



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>15K261</b>
<b>School Name:</b>	<b>P.S. 261 PHILIP LIVINGSTON</b>
<b>Principal:</b>	<b>ZIPPORIAH MILLS</b>

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: SCEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: PS 261 The Philip Livingston Elementary School School Number (DBN): 15K261

Grades Served: Pre K-5

School Address: 314 Pacific Street Brooklyn NY

Phone Number: 718-330-9275 Fax: 718-875-9503

School Contact Person: Zipporah Mills Email Address: zmills@schools.nyc.gov

Principal: Zipporah Mills

UFT Chapter Leader: Marissa Torres

Parents' Association President: Nora McCauley

SLT Chairperson: Cindy Loben

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): N/A

**District Information**

District: \_\_\_\_\_ Superintendent: \_\_\_\_\_

Superintendent's Office Address: \_\_\_\_\_

Superintendent's Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: North Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston St Brooklyn NY

Director's Email Address: bfitzgerald@schools.nyc.gov

Phone Number: X 718-935-3954 Fax: X 718-935-3362

## 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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Zipporah Mills	*Principal or Designee	
Marissa Torres	*UFT Chapter Leader or Designee	
Nora McCauley	*PA/PTA President or Designated Co-President	
Carmen Perez	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Kristen Taylor	Member/ Teacher	
Kate-Hazel Busch	Member/ Parent	
Jamie Pandolf	Member/ Teacher	
Amy Huggans	Member/ Parent	
Jodi Parks	Member/ Teacher	
Curt Iiams	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susannah Weiss-Ortiz	Member/ Teacher	
Wayne Issak	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public school 261 is a part of the Boerum Hill community in Brooklyn in district 15. We serve Pre K– 5 with approximately 810 students attending with the demographics - 5% Asian, 27% Black, 26% Hispanic and 38% White. Public school 261 is committed to diversity, serving a multi-ethnic and multi-socioeconomic community.

PS 261 is a place where children develop a lifelong love of learning in a nurturing, safe, collaborative and enriched educational environment. We believe students learn best through real life and culturally relevant activities. We believe learning is a social activity and the social life of the school is center to learning.

The mission of 261 is to go beyond college and career readiness by developing committed citizens of the world, who are intellectually confident, artistically expressive and socially sensitive within the following framework.

Rigorous Instruction:

- Looking at student work in the data team meetings and creating next steps in learning and instructional gaps. Thus, customizing instruction.
- Creating benchmark assessments to reflect on student progress and instructional gaps
- Aligning reading, writing and math calendars using the CCLS and student work embedding time to reflect on teacher best practices in vertical team meetings
- Using student rubrics, self-assessments/teacher assessments to reflect on work and next steps
- Having related service providers push into classrooms giving them time to reflect with teachers on student progress

Supportive environment:

- Each classroom using the habits of mind as a tool to create safe intellectual classrooms where by developing a culture where children fell safe, supported and challenged by their teacher and peers.
- School community developing a common language that builds on the emotional, intellectual and social community within classrooms giving students agency and indolence around their school lives. (Peter Johnston, Choice Words)

Collaborative Teachers:

- Embedded time for teacher meetings to review data, meet around teacher needs and the arts
- Bi-weekly -Staff Development Team – provides reflection and feedback on staff development and ways to improve teacher practice.
- Vertical teams embedded in schedule – Literacy, math and social studies reflecting on curriculum maps, units of study improving on the development of skills, concepts and ideas from Pre K-5

### Effective School Leadership:

- Administrative book groups around pedagogy developing a culture of learning.
- Teacher observations and feedback sessions improving on teacher practice
- Structures set up where regular student sessions occur with at risk students with the school guidance counselor, school psychologist and social worker. These sessions are weekly.
- Administrative led meetings/workshop around teacher development
- Administrative led data meetings with grade levels, data team and entire staff to improve instructional and learning gaps

### Strong Family-Community Ties:

- Parents as learning partners – school-wide
- Learning leaders - school wide
- PTA
- Annual -Wine Tasting and Auction – proceeds go to entire school programming
- Corporate Projects, NBA affiliates, New York Cares
- Global Language Project K-3
- Arts connections – school-wide
- Studio In a School – Upper Grades
- Box Out Bullying – entire school
- Legal Lives – 5<sup>th</sup> grade
- Relationships are Elementary – entire school
- Arts Day - February

### **School Strengths :**

- **Environment** – 261 is a safe building with print rich classrooms and high quality student work.
- **Social and Emotional Focus** - 261 classrooms reflect a focus on social emotional needs of students. Classroom language throughout the school reflects positive, reflective empathetic environments.
- **Parent Engagement** – There is a high level of engagement from parents on the classroom level to a school wide level. Parents participate in classroom celebrations, learning leaders, parents as learning partners, along with school fundraising providing programming for all students.

• **The Arts** – 261 has a rich arts program including two music teachers, two art teachers and one dance teacher. In addition, a school band-beginning and advanced, a school chorus- beginning and advanced and dance club- beginning and advanced.

Outside Art Partnerships -

1. Metropolitan Opera- for grades 4 and 5
2. Carnegie Hall – recorder program grade 3
3. Guitar Program for 5<sup>th</sup> grade
4. Metropolitan Museum of Art
5. Qatar Foundation International Language Grant

• **Teacher Teams- Collaboration** - Data team, grade teams, vertical teams, staff development team,

• **Teacher leadership and development** – Content leaders with scheduling support and administrative support

**Most Growth :**

- In **April 2015** PS 261 received a Quality Review rating of Well Developed in the areas of 1.1-Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards, as well as 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.
- PS 261 **Spring 2015** also received 2nd highest progress citywide in ELA scores.
  - Grade 3 **ELA** scores 2014-45.6% Grade 4: 42.0% Grade 5: 42.4%
  - 2015- 74.3% 51.5% 60.9%
  - Grade 3 **Math** scores 2014-52.8% Grade 4: 51.0% Grade 5: 41.0%
  - 2015-73.5% Grade 4: 53.1% Grade 5 :60.9%

• **School Leader Practices and Decisions** –

Structures set in place where there is the most improvement :

1. Grade level Teams – meet weekly to look at student work in reading, writing and math.
2. 9 week data cycles determining instructional and learning gaps with the development of an action plan and systematizing protocols for looking at student work
3. Data Team – meet and plan once weekly looking at school wide assessments to determine trends, gaps and strengths.
4. Data Website – A central place to look at data and notice classroom progress across the entire school.

## 15K261 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	804	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	1.9%	% Attendance Rate		93.4%
% Free Lunch	41.0%	% Reduced Lunch		3.1%
% Limited English Proficient	8.3%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		26.8%
% Hispanic or Latino	25.5%	% Asian or Native Hawaiian/Pacific Islander		5.9%
% White	38.4%	% Multi-Racial		2.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	40.1%	Mathematics Performance at levels 3 & 4		45.0%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

**Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	HE
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul>		
<p>Reflection:</p> <p>PS 261 has always and continues to be a very hard working and collegial environment where grade level teams meet regularly to discuss curriculum. Since 2010, 261 teachers have been meeting weekly and engaged in inquiry. This year all staff has been introduced to structures and protocols to support teams in looking at student work. Over the past 2 years we have created a math vertical team. This year, using \$26K of Priority funds, we will purchase NY Engage materials for grades 1-5 to ensure rigorous Common Core Standard aligned instruction. We will also use \$35K to work with staff developer Kate Abell. Our math vertical team will be a part of her citywide math collaborative and will help plan and revise instruction, be a part of her Lesson Study team and support and turnkey classroom instruction here in 261.</p> <p>We will also continue our work with Isoke Nia in writing instruction and Dorothy Barnhouse in reading instruction, along with the continuous development of our Literacy reading and writing teams to looking closely this year at aligning reading and writing instruction grades K-5.</p>		

