

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**20K506**

**School Name:**

**P.S. 506: THE SCHOOL OF JOURNALISM & TECHNOLOGY**

**Principal:**

**DANA PARENTINI**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP 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: The School of Journalism and Technology School Number (DBN): 20K506  
Pre-K through 5  
Grades Served: \_\_\_\_\_  
School Address: 330-59<sup>th</sup> Street Brooklyn, NY 11220  
Phone Number: 718-492-0087 Fax: 718-492-9431  
School Contact Person: Maria Grajales Email Address: mgrajal@schools.nyc.gov  
Principal: Dana Parentini  
UFT Chapter Leader: Michael Scheer  
Delibee Ayala  
Magdalena Alonso  
Parents' Association President: Maria Grajales  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or Parent Advisory Council Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 20 Superintendent: Karina Costantino  
415-89<sup>th</sup> Street Brooklyn, NY 11209  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: KCostan@schools.nyc.gov  
Phone Number: 718-759-4912 Fax: 718-759-4842

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris

415-89<sup>th</sup> Street, Brooklyn, New York 11209

Director's Office Address:

[cwatsonharris@gmail.com](mailto:cwatsonharris@gmail.com)

Director's Email Address:

718-923-5171

718-759-4960

Phone Number:

Fax:

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Dana Parentini	*Principal or Designee	
Michael Scheer	*UFT Chapter Leader or Designee	
Delibee Ayala Magdalena Alonso	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Maria Grajales	CSA	
Nancy Bongiovanni	UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mariela Cotrona Galanti	UFT	
Nicole Kosanke	Parent	
Ng Mei Mei	Parent	
Jacqueline Brody	Parent	
Krystal Gualpa	Parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **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.

## The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

P.S. 506 is an elementary school (Pre-Kindergarten through grade 5) with approximately 835 students and over 100 staff members. The learning population is comprised of approximately 30% Asian, 1% Black, 65% Hispanic, and 4% White students. Approximately 24% of our students are English Language Learners (ELL) and 16% of students have an Individualized Education Program (IEP).

Our mission statement is as follows:

P.S. 506, The School of Global Communication through Journalism and Technology, is a nurturing learning environment, which together with parents and staff, promotes and encourages the development of the whole child. As a community of learners, we are dedicated to providing our students with a high quality, standards-driven education. Through differentiated instruction and authentic learning opportunities, our children will have the necessary capabilities to succeed in a diverse and technologically advanced society. In doing so, it is our goal to create partnerships with various arts organizations, radio, print, and television media, which will provide real world experiences to further enhance the academic, physical, and social development of our students.

P.S. 506 is a "Leader in Me," School where we work hard to meet students' educational needs as well as their social needs. Students are taught the Steven Covey's seven leadership habits that help students maximize their unique talents. Students are proactive members of the community and are encouraged to apply for jobs, both inside and outside of the classroom. Student have opportunities to participate in multiple teams throughout the school, such as Student Lighthouse Team, Tech Crew, Student Council Committee and Worker Bees. Students also create and track both academic and personal goals on a regular basis.

The staff members are life-long learners who value professional development that is differentiated and provided by both the school and outside organizations. Teachers also set goals, track their goals and create new goals once goals are achieved. This is done through professional conversations with administrators.

We are an inclusive community and work hard to create partnerships between the school and the home. Parents are invited to workshops, classroom events, school-wide events, performances and trips on a regular basis. We also have multiple partnerships with outside community organizations. We have partnerships with Center for Family Life (CFL) which provides after-school support, Lutheran Medical Center, Brooklyn Connections, New Victory Theater, Leader in Me Foundation, as well as other outside organizations. Each partnership serves as a resource or extension to our school day.

At P. S. 506, we value arts education. Our school offers a dance program, school chorus, dance club, violin program, music program, visual arts as well as theater arts. For the past few years, our students had an opportunity to perform live on the stage of the Marquis Theater on Broadway. Last year, the students were selected to participate in the

“Disney in Schools Program.” Students also have opportunities to perform for the school community at our monthly assemblies.

During the 2013-2014 school year, 17.6 percent of students scored a three or four proficiency level on the state English Language Arts (ELA) assessment. During the 2014-2015 school year, 27.3 percent of students scored a three or four proficiency level on the state ELA assessment. This year, we want to continue helping more students reach proficiency on the state ELA assessment. We will continue to provide targeted, small group instruction. We will also offer intervention programs that take place after school and on Saturday mornings.

During the 2013-2014 school year, 43.4 percent of students scored a level three or four proficiency level on the state math assessment. During the 2014-2015 school year, 38.3 percent of students scored a level three or four proficiency level on the state math assessment. There was over a five percent decrease in the number of students scoring at proficiency level on the state math assessment. We are working hard to significantly increase the number of students scoring at proficiency level on the state math assessment. We are supplementing the Exemplars math program in our existing math curriculum to provide students more opportunities to problem solve and justify their thinking. In addition, we will continue to provide targeted small group instruction as well as offer a math intervention program on Saturday mornings.

## 20K506 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	859	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.7%	% Attendance Rate		94.5%
% Free Lunch	92.2%	% Reduced Lunch		3.8%
% Limited English Proficient	23.3%	% Students with Disabilities		16.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		1.0%
% Hispanic or Latino	68.0%	% Asian or Native Hawaiian/Pacific Islander		27.1%
% White	3.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.12	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.9%	Mathematics Performance at levels 3 & 4		43.0%
Science Performance at levels 3 & 4 (4th Grade)	67.2%	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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	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		N/A
Hispanic or Latino	YES	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	YES			
<b>Accountability Status – High Schools</b>				
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.

### Part 1 – Needs Assessment

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

During the 2013-2014 school year, 17.6 percent of students scored a three or four proficiency level on the state English Language Arts (ELA) assessment. During the 2014-2015 school year, 27.3 percent of students scored a three or four proficiency level on the state ELA assessment. The increase in the percentage of students scoring at proficient level was almost ten percent.

This year, we want to continue helping more students reach proficiency on the state ELA assessment. While this was a significant increase, only one percent of students with disabilities (SWD) scored at proficient levels. In addition, only 3.3 percent of ELL students scored at proficient levels. We will continue to focus on data-driven, targeted small group instruction to meet the needs of all learners.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the percentage of all students (359 students inclusive of SWD, ELL, Hispanic or Latino, economically disadvantaged, and Asian or Native Hawaiian/other Pacific Islander students) performing at or above proficiency levels in ELA will increase five percent (118 students) as measured by the 2016 New York State ELA assessment.

