteboards, Bins, Pocket Charts, Take Home Resources for Students: \$1011.78</p> <p>Academic Texts for Teachers:            10 Texts x \$35.75= \$357.50            Snacks &amp; Beverages for Parent Meetings:            \$300</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	\$_____	
Travel	\$	
Other	\$726	Museum Trip Students:\$8x13=104 (2 times) Teacher/Parents \$14x6=\$84(2 times) Program Fee=\$350 (1 time)  \$726
<b>TOTAL</b>	\$11,200	_____