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

~~By June 2016:~~

- Curriculum maps in reading and writing grades K-5 will be aligned to ensure consistent instruction schoolwide
- 80-95% grade 2 students on grade level in math and reading
- Students grades 1-5 will use EngageNY math curriculum with 10% increase in student on or above grade level

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In 2014-2015 PS 261 developed its reading and writing vertical teams. Vertical Team leaders' turn-keyed instructional findings, lead data in action teams and lead parent workshops, as well as worked together with staff developers Isoke Nia and Dorothy Barnhouse. One finding revealed that the writing and reading curriculum maps were not aligned and instructional goals would benefit from revisions in 2015-2016. Both</p>	<p>All students grades K-5</p>	<p>October 2015-May 2016</p>	<p>Principal, 2 Assistant Principals, Staff Developers Isoke Nia and Dorothy Barnhouse</p>

vertical teams will work together with both staff developers to look closely at each grade level curriculum map and revise units of study that reflect both across grade instructional consistency, as well as an interdisciplinary consistency schoolwide.			
PS 261 has used TERC math program for the last 4-5 years. Administration along with our vertical team math leaders decided to move to EngageNY as a curriculum in order to further create consistency in math support grades 1-5. We plan to purchase the curriculum using approx. \$26K from Priority funds and hire staff developer Kate Abell to support staff grades 1-5 and the work of our Math Vertical Team.	All students Grades 1-5	October 2015-June 2016	Math Vertical Team, Kate Abell - Staff Developer, Principal, 2 Assistant Principals
.80-90% of Grade 2 students on grade level by June 2016, through intense staff development and support for Grade 2 teacher team, parent workshops, use of attendance data, Vertical Team work, Saturday Academy, collaboration with ESL teacher, bi monthly grade level meetings and weekly Monday Data in Action team meetings.	. Students Grade 2	October 2015-June 2016	Grade 2 Teacher Team, Staff Developers, Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>	X	<b>C4E</b>

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	X	<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Vertical Reading and Writing Team will meet with one or both staff developers every 6-8 weeks
- Math Vertical Team will meet and monitor continuous improvement bi-monthly
- Grade 2 team will meet bi-monthly, looking specifically at data every 3 weeks

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul> <p>In the area of social and emotional development PS 261 has a long standing tradition and reputation as being a school which nurtures our children through a consistent school wide belief that every child who walks through our doors are ours and we, every staff member, must support the needs of that child. We have also been very fortunate to have a great support team. Our school guidance counselor, school psychologist and school social worker partners with teachers and administration and parents to use their expertise to support the needs of all students. In addition, social and emotional growth has always been a priority goal for our School Leadership Team (SLT).</p> <p>Because of this all school support, PS 261 has a suspension rate of below 2%. Only 2 students were suspended from our school in the 2014-2015 school year.</p> <p>We will continue that tradition of support in the 2015-2016 school year, even though one major piece has changed. Our school guidance counselor of 7 years will take this year off on FMLA leave, which will mean that through the use of an agency service provider and our school social worker and school psychologist, student needs will continue to be served. In addition, our SLT is working to bring in an organization <b><u>Responsive Classrooms</u></b> to enhance our supportive environment for all students.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016 all classroom teachers will receive a minimum of 4-5 hours staff development through our SLT with the Responsive Classrooms Program.

In addition, all mandated and at risk counseling needs will be supported through our agency counseling provider or our SBST.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Responsive Classroom</b> will provide all staff with 4-5</p>	<ul style="list-style-type: none"> <li>• All school staff:Administration, Teachers, Asst.</li> </ul>	<p>November 2015-May 2016</p>	<p>School Leadership Team</p>

hours of professional development	Teachers, School Aides, Office Staff, School Safety, Kitchen and Custodial Staff  Parents		
All mandated and at risk students will receiving support services	Agency appointed counselor, school psychologist, school social worker	September 2015-June 2016	Principal, 2 Assistant Principals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monthly SLT meeting (TBA) will monitor Responsive Classrooms, Teacher/Parent surveys in January and April  Bi-Monthly Pupil Personnel meetings will monitor counseling services
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	H
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul>		
<p>In 2014, PS 261 created vertical teams in reading, math and writing. We began work together on the School Staff Development Committee, we continued and improved our work together on the UFT Consultation Committee and our grade level teams and used the contractual Monday PD to form grade level Data in Action Teams, and lastly, we developed a 3 Tiered Data team.</p> <p>The results of all our collaboration was a well-developed rating on our April 2015 Quality Review. We will continue to strengthen and deepen the instructional work of each of those teams by looking in a more granular way at our schools curriculum maps, instruction, student learning and pedagogical practices for continuous improvement in student learning.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<ul style="list-style-type: none"> <li>Continue monthly vertical team meetings. This year we will use Priority school funding to purchase materials and PD services for our Math Vertical Team</li> <li>Continue Monday Data in Action Team meetings</li> </ul>

- Continue Staff Development Committee (SDC) meetings
- Continue UFT Consultation Committee Meetings

Each with a protocol which seeks to dig deeper into practices for continuous student improvement

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Continue all committee, grade level and vertical team meetings</p>	<p>All instructional staff</p>	<p>September 2015-June 2016</p>	<p>Principal, 2 Assistant Principals, Team Leaders, UFT Rep</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** 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 SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>	X	<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress will be monitored throughout the year in collaboration with UFT and the school's SDC ensuring that all teacher level teams support teacher pedagogy and student progress

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul>		
<p>In 2014 PS 261 began to use every Monday from 2:45 until 4PM to have grade level Data into Action Team meetings. The meetings provided protocols for looking at student work, which changed to instructional practices here.</p> <p>In 2015-2016 we will continue to use that protocol and add a Lesson Study for all grades component.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016 every grade level Data in Action Team will adopt the Lesson Study protocol to their 9 week student improvement cycles.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Each grade level Data into Action Team will continue to meet on Monday afternoons. In 2015-2016 each grade level team will read <b>Lesson Study Step by Step</b> and incorporate its protocol into their 9 week cycles.</p>	<p>All Data into Action team members grades K-5</p>	<p>October 2015 – June 2016</p>	<p>Principal and 2 Assistant Principals</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul> <p>In March of 2015, PS 261 lost its long-time Parent Coordinator. A hiring committee of teachers, parents and administration hired a new PC in August of 2015.</p> <p>All school staff -admin, office, teaching, aides, custodial will work together with our new PC, our PTA executive committee, our SLT, our Arts Committee, our STEM committee and our parent volunteer committee Parents as Learning Partners, to ensure that families feel welcome and respected.</p> <p>Through teacher run parent workshops all parents will be informed of student progress and school data.</p> <p>Our PC will send out weekly automated-calls, and manage our school website PS261.org, as well as send out backpacked memos with all relevant information. Principal and AP’s will hold Town Hall meetings 3Xs per year and attend all PTA general meetings, as well as participate on the SLT.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>By June 2016, we will improve our parent participation rate by 25% on DOE Parent Surveys</p>	<p>All parents</p>	<p>February 2016 to April 2016</p>	<p>Principal, 2 Assistant Principals, Parent Coordinator, SLT</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress will be measured by actual count of DOE Parent Surveys provided by Office of Family Engagement
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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>	Below grade level on Fountas and Pinnell Literacy Assessment, and school created informal writing assessment and/or NYS assessment	Repeated reading, stepped up text strategies	Small group, one on one instruction, Saturday Academy	In school and after school
<b>Mathematics</b>	Below grade level on school created assessment and/or NYS assessment	Interactive problem solving	Small group instruction, one on one instruction, Saturday Academy	In school and after school
<b>Science</b>	Below grade level on informal assessments	Repeated reading	Small group instruction	During school day
<b>Social Studies</b>	Below grade level on informal assessments	Repeated reading	Small group instruction	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Mandated IEP services, teacher recommendation	Intervention strategies determined by provider	Small group, one on one	During school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals 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/information, early intervention services, etc.).
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**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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	N/A	N/A	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	\$68,591	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	N/A	\$ 3,694,983	pgs. 14,17,19,21,23