### 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) 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?</b></p>
<p><b>Curriculum</b></p> <p>For English Language Arts (ELA), we will continue using Journeys curriculum. Modifications were made to the program in order to align it to the Common Core Learning Standards (CCLS). In the lower grades, concepts of print, guided reading and small group instruction are supplemented. In the upper grades, close reading strategies are included to raise the level of rigor and critical thinking skills. In addition, we will continue using Teachers' College Writing Units of Study to supplant the Journeys writing program.</p> <p>Throughout the curricula, Universal Design for Learning (UDL) strategies will be incorporated to assist Students with Disabilities (SWD) and English Language Learners (ELL).</p> <p><b>Assessment and Next Instructional Steps</b></p> <p>In ELA, students are frequently assessed using DRA, running records, checklists, rubrics, and teacher observations in order to monitor students' understanding of literacy concepts. This information will be used to determine and plan next instructional steps within the classrooms. Using data, teachers form flexible groups to allow students to participate and complete assignments based on their academic needs.</p> <p>Teachers will help students set goals, monitor progress and reflect on learning.</p>	<p>All K-5 students, including students with disabilities and English language learners</p>	<p>June 2015 through June 2016</p>	<p>Administrators; grade level facilitators; classroom teachers</p>
<p><b>After School Program</b></p> <p>The ELA after school program will focus on students in grades three, four and five who fall in the bottom third grouping on a variety of assessments (DRA; last year's state assessments). Classroom teachers will create portfolios for these students</p>	<p>Students in third, fourth and fifth grade</p>	<p>January 2016 -- March 2016</p>	<p>Administrators; Classroom and out-of-classroom teachers</p>

<p>that include samples of student work as well as a summary of the types of interventions, tools and supports used in the classroom. This data will be given to the after school teachers so they can plan targeted CCLS-aligned instruction. The after school teachers will also administer baseline assessments as well as frequent formative assessments during the program to carefully monitor for progress. The data gathered during the after school program will be shared with the classroom teacher bimonthly.</p>			
<p><b>ESL After School Program</b></p> <p>The third, fourth and fifth grade ENL after school program will be offered to ENL students to support the learning that takes place during the school day. Students will be reading the same shared texts in the classroom; however they will use the text to build vocabulary, unpack complex language structures and engage in project-based learning to help deepen their comprehension.</p>	<p>ENL students in second through fifth grades</p>	<p>January 2016 -- March 2016</p>	<p>Administrators; ENL Classroom and out-of-classroom teachers</p>
<p><b>Saturday AIS Program</b></p> <p>The Academic Intervention Service (AIS) Saturday program will target struggling students in first and second grade. Students will have the benefit of three hours of uninterrupted small-group instruction on Saturday mornings that address students' learning needs. The focus of instruction will be helping students read at grade level by strengthening reading strategies, building phonemic awareness and vocabulary and deepening comprehension through questioning and discussion.</p>	<p>Students in first and second grades</p>	<p>January 2016 -- April 2016</p>	<p>Administrators; Classroom and out-of-classroom teachers.</p>
<p><b>Parent Engagement</b></p> <p>Monthly workshops will be offered to parents that focus on a variety of topics that include:</p> <ul style="list-style-type: none"> <li>• Supporting students at home</li> <li>• Homework strategies and tips</li> <li>• Questions to ask your child after he/she reads</li> <li>• ELA content standards by grade</li> </ul> <p>Parents will have an opportunity to attend an ELA open house where they will be invited to see instruction in the classroom.</p> <p>Teachers will provide parents with monthly progress reports to keep parents informed about their child's progress.</p>	<p>Parents and Guardians</p>	<p>October 2015 -- May 2016</p>	<p>Administrators; classroom and out-of-classroom teachers; parent coordinator</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.

**Assessment**

The data specialist will assist the staff with gathering / interpreting data from a variety of assessment tools. The school has also purchased licensing for DRA2, a progress tracking system, to help teachers monitor and analyze important assessment data.

**After School Programs**

Budget allocations have been set aside for after school and Saturday programs so that teachers can be paid per session. In addition, Title 3 money will be allocated to purchase instructional materials for the ENL after school program.

**RTI Intervention Program**

We will continue to hire out of classroom teachers to support students who are struggling in ELA. Time will be given every Tuesday afternoon after parent engagement for the AIS providers to discuss student progress and plan next instructional steps.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

In grades kindergarten through second grade, we will use DRA2 as well as performance tasks to evaluate students on an ongoing basis. Based on assessment data, students will be referred for AIS intervention to address immediate instructional needs.

In the third, fourth and fifth grades, students will be administered a mock ELA assessment toward the end of January to assess student progress and academic need. An item analysis will be created so that teachers can target instruction to best meet their students’ needs.

**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.

### Part 1 – Needs Assessment

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

During the 2013-2014 school year, 43.4 percent of students scored a level three or four proficiency level on the state math assessment. During the 2014-2015 school year, 38.3 percent of students scored a level three or four proficiency level on the state math assessment. There was over a five percent decrease in the number of students scoring at proficiency levels on the state math assessment.

We want to help create a safe classroom environment in which students feel safe taking academic risks, especially around the practice standards in mathematics. Students should feel comfortable justifying their thinking or explaining their answers to their peers and teachers. In addition, students should feel comfortable respectfully disagreeing with their peers' conjectures.

As a Leader-in-Me school, teachers and staff spend time helping students understand and implement child-friendly versions of the Seven Habits of Highly Effective People. Teachers help students set goals, monitor progress and reflect on learning. We will continue to help students take ownership of their learning and be an integral part of the community in which all they feel supported.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students will be able to explain and justify their mathematical thinking as evidenced by an increase in the number of students scoring at or above proficiency levels on the communication portion of the Exemplars tasks.

### 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 in order to support their children at home.</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?</b></p>
<p><b>Curricula</b></p> <p>We will continue to use the Go Math curriculum. However, we are supplementing additional problems to increase the level of rigor and provide opportunities for students to explain their thinking. Exemplars, a collection of non-routine math problems, will be included in every math unit. These problems will allow students to engage in daily problem solving. These problems address the CCLS content standards as well as the practice standards. Students will have multiple opportunities to share their mathematical thinking with their peers through discussion and charts.</p>	<p>All K-5 students, including students with disabilities and English language learners</p>	<p>September 2015 - June 2016</p>	<p>Administrators; grade level facilitators; classroom teachers</p>
<p><b>Assessment</b></p> <p>Students will be assessed daily. The data collected will help teachers modify their instruction as well as form flexible groups of students. The flexible groupings will allow teachers to target instruction to meet individual student need. In addition, students will be evaluated on the Exemplars rubric that assesses problem solving, reasoning and proof, communication, connections and representation. Students will be assessed on how they are able to explain their mathematical thinking to others.</p> <p>Teachers will help students set goals, monitor their progress and reflect on their mathematical learning.</p>	<p>All K-5 students, including students with disabilities and English language learners</p>	<p>September 2015 -June 2016</p>	<p>Administrators; Classroom and out-of-classroom teachers</p>
<p><b>Saturday Math Institute</b></p>	<p>Students in third, fourth and fifth grades</p>	<p>January 2016 -- April 2016</p>	<p>Administrators; Classroom and out-of-classroom teachers.</p>

<p>Students who struggle in math will be invited to attend the Saturday Math Institute. This program will provide multiple opportunities for students to gain confidence when solving math problems by providing them different supports and tools. In addition, teachers will create a low-risk environment where students are encouraged to share their thinking frequently.</p>			
<p><b>Parent Engagement</b></p> <p>Parents will be invited to attend a series of workshops that will help explain some of the strategies that their children might use when solving math problems. These workshops will help parents support their child's mathematical development and understanding at home.</p> <p>Parents will have an opportunity to attend a math open house where they will be invited to see instruction in the classroom.</p>	<p>Parents and Guardians</p>	<p>November 2015 - May 2016</p>	<p>Administrators; classroom and out-of-classroom teachers; parent coordinators</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>											
<p><b>After School Programs</b></p> <p>Budget allocations have been set aside for the Saturday Math Institute so that teachers can be paid per session.</p> <p><b>Workshops</b></p> <p>Teacher teams will be given time to plan a series of grade specific math workshops during parent engagement time on Tuesday afternoons.</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><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.</p>
<p>We will monitor data from each unit assessment by class, grade and the school. The first unit assessment will be used as a benchmark to determine the number of students scoring at proficient levels on this portion of the task. The team will monitor subsequent units to note progress and introduce instructional modifications, if needed, based on the unit results.</p>

**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 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.

### Part 1 – Needs Assessment

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

During the 2013-2014 school year, 17.6 percent of students scored a three or four proficiency level on the state English Language Arts (ELA) assessment. During the 2014-2015 school year, 27.3 percent of students scored a three or four proficiency level on the state ELA assessment. The increase in the percentage of students scoring at proficient level was almost ten percent.

This year, we want to continue helping more students reach proficiency on the state ELA assessment. While this was a significant increase, only one percent of students with disabilities (SWD) scored at proficient levels. In addition, only 3.3 percent of ELL students scored at proficient levels.

We will continue to focus on data-driven, targeted small group instruction to meet the needs of all learners by helping teachers analyze student work, plan for next instructional steps and modify instruction to include tools and supports for students.

### 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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will have engaged in three cycles of inquiry work to help plan instructional modifications for students with disabilities and English Language Learners as evidenced by a menu of supports, scaffolds and tools offered to students.

### 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 teacher-parent collaborations to improve student achievement.</b></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?</b></p>
<p>PS 506 will form grade level inquiry groups to help teachers analyze student data and plan next instructional steps, specifically for students with disabilities (SWD) and English language learners (ELL). Grade level teams will meet weekly to analyze a variety of student work, set long term and short term goals for students, identify and implement research-based instructional strategies, and analyze student outcomes to determine the effectiveness of the implemented strategies. In addition to following the inquiry cycle, teachers will have opportunities to visit lab-site classrooms once per inquiry cycle to observe the strategies and instructional modifications in action. Teachers will have opportunities to observe and reflect on student outcomes and make recommendations for improving future instruction.</p>	<p>Students with Disabilities and English Language Learners</p>	<p>Cycle 1: October through December</p> <p>Cycle 2: January -- March</p> <p>Cycle 3: April -- May</p>	<p>administrators; classroom teachers; out-of-classroom teachers;</p>
<p>A professional development (PD) survey will be given to all teachers that enquires about the different types of professional development workshops they have attended in the past; the types of professional development workshops they would like to attend in the future in addition to their interest in joining different committees and teams that will take place on Tuesday afternoons after parent engagement time. Some of the committees include vertical teams in ELA, mathematics, English as a new language (ENL), and special education. These teams will help align best practices across the grades. The teams will select data that can be analyzed across the grades to discuss school-wide instructional implications. Other committees school website / showcase committee, Leader-In-Me Lighthouse team and the parent workshop committee.</p>	<p>All teachers</p>	<p>November -- May</p> <p>Every Tuesday / Every other Tuesday afternoon</p>	<p>administrators; classroom teachers; out-of-classroom teachers</p>
<p>To support the grade level inquiry work and address teachers' interest (based on the PD survey) professional development workshops will be offered around the following topics:</p>	<p>All teachers</p>	<p>November -- May</p> <p>Every other Tuesday afternoon</p>	<p>administrators; classroom teachers; out-of-classroom teachers</p>

<ul style="list-style-type: none"> <li>• incorporating UDL strategies</li> <li>• integrating close reading strategies</li> <li>• Implementing CCLS instructional shifts</li> <li>• understanding characteristics of text complexity and Lexile levels</li> <li>• unpacking the components and elements of the Danielson Framework for Teaching (DFT)</li> </ul>			
<p>This year, PS 506 has new staff members that will receive a variety of professional development supports. New teachers have been paired with mentors. Mentors provide support on a variety of topics including classroom management and routines, engaging students in learning as well administering and analyzing assessments. Mentors will be attending workshops throughout the school year to support their work with the new teachers.</p>	<p>New teachers mentors</p>	<p>September -- June  during the school day</p>	<p>mentor teachers</p>
<p>There are also a series of new teacher meetings which provide important, timely information that will assist the new teachers. For example, we will hold a series of meetings about classroom management, planning, and student engagement through the lens of Danielson's Framework for Teaching (DFT). The meetings will also help teachers launch Leader-In-Me practices within their classrooms.</p> <p>In addition to providing mentors and workshops, new staff members will have many opportunities throughout the school year to visit colleagues to observe best practices. These visits will provide different ideas and techniques for planning and implementing best instructional practices.</p>	<p>New teachers</p>	<p>October -- June  ongoing</p>	<p>administrator or teacher facilitators</p>
<p>The physical education teacher will attend a "Move-to-Improve" training workshop. Move-to-Improve is a classroom-based physical education program to help students move more during the school day. The physical education teacher will then train classroom and out-of-classroom staff around the curriculum.</p>	<p>Physical education teacher  classroom and out-of- classroom teachers</p>	<p>November -- June</p>	<p>administrators; teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>
<p>Teacher teams will meet every Monday afternoon during PD time (2:40 – 4:00) to engage in inquiry work. Teachers will be given coverage one time per inquiry cycle so that they can observe teachers implementing research-based instructional strategies. Team facilitators will be selected and they will receive additional training to help support their teams' goals, agendas, and protocols.</p> <p>The PD survey will identify teachers who would like to facilitate PD workshops so that we build capacity and share knowledge among the staff.</p>

Time has been built into the cluster schedule to allow mentors and new teachers to meet for one period of planning. Mentors also have time built into their schedule so that they can visit the new teachers and support them in the classroom. In addition, mentors will meet occasionally to discuss best practices for providing support to new teachers.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Each teacher will be given a notebook in which to record student observations around inquiry work. This information will be shared during the weekly inquiry team meetings. The work of the grade level inquiry teams will be reviewed by the cabinet at the end of every cycle to monitor for student progress and well as next instructional steps. Grade level teams will be responsible for maintaining agendas and meeting minutes digitally. At the end of every inquiry cycle, there will be a facilitators’ meeting to reflect on the process and plan for improvements moving forward.