**<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:

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

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

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

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

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

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

**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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) 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) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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) Template**

**[School name]** , 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 on assessments.

### **I. School Responsibilities**

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

### **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 261</u>	DBN: <u>15K261</u>
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: <u>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</u>

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

This Title III LEP program will be for all eligible ELLs. The ESL Social Studies Enrichment Program was created to develop academic language in Social Studies for increased academic achievement in the core content areas aligned to the Common Core State Standards. The students will work on building literacy by reading a variety of non-fiction and historical fiction texts to garner an understanding of their community. Many ELLs at PS 261 are students who have attended school in America and then returned to their home country. Others have little prior knowledge about their neighborhood since they live in a two-income household. We chose to focus on Social Studies because providing exposure to their neighborhood and city will help to promote interest and literacy in the content areas.

This program will use New York City as an important resource where students can learn about the community and history of New York and its immigrants. The students will be exposed to community in New York City along with the development of the city itself. They will learn about how people like themselves shaped the history of the city and of the nation. Beginning with geography, students will learn how to label maps and also familiarize them with content-based vocabulary. The vocabulary will be important to the development of academic language. The map will provide the students with a basic understanding of where their came from to their neighborhood in Brooklyn. The program will also dedicate some time for the students to tour neighborhood in order to grasp an understanding of the neighborhood around them. Students will also learn to read maps for information. For example, the atlas will be used to teach students about different types of climate, landforms, and topography. The first and second graders will also learn about the continents and the oceans. The books will be used for read alouds. There will also be a Brain Pop ESL component where the students will be able to develop language using media.

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Subgroup and grade levels to be served

\_\_\_\_\_ The subgroups targeted would be the new comers that have been in the United States for 2-3 years or missed any instruction about the community around us.

Schedule and Duration

The program runs consecutively for seventeen and a half weeks for an hour twice a week. The program began on November 13 \_\_\_\_\_ th \_\_\_\_\_ 2014 and will run until April 9 \_\_\_\_\_ th \_\_\_\_\_ 2015.

The classes will be on Thursday and Friday directly after school from 2:40-3:40pm. The subgroups to be served will be 1st- 5th grade only beginners and intermediate students will be served. This will total 30 students. One ESL teacher and one classroom teacher will teach the first and second grade while the other ESL teacher and classroom teacher will teach the third and fourth grades. The books listed below will be the books used to teach the first and second grade students. The texts will be used to teach the students decoding, phonics, and syntax. The books about New York will also focus on different aspects of life in New York, which will develop the students interest in their city. Students will use these books as examples in developing their language skills. Students will also use Oxford picture dictionaries to enrich their vocabulary.

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Booklist for 1 \_\_\_\_\_ st \_\_\_\_\_ and 2 \_\_\_\_\_ nd \_\_\_\_\_ grade

Barracca, Debra, Sal Barracca, and Mark Buehner. The Adventures of Taxi Dog. Dial, 1990

Sweeny, Joan, Me on the Map. Dragonflybooks, 1998.

Evan-Moor Educational Publisher. Beginning Geography: How to Use a Map. Evan-Moor, 1992.

## Part B: Direct Instruction Supplemental Program Information

Swender, and Selina Alko. My Subway Ride. Gibbs Smith, 2004.  
Oxford Picture Dictionary

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Books for the third and fourth grade

Maestro, Betsy. Coming To America: The Story of Immigration. Scholastic Press, 1996.

Prokos, Anna. World Atlas. DK Celebration Press, 2005.

Jackson, Kay. Ways to Find Your Way: Types of Maps. Capstone Press, 2008.

Takabayashi, Mari. I Live in Brooklyn. Houghton Mifflin Company, 2004

Jakobsen, Kathy My New York Jacobs, Paul DuBois, Jennifer

Oxford Picture Dictionary

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Number of and Types of Certified Teachers

2 ESL teachers would run the classes in English with two classroom teachers.

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Materials to be used

Books, maps, atlas, laptops, smartboard, brainpop ESL.

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## 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: \_\_\_\_\_ The ESL teachers will have a study group with the two classroom teachers. The meetings will study assessing ELLs in the content area. The group will meet four times within the school year. This will be an ongoing study group using the book Authentic Assessment for English Language Learners by J Michael O'Malley and Lorraine Valdez Pierce. This study group will help us to better understand how ELLs acquire language.

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Assessing Content Area Literacy for ELLs

January 8 th, 2015- from 3:40-4:40- Writing Assessment

February 12 th 2015 from 3:40-4:40- Content Area Assessment

March 18 th from 3:40-4:40- Reading Assessment

March 26 th from 3:40-4:40 Oral Language Assessment

\_\_\_\_\_

## 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

### Part D: Parental Engagement Activities

Begin description here: \_

Rationale: Parental engagement activities will be a series of 3 workshops to provide parents with tools needed in order to support their children in language acquisition. The ESL teachers Eveyln Aleman and Nina Fan will lead the parent activities. The first of the series would be a workshop, which encourages literacy at home. Parents will read with the students and the ESL teachers will provide tips and strategies on reading with their children.

The second workshop will consist of ESL websites that will allow students to practice literacy skills at home. Some examples of educational websites to highlight would be starfalls.com, brainpopjr.com, brainpop.com, etc.

The third workshop would be a workshop on teaching parents how to support their children's comprehension of books both in English and their native language. They will use the 5-W questions. Parents will be notified of these activities by letter. The ESL teacher, Evelyn Aleman, and Heba Omar will provide translated letters for Spanish and Arabic speakers.

Dates:

February 10th 2015 from 2:40-3:40- Promoting Literacy at Home for ELLS

February 23nd 2015 from 2:40-3:40- Technology Skills for ELLs

March 2nd 2015 from 2:40-3:40- Supporting Comprehension for ELLs

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### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>8,344.62</u>	<u>17.5 weeks @ 4 teachers each</u> <u>\$51.51: 2 days a week for one hour each day (\$7211.40)</u> <u>Inquiry group</u> <u>4 one hour meetings at \$51.51 (\$824.16)</u> <u>Parent involvement</u> <u>2 ESL Teachers @ \$51.51 per hour for three one hour sessions (\$309.06)</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	- <u>86.96</u>	<u>Inquiry group</u> <u>4 one hour meetings at \$51.51 (see professional salaries)</u> <u>Parent involvement</u> <u>2 ESL Teachers @ \$51.51 per hour for three one hour sessions (\$309.06)</u> <u>Booklist</u> <u>Authentic Assessment for English Language Learners Materials and supplies 4 books at (\$20.49)</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula,</li> </ul>	- <u>\$2154.25</u>	<u>Booklist</u> <u>Barracca, Debra, Sal Barracca, and Mark Buehner. The Adventures of Taxi Dog. Dial, 1990 15 books @ (\$12.97)</u> <u>Takabayashi, Mari. I Live in Brooklyn.</u>

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"> <li>Must be clearly listed.</li> </ul>		<p>Houghton Mifflin Company, 2004- 15 books @ \$12.75</p> <p>Evan-Moor Educational Publisher. <u>Beginning Geography: How to Use a Map.</u> Evan-Moor, 1992. 15 books @ (\$9.25)</p> <p>Jackson, Kay. <u>Ways to Find Your Way: Types of Maps.</u> Capstone Press, 2008. 15 books @ (\$6.95)</p> <p>Jacobs, Paul DuBois, Jennifer 15 books @ (\$14.99)</p> <p>Swender, and Selina Alko. <u>My Subway Ride.</u> Gibbs Smith, 2004. 15 books @ (\$12.33)</p> <p>Maestro, Betsy. <u>Coming To America: The Story of Immigration.</u> Scholastic Press, 1996. 14 books @ (\$4.87)</p> <p>Prokos, Anna. <u>World Atlas.</u> DK Celebration Press, 2005. 15 books @ (\$10.61)</p> <p>Sweeny, Joan, <u>Me on the Map.</u> Dragonflybooks, 1998. 15 books @ (\$6.95)</p> <p>30 Oxford Picture Dictionaries at \$19.72 per book</p> <p>Classroom supplies for Title III student program: notebooks, chart paper, sticky notes, etc (\$250)</p>
Educational Software (Object Code 199)	<u>\$260</u>	<u>Brain Pop ESL for 2 classrooms at \$130 per classroom,</u>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>\$354.53</u>	<p><u>Two ESL teachers @ \$51.51 per hour for one hour. Three sessions (see professional salaries)</u></p> <p><u>Parent involvement expenses snacks @ \$199.64</u></p>
<b>TOTAL</b>	<b><u>11,200.</u></b>	<u>_____</u>

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>261</b>
School Name <b>Phillip Livingston</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Zipporah Mills</b>	Assistant Principal <b>Sara Apfel</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Evelyn Aleman</b>	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Heather Weston</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Anita Skop</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</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/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>4</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<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)		Total number of ELLs	<b>46</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	46	<b>Newcomers</b> (ELLs receiving service 0-3 years)	26	<b>ELL Students with Disabilities</b>	16
<b>SIFE</b>	4	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0			0			0			0
<b>DL</b>	0			0			0			0
<b>ENL</b>	26	4		8			0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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

**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

\* EP=English proficient student

**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 is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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	2	4	5	3	3	4								0
Chinese			1											0
Russian														0
Bengali			1											0
Urdu														0
Arabic	3	4	3	6	0	2								0
Haitian														0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1	1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	3	2	2	1	3								0
<b>Emerging</b> (Low Intermediate)	1	1	5	1	1	1								0
<b>Transitioning</b> (High Intermediate)	1	3	1	1	1	2								0
<b>Expanding</b> (Advanced)	1	2	2	5	1	2								0
<b>Commanding</b> (Proficient)		0	0	1	1	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1	1	2	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 P.S 261 uses the data from several sources such as the NYSITELL, NYSESLAT, ARIS, ATS, Fountas and Pinnell, and Imagine Learning to differentiate instruction for students acquiring language. The NYSTIELL establishes whether or not a student is an ELL. If they are identified as eligible for services, the procedures to let their parents know are implemented. The student is put in an ENL program until the parent makes a decision of which program the student should go into. The teachers at P.S. 261 also uses Teacher's College running records (Fountas and Pinnell), informal observations and attendance as a means to assess early literacy skills for ELLs. Currently, ELLs are reading below level as well as writing below level. Roughly half of our ELLs also have IEPs. We have continued to notice that our ELL's conversational language and overall participation in classroom lessons have decreased due to an increase of new ELLs. The attendance for ELLs is stable although there are instances where a few ELLs have left the country for an extended period of time and then return. Students returning from Yemen struggle with adjusting with schooling in English. It is unsure the type of schooling they received. NYSESLAT data reveals that ELLs and their teachers need to focus on writing. Consistently, ELLs score lowest in writing than in other modalities. The ENL department has begun an ENL inquiry group in order to focus on the needs of the students and ensure that teaching is aligned with the Common Core Learning Standards.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSITELL allows PS 261 to identify our ELLs. The entering ELLs come in as Entering and Emerging ELLs. Rarely are there ELLs entering as Transitioning or Expanding although it does happen from time to time. According to the NYSITELL incoming ELLs need a minimum of two units of study per week or 360 minutes of ENL, one unit should be intergrated and one unit should be Stand-alone ENL. ELL providers have some flexibility when it comes to Emerging ELLs. Emerging ELLs get .5 unit of either Stand-alone or Intergrated. The performance of our ELLs during the NYSESLAT will be updated when the scores are given out later this year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4a. The patterns noticed across all proficiencies and grades is that the students have a difficult time developing academic language. Since it takes approximately 5-7 years to develop CALP (cognitive academic language proficiency) many students have difficulty in the reading and writing sections of the NYSESLAT, but do far better in the Listening and Speaking portion. Focus on reading and writing is important to ensure that the ELLs will continue to advance in language acquisition. Since ELLs are in freestanding ESL programs they do not take tests in their native language.

4b. The school leadership and teachers use the results of the ELL Periodic Assessments to properly assess the strengths and weaknesses of our ELLs. PS 261 is able to use the Periodic Assessments to target deficiencies and support ELLs with targeted skill.

4c. Many of our ELLs in the upper grades are students with disabilities. Using differentiated instruction and focusing in the four modalities would help to strengthen their language acquisition. Looking at the Periodic Assessments, we learned that we need to focus on improving writing skills, reading comprehension, grammar and teaching students to infer. Individualized attention and small group instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

By requiring that all parents fill out the HLIS, we identify ELLs as soon as they begin as a new student in the New York City school system. If they are indeed an ELL, then they begin receiving services with the ESL department. In both ESL and classroom classes, ELLs are assessed in literacy and competency skills in their classroom. ELLs also receive targeted instructional support in conjunction with language support. Language is taken into consideration when students are not meeting grade standards. PS 261, uses guided reading as one form of RTI. By using guided reading targeted instruction can be not only directed at ELLs, but working in a small group setting, the ELL providers can properly assess each student. Each student has a guided reading file in a binder and the ELL providers can use this data to see the strengths and weaknesses of the students.

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

During the beginning of the school year, PS 261 uses the data taken from the Home Language Information survey, the informal interview and the ELPC screen of ATS to determine the second language needs of the students. The classroom teacher and the ELL providers work closely with each other to make sure each student's needs are being met. The administration ensures that there are plenty of resources for ELLs to use both tangible materials and online resources.

7. For dual language programs, answer the following:

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

N/A

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

At the beginning of the year, the ELL providers look at the results of the NYSESLAT and NYS ELA exam to see what the students need to work on. Once the teachers have the TC running records/DRA, attendance, they are given to the ELL providers to analyze, as well. The ELL providers assess the ELLs students to ensure that the students are successfully understanding the topics covered. It is challenging for the ELL-SWD to meet the AYP, however other ELLs generally meet AYPs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