The work of the vertical teams (ELA; math; Special Education; ESL) will be monitored by instructional rounds to determine the effectiveness of similar practices across the grades. We will also administer another PD survey mid-year to determine if teachers’ professional development needs are being met and additional ways we can improve the variety and frequency of PD opportunities offered.

We will regularly elicit feedback from the new teachers during the new teacher meetings to determine what additional support they might need. A survey will be sent to new teachers mid-year to help plan for PD opportunities for the second half of the school year.

**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.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**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 1, 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>

**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 parent leadership and engagement as a key lever for school improvement.</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?</i></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.

--

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.

--

**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 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.

**Part 1 – Needs Assessment**

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

**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 1, 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>• <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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></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.

--

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.

--

**Part 5b.** In **February 2016**, 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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	<p>Students who score Level 1 and 2 based on the state ELA exam</p> <p>DRA levels</p> <p>Teacher recommendation based on student performance and progress</p>	<p>Reading Recovery strategies and methodologies are used.</p> <p>Orton-Gillingham strategies and methodologies are implemented.</p> <p>Skills and Strategies are taught through leveled books.</p> <p>Interactive Writing to support students in acquiring writing skills</p> <p>Select teachers in K, 1 and 2 are trained in and implement Reading Reform in their classrooms.</p>	<p>Small group</p> <p>Grade 3 – 46 students</p> <p>Grade 4 -39 students</p> <p>Grade 5 -44 students</p> <p>Small group instruction</p> <p>Grade 1 – 54 students</p> <p>Grade 4 – 1 student</p> <p>Grade 2 – 2 students</p> <p>Grade 2 – 43 students</p>	<p>Students receive AIS service during the school day.</p> <p>ELA / ESL after school programs runs from December through April.</p>
<b>Mathematics</b>	<p>Go Math end of unit assessments</p> <p>Go Math mid unit checkpoints</p>	<p>Teachers confer with students to address specific academic needs.</p>	<p>Small group</p> <p>Grade 4 – 34 students</p> <p>Grade 5 – 24 students</p>	<p>During the school day</p> <p>Math Saturday Institute from</p>

	<p>Exemplars performance tasks</p> <p>Students who scored a 1 and 2 as on the NYS Math assessment.</p>	Skills and strategy lessons		December through April.
<b>Science</b>	<p>Teacher observations of students conducting experiments using science Foss Kits are in grades K-5.</p> <p>Student writing in the science notebooks and culminating activities.</p>	Teachers confer with students to address specific academic needs.	Teachers work with students in small groups based on data.	Students receive AIS services during the school day to support readings in the content area.
<b>Social Studies</b>	Teachers assess student writing in social studies as well as culminating activities.	Teachers confer with students to address specific academic needs.	Teachers work with students in small groups based on data.	Students receive AIS services during the school day to support readings in the content area.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students exhibiting at-risk behavior at home or in school or in need of additional support due to psycho-social concerns,</p> <p>Parent or teacher referral.</p>	<p>LSCI, Conflict Resolution Social Skills, Play therapy</p> <p>Feeling identification/expression, identification of coping skills</p>	<p>Small group, individual</p> <p>54 students</p> <p>Individual or group</p> <p>2 children individual</p> <p>12 children in a group</p> <p>2 groups of 6</p>	During the 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
<p>Our school's hiring practice is guided by our instructional needs and goals. We hire teachers who are certified to teach English Language Learners as well as Students with Disabilities. All new teachers have been paired with mentors who give them ongoing support in different areas. For example, they provide support with classroom management, planning targeted instruction as well as engaging students in learning. New teacher meetings are offered regularly so that they have an opportunity to share concerns and ideas around improving instruction.</p> <p>Our professional development plan includes opportunities for all teachers to participate in a variety of teacher teams and workshops that help them improve their practice through planning and implementing the CCLS in all subjects. For example, teacher teams are identifying and introducing different supports and tools for students so that they can complete rigorous, CCLS-aligned tasks.</p>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers will be offered many different types of professional development workshops including: incorporating UDL strategies; integrating close reading strategies; implementing CCLS instructional shifts; understanding characteristics of text complexity and Lexile levels; unpacking the components and elements of the Danielson Framework for Teaching (DFT). In addition, teachers will participate in vertical teams and committees that help identify best practices in literacy and math that are aligned to the CCLS. Teachers will also have the opportunity to observe these best practices during inter-visitations scheduled throughout the year.</p> <p>The paraprofessionals will participate in workshops with the teacher and grade they are assigned. In addition, they will also participate in workshops specifically for them. These workshops will include: conferencing and organizing the</p>

data collected during student conferences; selecting materials that support students with special needs. Paraprofessionals will also be given a choice to select workshops that address their specific need.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

### Part 4: SWP Schools Only

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

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

The pre-kindergarten teacher participates in all professional development workshops that are provided to kindergarten teachers. The pre-kindergarten teacher analyzes student work. The kindergarten teachers review writing samples submitted by the students in the pre-kindergarten class. Kindergarten teachers review and assess how students in pre-kindergarten are using their understanding of letter/sound association to begin writing letters, words and their name. In addition, they assess how students use drawings and sketches to name people, objects and tell a story. The pre-kindergarten teacher reviews and analyzes student work to determine how students continue to develop their understanding of the letter/sound association. In addition, pre-kindergarten writing will be analyzed to determine understanding of words and their use to begin to write sentences. The pre-kindergarten teacher as well as kindergarten teachers are familiar with the CCLS for pre-kindergarten as well as kindergarten. Articulation between the pre-kindergarten teacher and the kindergarten teachers is integral to a successful transition for all our pre-kindergarten students.

The pre-kindergarten teacher models lessons that are aligned to the standards for students. These lessons include activities that are hands on, interdisciplinary and are developmentally appropriate for this particular age group. In addition, these activities provide for social interaction among students.

In the spring, the pre-kindergarten students get to visit each kindergarten classroom. They will interact with the students and have an opportunity to meet the teachers. This allows for a smooth transition to kindergarten because they have already met the kindergarten teacher and they are familiar with the classroom.

In the spring a parent workshop is hosted by the assistant principal. This workshop focuses on kindergarten expectations and what to do in order to prepare students for kindergarten. Parents receive a take home folder with materials and activities they can use to practice with their child during the summer. After the workshop, parents get a

tour of the kindergarten classrooms. They are introduced to the kindergarten teachers. After the tour there is a questions and answer session for parents.

**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.

Again this year, we will create a MOSL Team. The team will be comprised of teachers in grades K-5 as well as the administration. The team’s function will be to determine assessment measures that will be used to judge progress. The team will also determine a professional development plan will be designed to address the use of assessment and its implication for instruction as a result of the assessment selected to measure students’ progress and growth.