1) At the start of the next school year, PS 261 will identify ELLs that are brand new to the NYC/NYS public school with the new Home Language Information Survey. If the parents speak a language other than English and the HLIS is available in their home language, then it is given to them. A licensed pedagogue will interview the student and parent during the intake process. If translation is needed, our LAC will assist in translating or finding an appropriate translator. If the survey indicates that the home language is something other than English or if it is both English and other language, and the student's informal interview shows that the NYSITELL is needed, then the student is given the NYSTIELL to assess the students' language skills within ten days of enrollment. If the student is found eligible for ELL services an entitlement letter will be sent out within 5 days of his/her NYSITELL scores. If the student is

identified as a Spanish speaker, then the Spanish Lab will also be administered within ten days to the student in order to determine language dominance. This intake process will apply to anyone entering or re-entering the NYC or NYS public school system. After this process is completed the ENL teachers will analyze the results of the NYSITELL to determine the amount of time that the students will be serviced and the levels of each student. The NYSITELL and Spanish LAB results are placed into the ENL binder in the ENL classroom. The HLIS originals are placed in the main office, while the NYSITELL the Spanish LAB results are sent to the network via the ATS scanner.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify SIFE students we administer the oral interview questionnaire. If possible we will administer the Literacy Evaluation for Newcomer SIFE for students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish. If the student is identified as SIFE within 30 days of initial enrollment then SIFE status will be indicated on the BNDC screen on ATS. Though the SIFE student has been identified within 30 days, PS 261 will have up to twelve months to determine SIFE status. SIFE status will be removed once an ELL scores a transitioning level or higher on the NYSENLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For students entering the NYC public school system with an IEP, the process is determined with a Language Proficiency Team. The Language Proficiency Team will consist of a school administrator, an ENL teacher, a representative from the Special Education department and the parent or guardian and a translator, if needed. The LPT will consider whether or not the student will need to take the NYSENLAT based on a few criteria. The LPT will assess the student based on their HLIS, the student's history of language use at school and at home, the student's evaluation, and information provided by the Committee on Special Education. If the LPT determines that the student does not have English language acquisition needs then the recommendation is sent to the principal for determination. If the principal accepts the recommendation, then the recommendation is sent to the superintendent for final approval. If the superintendent's office rejects the recommendation, then the school will have 5 additional days to test the student. If the LPT determines the student might have English Language acquisition needs then the student will be eligible to be tested with the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

To ensure that entitlement and non-entitlement letters are distributed within five school days after the NYSITELL is scored, the school will notify the parents through a phone call that the letter will be mailed home along with some other paperwork to be brought along to the parent orientation. For parents whose children are deemed non-ELLs, they will not receive the orientation package.

5) Along with the entitlement and non-entitlement letters there will also be a letter, which states that their child is an ELL or is not an ELL. If they would like to appeal that decision then, they have 45 days of enrollment to appeal.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Along with the entitlement and non-entitlement letters there will also be a letter, which states that their child is an ELL or is not an ELL. If they would like to appeal that decision then, they have 45 days of enrollment to appeal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the start of each school year, after registration, parents of students that are identified as ELLs by the NYSITELL, are invited in to learn more about the various programs NYC has to offer. PS 261's ELL department is responsible for sending home brochures provided by the DOE website, which includes a brief explanation of each program. The ELL providers also send home an invitation for orientation, entitlement letters, parent survey and selection form. If a student does not qualify for ELL services, a non-entitlement letter is sent home. At the same time, previously identified ELLs will receive either continued entitlement letters, or non-entitlement letters, if they scored commanding on the NYSENLAT. When the parents attend orientation, they are given the same packet that was sent home, if needed. The ELL providers then --explain to the parents that New York City offers a choice of freestanding ENL, Transitional Bilingual, and Dual Language programs. They are told that PS 261 currently offers freestanding ENL, which generally has students from many different native-language backgrounds and English is the only common language among the students, but native language support is used, when ever possible. The parents are free to choose the program that serves their child best. We tell the parents that in a transitional bilingual program the students receive Native Language Arts along with an English as a Second Language component. The Transitional Bilingual Program was designed so that students can develop conceptual skills in their native language as they learn English. In the first year of a Transitional Bilingual Program, TBE students should receive 60% of instruction in their native language and 40% in English. The Dual Language Program serves both ELLs and student whose first language is English and are interested in learning a second language. This model would allow students to become bilingual. Students in Dual Language Programs would receive half of their instruction in English and half in the second language. If they choose either Transitional Bilingual or Dual Language Programs, then they are given two options. The first option is that the ELL providers will find an alternative school

that meets their standards. The second option is that they can choose to allow their child to remain at PS 261 and, if 20 students of the same language and grade level show interest in transitional bilingual or dual language programs then one will be created and a letter will be sent home in both English and the home language. The parents also watch the orientation video during orientation. The orientation video is provided on the Department of Education website in eleven different languages. Since the ENL room has three computers multiple videos in different languages can run at the same time, so that we can best accommodate the parents, will be given the survey where they choose which program to place their children in. If the parent does not attend orientation, then the ELL providers will contact the parent at home. If translation is needed an Arabic speaking paraprofessional, will translate in Arabic. The ELL provider can provide translation for Spanish. If all means of communication has been exhausted and the parents did not choose a program for the child, then their choice will be transitional bilingual This process is completed within 10 days of school.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

When the parents are invited to attend orientation for parents of newly enrolled ELLs, by the ELL providers, a packet including the ELL Parent Brochure, Parents' Preferred Language Form, Entitlement letter, Parent Survey and Selection Form is sent home. The packet does not need to be filled out until after orientation, but the parents should bring the packet to orientation. If they did not receive the packet, there are extra copies at orientation. As stated in the response to question 2, this orientation outlines the freestanding ENL, Transitional Bilingual and Dual Language programs available to ELLs in the New York City school system. The ENL department, is responsible for ensuring the parents understand the different programs offered. The parents fill out the forms at the orientation and return the forms prior to leaving orientation. When the ELL providers receive all the forms copies are made and the originals are put in the student's file. The copies are placed in the ENL binders. Once that has been completed the Placement Letters are sent home confirming the parent's decision and a copy is kept both in the student's file and in the ENL binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the parents did not attend the parent orientation then three attempts will be made to reach the parent to complete the parent survey and program selection form. If the parent does not respond after the third and final attempt then the child will be placed in bilingual education as a default.  
9) The placement letter will be distributed at the orientation.

9. Describe how your school ensures that placement parent notification letters are distributed.  
The placement letter will be distributed at the orientation.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is kept in the ENL binder in the ENL classroom. Additionally, one copy of the HLIS and the Parent Survey and Selection form is put in the student folders in the main office for quick reference.

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

The NYSESLAT is administered in the spring. The Assistant Principal along with the ENL teachers, are responsible for administering the test. First, the ELL providers run the RLER on ATS to determine the number of students that will take the NYSESLAT. Then the ELL providers and the Assistant Principal and The NYSESLAT will determine if the students will continue to receive ESL services for the following school year. The NYSESLAT is administered under all necessary ELL testing security measures. Students are tested in a separate location, in groups no bigger than 12 on three different days. These three days covers the reading, listening and writing modalities. Speaking is tested throughout the month since it must be done individually.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Paste response to question here:

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The most popular program in this school is the freestanding ESL program. During the parent orientation, the ELL Providers will outline the three programs for the parents. If translation is needed the Spanish speaking ELL provider would translate for the Spanish speaking parents, while our Arabic speaking paraprofessional will translate for the Arabic-speaking parents. The current trend in parent choice is the freestanding ESL program. At this time, there are not enough students to open a bilingual program, however, should the numbers change, PS 261 will re-evaluate the programs. The trend in parent choice is that the parents most often choose freestanding ENL.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

PS 261 implements an intergrated and stand-alone ENL program depending on the needs of the ELLs. After the ELL providers evaluate the data, they decide which groups to teach. Entering ELLs receive one unit of ENL Stand-alone and one unit of Intergrated ENL/ELA. Emerging receive .5 unit of Stand-alone ENL along with 1 unit of Intergrated ENL/ELA and .5 unit of either depending on the needs of the student. Transitioning ELLs will receive .5 unit of Intergrated ENL/ELA with .5 of either intergrated or stand-alone depending on the needs of the students. Expanding will receive 1 unit of Intergrated ENL/ELA. Commanding will receive .5 of either Intergrated ENL/ELA or another content area.
  - b. TBE program. *If applicable.*  
n/a
  - c. DL program. *If applicable.*  
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The school ensures the mandated number of instructional minutes is provided according to proficiency levels in each program model by allowing the ELL provider to work closely with the ELA teachers and the content area teachers ensuring that the mandated hours are met.
3. Describe how core content is delivered in each program model. 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.

ELL provider will work closely with the classroom teachers to create differeniated lesson plans for ELLs that support ELLs in the content area.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Since we do not offer a bilingual program at this time, ELLs are not evaluated in their native language. The only exception is when the Spanish speaking students take the Spanish Lab. The Spanish Lab determines language dominance.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Using a variety of assessments like Fountas and Pinnell reading levels, periodic writing assessments, both formal and informal listening and speaking assessments the ELL provider can appropriate evaluate ELLs in all four modalities of English acquisition throughout the year. For each content area of instruction, students are encouraged to speak and discuss about what they are learning. They are also encouraged to listen to others and respond in writing. They read about the topic and repond in class discussions or partner shares.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - 6a. SIFE students receive ENL mandated hours. They are chosen for an after school ENL program where they focus on studying strategies. The plan for SIFEs is to include them in the appropriate grade level classroom and provide them with the extra intervention. SIFEs will work with the ENL during the school day. The ENL teachers will work closely with the classroom teachers to ensure that the student is making progress. Instruction will be differentiated by teachers who work with the SIFEs and communication will maintained on a regular basis between teachers and parents, as well, so that student is brought up to grade level. ELLs s are invitedto the Saturday Scholars program.
  - 6b. Newcomers are paired with English-speaking students from a simliar background, if possible. If not, then they are paired with students who enjoy helping their peers. This is a mutually beneficial relationship where both students learn from each other. Newcomers can learn naunces of American culture from their peers in an academic environment. Their peers are exposed to a different point of view. Newcomers literate in their native language can use the strategies they learn in their native language and apply it to English. Newcomers also will attend ENL after-school program and the Saturday Scholars. All

newcomers receive the appropriate amount of ENL instruction as mandated.

6c. ELLs are separate by levels, in order to focus on similar levels. Allowing ELLs with similar proficiency levels to work together allows the ENL provider to focus on learning strategies. ELLs receiving service for 4-6 years receive the mandated of ENL instruction. Classroom teachers differentiate instruction for the students and are made aware of their language needs. The ENL teacher also differentiate instruction and works closely together with the classroom teacher to move these ELLs along. Use the NYSESLAT scores to focus on instruction and provide the student with the appropriate language scaffolds to support their language acquisition and development. Parents are also encouraged to come in and meet with the teachers to also assist in helping the 4-6 year ELL students make progress. ELLs are invited to the Saturday Scholars program, which is a literacy and language program taught by the staff of Global Language Project.

6d. Long-term ELLs receive the same interventions and strategies mentioned above are also used. They are given the properly mandated ENL instruction, in which the ENL teacher focuses on the specific language needs. The ENL teacher works closely with the classroom teachers to build on these language needs both in the classroom and in the ENL pull-out program. We also have an inquiry group that focuses on writing throughout the school year for long term ELLs that have been here for 4-6 years.

6e. Former ELLs are closely monitored by the ENL teacher and current classroom teacher. They are given the mandated number of ENL minutes of integrated ENL services. The ENL teacher works with the classroom teacher to help the former ELLs in their class with their specific needs. Support is given to the classroom teacher to help meet the needs of the former ELLs. Former ELLs are allotted extended time for city exam for two additional years have scoring proficient on the NYSESLAT. ENL separate testing environment.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

P.S. 261 ensures that for students re-identified as ELL , based on an approved re-identification appeal within 45 days of student enrollment, their academic progress has not been adversely affected by the re-identification within 6-12 months after the re-identification has been established. Our school will carefully monitors the student's progress throughout the year to ensure the student continues his/her regular academic program.

8. 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?

Instructional strategies used for ELL-SWDS are the Imagine Learning Program, Reading Reform, and Fountas and Pinnell Literacy Intervention and the LeapTrack Instruction System. Materials used that provide access to academic content areas iPads, apps, worksheet from online and the LeapTrack. Native language materials used are dictionaries, bilingual books, bilingual websites. Some examples of Inative language texts used are the Oxford Picture Dictionary for Children, which comes in multiple languages. At P.S. 261, we mainly use the Arabic and Spanish versions but there are other languages available. There are also bilingual books that are used by both the ENL providers and the children to develop literacy skills. In addition, language is scaffolded for them in read alouds and class presentations and lessons. Bridging is used to connect the ELL students' content area knowledge with new vocabualry and promote language development. Teachers also uses techology, such as iPads, smartboards and computers to help build ELL students' language skills through vocabulary, phonics, and reading comprehension games and read alouds. Charts and other visual also help ELLs in learning a second language. ENL teacher use alphabet, sight words, and picture cue cards to develop the English language. Teacher also try to group or pair ELL students with English proficient students to serve as a language model for the ELL student.

Teachers of ELL-SWDs use a number of different instructional strategies and grade-level materials to provide access to academic content areas and accelerate English language development. Among other things there're visual charts and graphic organizers, leveled books, and word walls differentiated for the appropriate grade level for each student. The books the student reads is on his or her level and writing assignments are modified so that the ELL can meet the same content area standards as his or her native speaking, non SWD peers. Meetings are held to discuss the students' progress with the classroom teacher.

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

PS 261 modifies the curriculum by using a mix of push-in and pull out. By having small group settings the students can focus on the material at hand. The instructor can also provide ELL-SEDs with individualized attention to better achieve their IEP goals. We try to mainstream whenever possible. Generally this is done one or two periods out of the day. All ELLs and self contained students are joined with another appropriate grade level class during all specials. ELL and classroom teachers discuss curricular and instructional strategies to support the needs of the ELL-SWD. The school uses a variety of instructional tools such as the use of technology like the smartboard and computers as well as computer programs, such as Imagine Learning. PS 261 ensures that flexible programming is used to maximize the time the ELL-SWD spends with non-disabled peers, both in his or her classroom and in the ESL group.

Chart

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

### CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

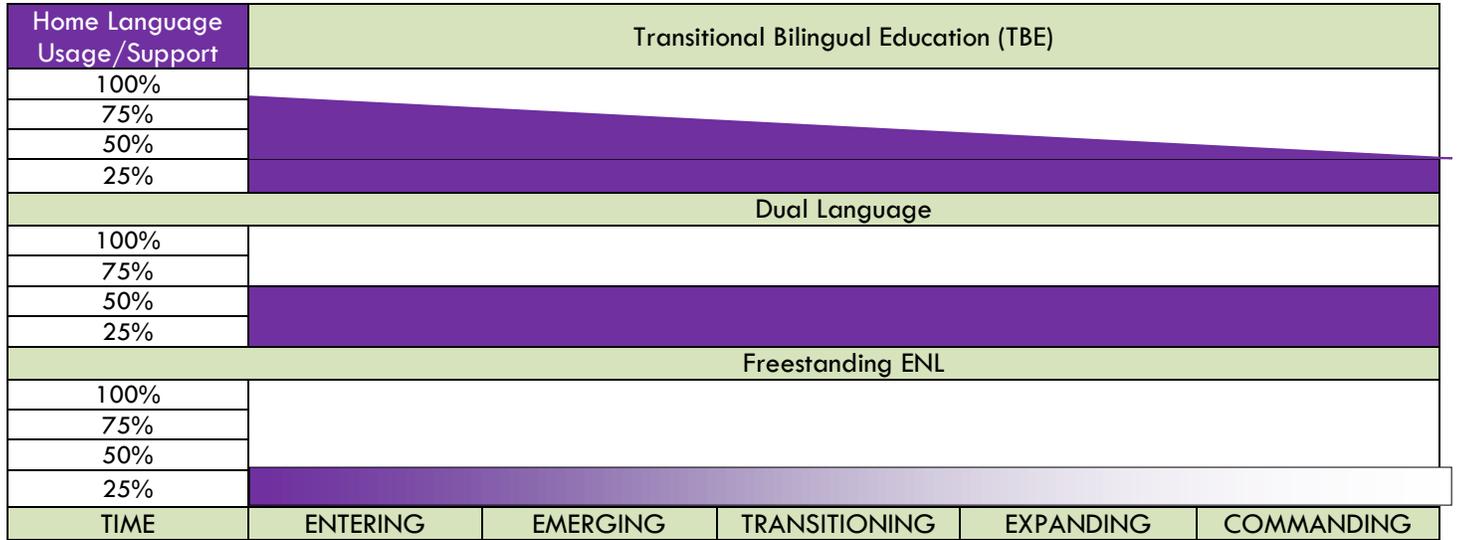


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

Targeted Intervention programs English Language Arts:

- \*Collaboration with content area and ENL teacher to develop a community of learning that is aligned with the Common Core.
- \*Be familiar with the academic performance of each ELL by analyzing data.
- \*Allow opportunities for students to participate in conversation that develops their academic language.
- \*Provide high-interest, level independent reading books for ELLs in their native language and in English.
- \*Create a print rich environment, using ESL dictionaries in an ELA classroom.
- \*Analyze data of ELLs to become informed about the academic performance of each ELL.
- \*Imagine Learning for ELL students, Reading Reform for ELL students, and after-school ENL program.

Targeted Intervention programs in Social Studies Content Area:

- \*Collaboration with content area and ENL teacher to develop a community of learning that is aligned with the Common Core.
- \*Be familiar with the academic performance of each ELL by analyzing data.
- \*Allow opportunities for students to participate in conversation that develops their academic language.
- \*Create a print rich environment, using ESL dictionaries in a Social Studies classroom.
- \*Provide content vocabulary support.
- \*Ensure all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.

Targeted Interventions for LAP in Mathematics Content Area"

- \*Collaboration with content area and ENL teacher to develop a community of learning that is aligned with the Common Core.
- \*Be familiar with the academic performance of each ELL by analyzing data.
- \*Allow opportunities for students to participate in conversation that develops their academic language in math, like using English in word problems and collaborative group work.
- \*Allow students to communicate their problem solving skills in Math.
- \*Analyze data of ELLs to become informed about the academic performance of each ELL
- \*Students work closely with the classroom teacher and ESL teacher.
- \*Analyze students mathematical strengths and weaknesses in order to drive and differentiate instruction.

Targeted Intervention program in Science Content Area

- \*Collaboration with content area and ENL teachers to develop a community of learning that is aligned with the Common Core.
- \*Be familiar with the academic performance of each ELL by analyzing data.
- \*Allow opportunities for students to participate in conversation that develops their academic language in scientific words.
- \*Create a print rich environment, using ESL dictionaries in a Science classroom.
- \*Analyze data of ELLs to become informed about the academic performance of each ELL.
- \*Provide content vocabulary support.

Plan for ELLs Requiring Intervention Support:

If intervention is required, PS 261 has a multitude of providers willing to provide additional support. There are two speech therapists. The ELLs that need to be in ICT or 12:1 classes are placed into those classrooms for extra support. SIFE students and their level of English and academic success will vary as will our instructional approaches and classroom modifications. SETSS, Speech and AIS services provided are reflective of each students IEP goals and review of ongoing assessment data. ELLs are entitled to testing accommodations for local and state assessments. ELLs also have monthly conferences with the ELL providers. In addition, other interventions are implemented based on student need, as seen from data.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program is meeting the needs of our ELLs in both the content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
- Our greatest hope this year is to continue to work closely with the network to continue to support ELLs. ENL teacher work closely with the classroom teacher to discuss the needs of the students and come up with an Academic Intervention Plan for the students.
13. What programs/services for ELLs will be discontinued and why?
- Bilingual speech service for ELLs will be discontinued because of budget cuts and lack of students that required the service.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are given equal access to all school programs by offering a variety of school programs open to all students. Math and ELA help specifically designed for ELLs is also offered. ELLs work with the ENL provider during extended day for extra English support.

During the school day, there are a variety of standard curricular classes including ELA, Math, Science, Social Studies and Physical Education. In addition, Art, Technology, Music, Chorus, and Arabic are offered as electives.

After school extracurricular activities include chess, Spanish, sports, baking, and arts and crafts. All students including ELLs are afforded equal access to all programs available. The school makes every effort to translate any notices in the parents preferred language to ensure that these students will be given the same chances. There are also ENL after-school program.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

At PS 261, we use native language books, both Spanish and Arabic, bilingual dictionaries, and glossaries as instructional materials to support ELLs. ELLs also use technology in the form of iPads, word processing programs and the Internet. Imagine Learning Literacy curriculum is a computer-based software program with individualized instruction on the computer and iPad. Imagine Learning offers a comprehensive language and literacy curriculum to help ELLs learn the skills that they need to succeed. Imagine Learning teaches skills in these curriculum areas: Print Concepts, Phonological Awareness, Speaking & Listening, Phonics & Word Recognition, Basic Vocabulary, Reading Lessons, Spelling, Comprehension, Academic Vocabulary and Grammar. A few other resources used at PS 261 are Words Their Way for ELLs, LeapTrack System, BrainPopJr. for both content area and ESL, ESLgamesplus, and Starfall among others. The ENL teacher also provides language games that students use to develop their language skills and interact with other students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is dependent on the student's knowledge of their native language. We incorporate as many native language resources as possible including, but not limited to native language books, bilingual dictionaries, translation services and technology. At PS 261 the ENL teacher will bring in books that demonstrate and show various languages to promote positive self-awareness and pride in the student's home language. In addition, language is scaffolded for them in read alouds and class presentations and lessons. ENL teacher also use technology, such as computers, iPads, and smartboards to help build ELL students' language skills through vocabulary, phonics, and reading comprehension games and read alouds. Charts and other visual aids also help promote the students' second language development. ENL teacher use alphabet, sight words, and picture cue cards to develop the second language. ENL teacher try to group or pair ELL students with English proficient students to serve as a language model for the ELL student. There is an Arabic language class offered to the students, which promotes the use of language at a young age. It also allows the Arabic speaking students an opportunity to learn Arabic in an academic setting. Using Technological resources like iPads, various education websites online, and Google Translate, is also important for native language support. At this time, PS 261 does not have TBE or Dual Language program, however, if it is implemented Native Language instruction will be provided in both programs. In a TBE program 60% of the instruction will be in the Native Language and 40% will be in English in the first year. For Dual Language programs 50% of instruction is in English and 50% is in the other language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services and support always respond to ELLs' ages and grade level since we provide intervention in the students' grade. Students are placed according to age ensuring that they are with peers who are around the same age. PS 261 will order new materials for the students that is selected by the school's ENL teacher and classroom teachers.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs meet the ELL provider, support staff, and parent coordinator prior to the start of the new year. They can tour the school building and the ENL provider provides the new ELLs a brief orientation where their parents can address any questions or concerns.