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	761,226.00	X	Page 12 AIS program, afterschool, books to be used for program
Title II, Part A	Federal	143,893.00		page11 professional development
Title III, Part A	Federal	27,788.00	X	page10 afterschool program
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,500,606.00	X	Page 10, 11,12 afterschool program, SETTS teacher; workshops conducted for

				parents by parent coordinator
--	--	--	--	-------------------------------

**<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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

---

## **SCHOOL PARENTAL INVOLVEMENT POLICY**

### **PART 1 GENERAL EXPECTATIONS**

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

◆ The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Education Act (ESEA). As we are conceptually consolidated the programs and activities will be opened to all students. The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

◆ In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities and parents of migratory children. This will include providing information and school reports required under Section 111 – State Plans of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.

◆ The school will involve all parents, as we are conceptually consolidated, of children served in Title 1, Part A program(s) in decision about how the Title 1, Part A funds reserved for parental involvement are spent.

◆ The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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

⊞ that parents play an integral role in assisting their child's learning;

⊞ that parents are encouraged to be actively involved in their child's education at school;

⊞ that parents are full partners in their child's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their child;

⊞ the carrying out of other activities, such as those described in Section 1:118 – Parent Involvement of the

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

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

⊞ 50% of the School Leadership team is comprised of parents.

⊞ These parents, along with the other members of the SLT, review statistics, formulate the Comprehensive Educational Plan, and assist in the determination of a budget.

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

⊞ Leveled Literacy Intervention

⊞ Funded Literacy and Math Programs

⊞ Universal Pre-Kindergarten Program

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

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

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

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

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

P.S. 506 will develop instructional resources for use by parents and by parent trainers. Our parent handbook will be distributed in September to every parent and on-going awareness sessions will be offered by our Parent Coordinator. This effort will familiarize the parents with the handbook. The handbook will be disseminated in native languages. Training will be provided by our Parent Coordinator for the parents to provide them with the skills they need to be more effective partners in their children's education.

Activities may include workshops on topics such as understanding the Title 1 and regular school programs, dealing more effectively with schools, using outside services of community agencies, understanding child development, supporting the instructional program at home, connecting the Common Core Learning Standards, communicating effectively with children and motivating youngsters and building their self-esteem including the principles of the Leader in Me program. In September, parents will attend curriculum conferences where the teachers will review the curriculum they are utilizing. The parents will be given materials explaining the following:

End of the year standards for each grade level, a brief description of the types of formal and informal assessments that will be given throughout the course of the school year as well as other classroom and school policies.

⊞ The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:

- Offering workshops, materials and educational websites.
- Continuing to offer parent resource center and lending library with materials such as trade books and educational articles.

⊞ The school with the assistance of the district community and parents will: educate its teachers, pupil services personnel, principals and other staff in how to communicate with and work with parents as equal partners. This effort will highlight and show the value and utility of parents. Parents programs will serve to build ties between parents and the schools by:

- Offering workshops given by the Parent Coordinator
- Disseminating the information the Parent Coordinator receives at district meetings.

⊞ The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title 1 participating children and all parents of students in P.S.506. It will be disseminated in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language that parents can understand:

- Staff members will translate letters into various languages.
- Students will record important meeting dates in their homework planner.
- Parents will receive a monthly calendar.

- Parents will be provided with information in a timely manner in a parent newsletter.
- Parents will be made aware of school events through Global Connect – a phone system that disseminates information in Native Languages.

**PART V ADOPTION**

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with the parents of children participating in

Title 1, Part A programs, as evidenced by the agenda and minutes from the 2015 Title I Parent Meetings.

This policy will be adopted by P.S. 506 for the 2015-2016 SY and will be in effect for the period of the 2015–2016 school year.

\_\_\_\_\_

Principal

\_\_\_\_\_

Date

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

\_\_\_\_\_

Parent’s Signature Date

**SCHOOL-PARENT COMPACT**

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

This School-Parent Compact is in effect during school year 2015–2016.

**PART I – REQUIRED SCHOOL – PARENT COMPACT PROVISIONS**

**School Responsibilities**

**P.S. 506 will:**

**⌘ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Common Core Learning Standards as follows:**

- Our teachers will meet weekly with their peers and the administration for study groups, planning sessions and professional discussions. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the Common Core Learning Standards.
- Teachers on each grade will follow Common Core Learning Standards based curriculum maps which were developed by classroom teachers.
- Teachers will use data from assessments to plan instruction according to their students' needs. Academic intervention will be provided to support the struggling students.
- The students will be given many resources to assist them in their educational journey. All classrooms have leveled libraries filled with an abundance of literature. The literature books are organized by genres, authors,

**⌘ Hold parent-teacher conferences (three times a year in schools and a curriculum conference night) during which this Compact will be discussed as it relates to the individual child's**

**achievement. In addition, class and school wide expectations will be addressed.**

**Specifically, those conferences will be held:**

- Parent-Teacher conferences are held in November, March and May
- Curriculum Conference Night will be held in September

**⌘ Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

- Official Common Core aligned report cards will be distributed in November, March and June.
- Kindergarten students will receive Common Core aligned report cards in January and June.
- Progress reports aligned to Common Core Learning Standards will be distributed twice a year, in

between report cards.

**⌘ Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

- Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.
- Parents can request to meet with the administration through the Parent Coordinator.
- Parents can request to speak with the Parent Coordinator as needed.

**⌘ Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:**

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

### **PARENT RESPONSIBILITIES**

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

#### **◆ Supporting my child's learning by making education a priority in our**

**home by:**

- ≥ making sure my child arrives on time and is prepared everyday for school
- ≥ talking with my child about his/her school activities everyday
- ≥ scheduling daily homework time
- ≥ providing an environment conducive for study
- ≥ making sure that homework is completed **and signed**.
- ≥ making sure that my child reads each night and completes a book response
- ≥ monitoring the amount and quality of television my children watch and use of technological devices

(ex:

- ◆ **Participating, as appropriate, in decisions relating to my child's education**
- ◆ **Promoting positive use of my child's extracurricular time**
- ◆ **Participating in school activities on a regular basis**
- ◆ **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding as appropriate**
- ◆ **Checking student correspondence folder and planner on a daily basis**
- ◆ **Reading to, by and with my child everyday**
- ◆ **Insuring my child completes a response in the Daily Reading Response Journal**

- ◆ Providing my child with a library card
- ◆ Communicating positive values and character traits according to the 7 Habits of The Leader in Me
- ◆ Respecting the cultural differences of others
- ◆ Helping my child accept consequences for negative behavior
- ◆ Being aware of and following the rules and regulations of the school
- ◆ Supporting the school discipline policy
- ◆ Expressing high expectations and offer praise and encouragement for achievement
- ◆ Updating phone numbers and addresses so that the school can reach my home with important information

## **PART II – OPTIONAL ADDITIONAL PROVISIONS**

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- ◆ come to school ready to do our best and be the best we can be
- ◆ come to school with all the necessary tools of learning: pencils, completed homework, books, etc.
- ◆ listen and follow directions
- ◆ live by your classroom mission statement reflective of the 7 habits
- ◆ participate in class discussions and activities
- ◆ be honest and respect the rights of others
- ◆ follow the school’s/class’ rules of conduct
- ◆ follow the school’s dress code
- ◆ ask for help when we don’t understand

- ◆ do your homework everyday
- ◆ study for tests and assignments
- ◆ read everyday outside of school time and complete daily reading response journal
- ◆ read at home with our parents
- ◆ get adequate rest every night
- ◆ use the library to get information and to find books that we enjoy reading
- ◆ give to your parents or to the adult who is responsible for your welfare, all notices and information we receive at school everyday

#### **OTHER RESPONSIBILITIES**

P. S. 506 will:

- ◆ Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely fashion.
- ◆ Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings such as, in the morning or evening so that as many parents as possible are able to attend.
- ◆ Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents and to the extent practical, in a language that parents can understand.
- ◆ Provide information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's

curriculum, the forms of academic assessment used to measure children's progress, and proficiency levels students are expected to meet.

◆ At the request of parents, provide opportunities for meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

◆ Provide to parents an individual student report about the performance of their child on the State assessment in English Language Arts and Mathematics.

◆ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

## Title III Supplemental Program for ELLs for the 2016-17 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, 2016.

Part A: School Information	
Name of School: _____	DBN: <u>20K506</u>
This school is (check one):	
<input checked="" type="checkbox"/>	conceptually consolidated (skip part E below)
<input type="checkbox"/>	NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input checked="" type="checkbox"/>	Before school
<input checked="" type="checkbox"/>	After school
<input type="checkbox"/>	Saturday academy
Total # of ELLs to be served: <u>120</u>	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/>	K
<input 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

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 10

# of certified ESL/Bilingual teachers: 10

# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

We are proposing a Robotics and Coding enrichment after school program for our ELL in grades 2-5. Students will be learning language and content through a STEM aligned curriculum created by Lego Education and Code.Org. Today's elementary students are tomorrow's creative problem-solvers, and we would like to equip them with the necessary STEM knowledge and skills to be innovative and imaginative thinkers. LEGO Education helps make abstract STEM concepts tangible by taking teaching out of the textbooks and putting it into the hands of our ELL students. The LEGO Education WeDo 2.0 curriculum pack is built on Next Generation Science Standards and delivers key science content to second through fifth grade students. The curriculum facilitates and supports a clear, easy-to-follow journey through subjects, including: life-, physical-, earth- and space sciences, and engineering. President Obama has articulated a clear priority for STEM education. The Committee on STEM Education (CoSTEM) are facilitating a cohesive national strategy, with new and repurposed funds, to increase the impact of federal investments in five areas: 1.) improving STEM instruction in preschool through 12th grade; 2.) increasing and sustaining public and youth engagement with STEM; 3.) improving the STEM experience for undergraduate students; 4.) better serving groups historically underrepresented in STEM fields; and 5.) designing graduate education for tomorrow's STEM workforce. At P.S. 506, we would like to get ahead of this initiative by starting STEM education now for our ELLs. We believe this will help strengthen their content knowledge, leadership skills, ability to work in teams, as well as develop their vocabulary.

We will be inviting all of our ELLs (Entering, Emerging, Transitioning, and Expanding) in grades 2-5 to participate in 10 sessions on Robotics and Coding after school. Our intention is to have approximately 10 licensed ENL/Bilingual pedagogues to teach the Lego Education and Code.Org curriculum. The program will run every Wednesday from 2:45 p.m.- 5:00 p.m. Students will spend half of the time learning robotics, and the other half coding. Sessions are scheduled to take place on October 19th, 26th, November 9th, 16th, 30th, December 7th, 14th, 21st, January 11th, 18th, 25th, February 1st, 8th, 15th, and March 1st, 8th, 15th, 22nd. More sessions will be scheduled pending budget. These dates are tentative. The program will be taught solely in English. A supervisor will be required to organize and supervise the student enrollment process, as well as supervise staff and evaluate program progress.

Each classroom will be utilizing laptops for both the coding and the robotics portion of the curriculum. We will be purchasing through Lego Education WeDo 2.0 Ready Go Classroom Packs. We will purchase enough packs to ensure that each pair of students will have a set of bricks to build each robot and complete a project. Proper software and a full STEM curriculum will also be included in the classroom packs.

### Part C: Professional Development

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

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

Begin description here: \_

Teachers will receive staff development at no cost to the program through workshops provided by the Brooklyn South Field Support Center and The Department of English Language Learners. In addition, professional development will be provided by the school on a weekly basis focusing on: differentiating instruction, analyzing data, questioning and questioning techniques, building academic language/ Tier II and Tier III vocabulary, moving students across reading levels, planning thoughtful instruction as well as scaffolds, infusing the New Generation Science Standards into the curriculum, preparing our ELLs for the 21st century through STEM, and implementing best practices for ELLs. These workshops will be provided by the ENL Coordinator, ENL teachers, teacher leaders, consultants, and the administrative staff.

In order to prepare the staff to teach the Lego Education program, we plan to use funding to bring in a staff developer from Sunset Spark. Teachers will be provided with an initial training to prepare them to teach the Coding/Robotics curriculum, and then continue to receive year long support, which includes in-person visits and lessons from the organization.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

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

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

October - Reviewing school expectations

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

November- Effective parent teacher conferences

How to create a good environment for homework

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

Understanding the NYSITELL - How to support language development at home

### Part D: Parental Engagement Activities

January - How to Create a Good Environment for Homework

How to bring STEM into the home?

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

March - Understanding and Preparing for the NYSESLAT

April - TBA

May - TBA

June - TBA

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

Parents will be invited on the first session of the Robotics & Coding after school program to meet with the program coordinator and administrator to discuss the expectations and rules of the program.

Parents will also be invited to the final session of the program for the Robotics & Coding Showcase. Students will present their projects and teach their parents about robotics and coding.