19. What language electives are offered to ELLs?

We offer Arabic as a language objective. It is through a special program with Global Language.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) ELLs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
ENL teacher will attend PD on an ongoing basis during the school year. Every Monday afternoon there is PD at PS 261. They also have access attend PD outside of our school throughout school year. The administration works closely with the ELL providers, and Network support to design professional development based on the feedback gathered. Every year, PS 261 incorporates one full-day session of professional development workshop specifically designed for ELL instruction, which addresses the pedagogical and curricular requirements that are aligned to the Common Core. The ENL inquiry team also shares at the monthly staff meetings.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
At the Network, there are specific ELL PD that teachers can attend regarding 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?  
PS 261 will support staff to assist ELLs at they transition from elementary to middle school. The guidance counselor and parent coordinator meets with teachers and hold meeting for the parents.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
PS 261 meets the professional development requirements as per CT Part 154.2 15% of the total hours for all teachers and 50% of the total hours for ENL teacher receives ELL-specific professional development. ENL teacher have access to PD through the OELLP website. Additionally, our school has weekly PD after school on Mondays. The ENL teacher keeps records of the agendas of the professional development that the teacher attend.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At PS 261 will provide annual individual meetings with parents of ELLs to discuss goals of the program, language development, language proficiency assessment results, and language development needs in all content areas. The ENL teacher reaches out to the parents and classroom teachers of the students and sets up a meeting that is convenient for all parties involved. Sometimes this takes place during the Tuesday parent-engagement time, but can be scheduled at another time, as well. Letters are send home and translation is provided if need and an interpreters is present at these meetings if needed, as well.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents along with students are invited to all school related events such as publishing parties, book fairs, writing celebrations, and school trips. Parents are informed about all PTA meeting and encouraged to join. The ENL department also hosts multicultural festival and potlucks during the holidays, especially for the families of ELLs to integrate different cultures and allow parents to view what their students are working on at school. Most parents attend all parent-teacher conferences and any additional meetings including, but not limited to IEP meetings. Parents also attend show for their children, like drama, music, dance. The parent coordinator also hosts a services of workshops for parents. The school also keeps parents informed about the workshops for parents where transportation is included. The ENL department informs parents about speakers of interest at OELL. Since there is a high Arabic and Spanish speaking population there are two main translators at our school. Hebe Omar, a school aid, the ENL department, Evelyn Aleman, in contacting the Arabic speaking families about parental involvement. Evelyn Aleman translates for the Spanish speaking families.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with the Arab-American Family Support Center and the Global Learning. The Arab-American Family Support Center works to assist Arab-American families in aquring social services. They have worked alongside PS 261 to create after-school, summer and weekend programs and adult ESL and literacy classes. The Support Center also has classes that asist in citizenship, legal assistance and healthcare.
5. How do you evaluate the needs of the parents? PS 261 evaluates the needs of the students by first using the Home Language Information Survey. The Home Language Information Survey allows me to identify the language that is most commonly spoken at home. It also tells ENL teacher if a student needs to be tested to see if they qualify for services. If the student is found eligible for ENL services, then the process of informing the parents rights begins. At the parent orientation for ELLs the Parent Selection and Program Selection for is collected. If any parent did not receive the form, then there are also copies available at the orientation meeting. Once the forms are collected the data is analyzed and parental choice is recorded on the ELPC screen in ATS. The forms are copied and originals are placed in student files, while the copy goes into the ENL Binder.
6. How do your parental involvement activities address the needs of the parents? PS 261's parental involvement activities address the needs of the parents two-fold. First, the parents are given an opportunity to interact with other parents in the school. This allows them to be exposed not only to school culture but also learning and understanding of the community itself. The paents are also given an opportunity to learn from each other and from teachers as well.

### D. Additional Information

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

Paste response here:



School Name: 261

School DBN: 15K261

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zipporah Mills	Principal		1/13/16
Sara Apfel/Jackie Allen Joseph	Assistant Principal		1/13/16
Heather Weston	Parent Coordinator		1/13/16
Evelyn Aleman	ENL/Bilingual Teacher		1/13/16
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **15K261** School Name: **Philip Livingston School**  
Superintendent: **#INGEST ERROR!**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess PS 261's written and oral interpretation needs are collected from the following sources: the Home Language Identification Survey (HLIS), which is completed by every parent of new admits to the New York City public school. This survey provides information on the languages spoken at home. Blue emergency cards, parental feedback and information in students' cumulative records also help us determine translation needs. ELL providers and other faculty analyze the gather data to determine which school documents and announcements need to be translated. They also use this data to determine the languages that need translating. There are 53 ELLs at PS 261. Only a handful of parents speak English; those that do are contacted in English. All other parents PS 261 uses Arabic and Spanish translators.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on the data and analysis that is gathered from the parent of the students, and taking into consideration the school's written translation and oral interpretation needs, PS 261's needs are mainly in Spanish and Arabic. The ELL providers reported these finding to classroom teachers at the beginning of the school year. The parent coordinator, Heather Weston, and the school administrators were made aware of PS 261's linguistic needs to ensure the appropriate means of communication are met. The majority of the parents requested written communication and oral communication to be done in English.

There are some, however, that requested oral translation in a different language. There is also a family that requested English written communication, but Arabic oral interpretation.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Written language translation is provided in-house by school staff and parent volunteers. There are members of staff who speak the same languages as the parents, as a result, both school staff and parent volunteers choose to translate for the school. Bilingual school staff translate progress reports, at risk educational plans, field trip notices, school announcements, after school program information, parent-teacher conference announcements and many other documents that are sent home throughout the school year. The ELL providers also use the Department of Education website to download many common forms and applications that were translated by the New York City's Office of English Language Learners in the covered languages. Evelyn Aleman translates for the Spanish parents, while Heba Omar translates for the parents from the Middle East.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS 261 holds four parent conferences throughout the school year. The first, in September, introduces parents to their child's new grade and provides curriculum information. The next three, held in November, March and June are focused on student progress and grades. The ENL teacher holds a parent orientation for any newly enrolled ELL parent/guardian as well as separate meetings for individual ELL parent/guardian throughout the year. Teachers communicate with parents throughout the year in order to address questions/concerns as well as any possible issues in or outside of the classroom.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

At PS 261, oral interpretation services are provided by a number of in-house staff. For Spanish, the main translators are Evelyn Aleman, ENL teacher and Carmen Perez, office manager. Arabic translation is done through our Arabic speaking teachers Rita Lahoud, Khadija Algamoos, and Heba Omar. There are also parent volunteers who assist in oral translation. The school will provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If a parent who has requested translation services visits or calls the school, a teacher or a staff member who is proficient in the home language will be made available to translate between school staff and the parent. There are currently school staff members, parent volunteers that are proficient in Spanish and Arabic and are able to support translation and interpretation services for the parents. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At PS 261 will ensure that all staff members are aware of how to use the translation services and the over-the-phone interpretation services by disseminating the Translation and Interpretation Brochure at our first monthly staff meeting in September. If teachers have questions they can speak with ENL teacher, Office Manager regarding these services will also be sent via email to the staff.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school plans to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in a few ways. First, The school will provide any parents who has a primary language that is covered language and requires language assistance a copy of the Bill of Parent Rights and Responsibilities. This will ensure that the parent is aware of the policies of the school and their rights. Second, the school will place a sign of all the prominent covered languages advertising the availability of interpretation services. Next, the school's safety plan will have a section

ensuring parents that language barriers should not prevent them from contacting the school's administrative services. If PS 261 has 10% or more of children whose parents speak neither English or a covered language, then the school will obtain the translation and Interpretation Unit, which will provide translation in the non-covered language. Finally, if the home language spoken is a covered language, the school will direct the parents to the Department of Education website to inform the parents of how to access translation and interpretation services.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from parents on the quality and availability of written translation and oral interpretation services a parent survey will be sent out to the parents and feedback will be taken into account for future services provided. The ENL teacher also meets individually with all parents/guardians of ELLs and can then also ascertain the needs and concerns that they may have. The ENL teacher confers with the parent coordinator and/or the classroom teachers in order to discuss the needs of the parents/guardians and students.