The Dual Language teachers will provide two workshops to parents of Dual Language Students on October 11th and 18th to support Home Language Arts (Spanish) during Parent Engagement time. They will be teaching parents about the Estrellita program, and have parents practice teaching the program to their children as if they were the teachers. Parents will be given tools to use in the home to accelerate and support phonics/vocabulary instruction in Spanish. Funding will be used to purchase refreshments for parents attending the workshops. Future workshops will be planned based on parental needs/requests.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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>20</b>	Borough <b>Brooklyn</b>	School Number <b>506</b>
School Name <b>P.S. 506</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>Dana Parentini</b>	Assistant Principal <b>Ellie Vargas/Maria Grajales</b>
Coach <b>NA</b>	Coach <b>NA</b>
ENL (English as a New Language)/Bilingual Teacher <b>Yulya Kravchik</b>	School Counselor <b>Luz Cuervo</b>
Teacher/Subject Area <b>Angela Hebert/Dual Language</b>	Parent <b>Norma Mendez</b>
Teacher/Subject Area <b>Daysi Garcia/ENL Teacher</b>	Parent Coordinator <b>Jessica Penate</b>
Related-Service Provider <b>Anna Hernandez/School Psych.</b>	Borough Field Support Center Staff Member <b>Christine Etienne</b>
Superintendent <b>Karina Constantino</b>	Other (Name and Title) <b>R. Castillo-Siegel/4<sup>th</sup> Grade</b>

### 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>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>8</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>6</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</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>3</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</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>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	810	Total number of ELLs	223	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	-----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 checked="" 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 <input type="checkbox"/>
---	--

### 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	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					
All ELLs	223	Newcomers (ELLs receiving service 0-3 years)	200	ELL Students with Disabilities	35
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	23	Long-Term (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		
TBE	0	0	0	0	0	0	0	0	0	0	0
DL	15	0	0	0	0	0	0	0	0	0	0
ENL	185	0	22	23	0	13	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 11

**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 Spanish	15	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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):  
0

Number of students who speak three or more languages: 0

### 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	21	31	16	13	14	9								0
Chinese	24	35	14	9	6	9								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	1	1	0	2	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other PO/UR	0	0	1	1	0	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)	10	5	3	5	3	6								0
<b>Emerging</b> (Low Intermediate)	8	7	4	4	4	3								0
<b>Transitioning</b> (High Intermediate)	9	9	2	6	3	4								0
<b>Expanding</b> (Advanced)	39	11	16	3	9	15								0
<b>Commanding</b> (Proficient)	8	7	15	4	4	4								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	0	0	0	0	0	0	0	0	0	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	8	8	30	19	9	10								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	0	0	0	0
4	13	2	0	0	0
5	20	2	1	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11	5	2	1	0	0	0	0	0
4	9	1	2	1	0	3	1	0	0
5	10	5	5	3	2	2	0	2	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	3	1	7	2	5	2	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Living Environment				
Physics				
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:**

1. 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. 506 uses the DRA-2 to assess the early literacy skills of ELLs. The DRA-2 provides data on reading engagement, accuracy, oral reading fluency, and comprehension. The DRA Word Analysis gives us insights on how our ELLs attend to and work with the various components of spoken and written words including: phonological awareness, metalanguage, letter/high frequency word recognition, phonics, and structural analysis and syllabication. The data helps us monitor the literacy growth of our ELLs over time. Teachers also use running records, student conferences, and classroom observations to assess the literacy progress of ELLs.

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

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

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

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

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

The reading growth continued during the 2014-2015 school year. The following results were noted using our May 2015 DRA data:

Of the 19 third grade students, 18 advanced two levels or more and 1 remained the same.

Of the 18 fourth grade students, 6 advanced one level, 9 advanced two levels or more and 3 remained the same.

Of the 31 fifth grade students, 3 advanced one level, 28 advanced two levels or more and none remained the same.

The DRA-2 is administered three times a year. After each assessment period, the data is closely monitored and programs are reorganized if necessary to address students' needs. Since the reorganization of the ESL program to include guided reading groups was successful, guided reading will continue during the 2015-2016 school year. ESL teachers will closely monitor DRA-2 results, and create groups and teaching points to address student needs.

For the 2015-2016 school year, P.S. 506 will be opening up a Spanish Dual Language program in Kindergarten. We will be using the EL SOL assessment to monitor the progress of the Dual Language Kindergarten students. EL SOL is a tool designed to help Spanish bilingual teachers in the early childhood grades look at each student's progress in learning the skills necessary to read and write, and to help teachers develop an appropriate instructional program for each student. EL SOL looks at each student's progress in four strands:

Alphabet/Sight Words- measures each student's ability to recognize alphabet letters by name and sound, and to recognize common words by sight.

Reading- measures each student's ability to read and understand text.

Writing Mechanics- measures each student's ability to express meaning through writing, using correct grammar and punctuation.

Phonemic Awareness- measures each student's sensitivity to the sounds of language and his/her awareness of phonemes.

Utilizing EL SOL will ensure that every student is making progress in acquiring the skills necessary to become an independent reader and writer.

EL SOL is a continuum of reading and writing skills, ranging from Getting Ready to Read/Write to the Independent Reader/Writer. The student is placed on the continuum in each of the four strands. Teachers will share the results in conferences with parents and students.

EL SOL is used to tailor instruction to meet the literacy needs of each student.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data patterns across proficiency levels on the NYSITELL and NYSESLAT throughout the grades revealed progress in language development from one grade level to the next. The majority of our kindergarten students were newcomers and possessed limited English language skills in the Fall of 2014 as is evidenced by the NYSITELL, however, by Spring 2015, 53% of the population scored on the expanding level and only 14% on the entering level. In Kindergarten 10 students scored on the entering level on the NYSESLAT, and in fifth grade only 6 students scored on the entering level. In first grade there are 11 expanding students, meanwhile there are 15 students in the fifth grade. This data reveals the amount of students who are beginners decreased while the amount of advanced students increased throughout grade levels as students progress through the ENL program. The data shows our ENL program is successful at helping students progress across proficiency levels; hence we will continue following the past curriculum.

When we analyzed the overall NYSESLAT Proficiency Results, we also noticed that when students reached the end of a testing band, the number of students who became proficient or advanced increased. For example, the total number of our second grade ELLs (25) is lower when compared to our total number of first grade students (32).

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Annual Measureable Achievement Objectives (AMAO) are calculated using three different metrics. AMAO #1 measures the percentage of students making progress in English as determined by: advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years; making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years; or scoring at the intermediate level or above on the NYSESLAT for students with one data point. AMAO #2 measures the percentage of students attaining English language proficiency by attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT). The AMAO #3 measures if students are making Adequate Yearly Progress (AYP) on the State assessments in English Language Arts (ELA) and Mathematics.

At P.S. 506 we use the AMAO tool to create an after school program for students with high AMAO warning indicators. The after school program targets instruction in ELA/NYSESLAT based on individual needs. Programs and services for both ELLs and non-ELLs are reviewed to cater to the needs of the students. Students with high warning indicators are also monitored and tracked by both teachers and the RTI team. Professional development sessions are created around scientifically based research strategies and activities to support teachers in creating effective lessons and units paying close consideration towards ELLs who are struggling according to the data on the AMAO. The AMAO tool helps P.S. 506 to identify students who are not making Adequate Yearly Progress on State assessments, as well as those that aren't making progress on the NYSESLAT by either decreasing levels or remaining stagnant. After identification, plans are made for students to target instruction to areas of need.

P.S. 506's data reveals that students with special needs who are also English Language Learners have the highest warning indicators. The next group of students who are at a high risk are the ELLs who are in 4<sup>th</sup> and 5<sup>th</sup> grades, and have been attending a NYC schools system since Kindergarten. After looking at the data, both groups have weaknesses in reading and writing. Hence they are struggling on the NYSESLAT and ELA because of this. To combat these areas of need, this year the ENL department is incorporating a new program called National Geographic Reach. Guided reading alone was not effective in aiding these students to succeed. Reach incorporates language, vocabulary, reading, writing, and content for elementary students. It actively engages and immerses students in a connected, expanding, and dynamic language environment. The program layers and scaffolds essential skills and strategies to move all learners to independence. Reach is a K-6 reading and language arts program built to meet the demands of the Common Core State Standards. It includes explicit and systematic whole and small group instruction at all grades with engaging reading resources including authentic leveled libraries, motivating main selections, and relevant, meaningful practice. Reach is built around unit themes and Big Ideas with each unit focusing on either a science or social studies topic. Teachers will teach reading strategies and provide students with strategies to access complex text through content-based selections, including National Geographic exclusives. Reach is also structured and flexible to adapt to the needs of individual classrooms and teaching philosophies. With Reach students will increase comprehension, fluency and knowledge through high-interest, age appropriate National Geographic texts, videos, and images. All resources are also available through an interactive digital platform, myNGconnect, that includes eEditions, recording options for fluency, customizable lesson plans, eAssessment, and more. By using this program in conjunction with careful monitoring and planning, we are hopeful students will decrease in warning indicators and show progress across subjects.

4. 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. Prior to September 2015, P.S. 506 did not have a Dual Language program. Past patterns across proficiencies and grades reveal the majority of our ELLs perform better in English compared to their native languages on standardized tests. (Refer to charts 4 and 5 in Part !!!). However, if a student is new to the country, and has a strong content knowledge and literacy background, then they will do well on the exams offered in the home language.

4b. P.S. 506 does not administer the ELL Periodic Assessments. In the past, we have found that the ELL Periodic Assessments were not accurately aligned to the NYSESLAT, hence the data was not useful in guiding instruction and planning for small groups. However, from other assessments (DRA2, Journey's Exams, etc.) administered at P.S. 506, the school leadership team along with classroom teachers and the academic intervention service (AIS) teachers use the results to identify areas of need. We utilize the results to form small groups that target specific skills and differentiate the instruction to meet the needs of students. The data from periodic assessments are also used to form tutorial ENL after school and Saturday programs. Classroom and ENL licensed teachers utilize informal assessments such as observations to track student progress in all four modalities (speaking, listening, reading and writing). Small groups are immediately formed to address reading and writing needs. In whole group, students with specific speaking and listening needs are targeted during lessons utilizing sentence prompts and questioning allowing practice of the skills students need to acquire. ENL teachers also use Reach assessments to track the progress of students across units, and adapt lessons to meet the needs of students.

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

From the ELA Item Analysis spreadsheet, the school is learning that: ELL students struggle with unknown complex vocabulary in context, inferencing, identifying main idea and providing supporting details, evaluating the content by identifying the author's purpose, usage of graphic organizers to record significant details, and distinguishing between fact and opinion. Administrators and all teachers carefully scrutinize the results of the past ELA, as well as DRA2 and Journey's reading tests, to form small groups that target the specific areas of

need. Progress is carefully tracked through formal and informal assessments before moving on to the next skill. The data is shared with all teachers who service ELL students in order to ensure purposeful and collaborative planning.

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

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

Since we have a Freestanding English as a New Language program across the school, the native language is not used during instruction. However, bilingual glossaries are provided to students for math, science, and social studies. Native language books are available in classroom libraries. Teachers, when applicable mention cognates to aid with comprehension. In the Kindergarten Dual Language program, students are learning mathematics, science, social studies, and native language arts in the target language, Spanish.

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](#).]

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
- Second language development is an essential consideration for instructional decisions at P.S. 506, as many of our students are identified as ELLs (as well as Former ELLs). Once students are identified as ELLs, they are placed (according to the parent survey) either into a Dual Language class, ENL self-contained class or into general education class serviced by a push-in/pull-out ENL instructor. Thereby, students are assured to receive targeted instruction from professionally certified instructors (whether it be in a self-contained environment or through push-in/pull-out services). As certified teachers, these instructors make daily decisions about how best to support language development. This can be through scaffolds (i.e. language prompts, graphic organizers), differentiation (targeted small group work) and strategies (extra visuals, supportive conferencing). Additionally, the curriculum itself includes various strategies to support students' new language development. During planning days, each grade modifies the curriculum in order to meet the language needs of various students (including ELLs at different levels of proficiency). Various scaffolds, language functions, structures and supportive teaching points are added into the school-wide curriculum.

All instructional decisions are driven by data therefore, teachers always consider the NYSESLAT scores when planning instruction for ELLs. Each teacher that has ELLs in the classroom is provided with the child's NYSITELL and/or NYSESLAT score. The ENL Coordinator also distributes the RMNR/RLAT report to teachers of ELLs. The report breaks down the scores of each modality (reading, writing, listening, and speaking). When developing lessons, teachers consider the modality students had difficulty in and plan in order to enhance those particular skills and strategies. For example, if students are struggling with the speaking modality, teachers provide conversational prompts geared to aid students during discussions. Entering and emerging students receive more language and vocabulary development to support English language acquisition. Transitioning and expanding students are proficient in listening and speaking, however, they have difficulty in reading and writing. For these students, teachers focus on reading and writing during instruction.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- a. Within our Dual Language program, English proficient students (EPs) are assessed in the second (target) language using the Estrellita program (an assessment of decoding, fluency, vocabulary). Students are also assessed using El SOL. El SOL assists teachers in measuring each Spanish bilingual student's (ELLs and EPs) progress in literacy and to inform instruction. EPs are taught Math in Spanish. Go Math provides assessments in Spanish, so not only is content assessed but also the target language. Social Studies and Science are taught in Spanish as well. Students perform oral, written, and reading tasks in Spanish. All work is graded and used to assess the target language acquisition of EPs.

b and c. September 2015 will be the first year we are starting the Dual Language program, hence we do not have any data at this time about levels of language proficiency in the target language or how EPs are performing on State and other assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The success of our ENL program is evaluated by monitoring the growth of ELL students as evidenced by the DRA-2, AMAO tool, informal assessments, New York State Standardized tests, and class work. Success is also evaluated by monitoring the increase in proficiency levels on the NYSESLAT.

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

These results show the success of our ENL program.

## Part IV: ELL Identification Process

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

- 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.

The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

When parents enroll their child in P.S. 506, the school must first determine the enrollment status category to which the student belongs.

Students who have never been to any NYC or NYS public school must complete the entire ELL Identification Process beginning with the determination of the home language.

If a student is enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years), then P.S. 506 will obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students will continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

If a student is enrolling as a former New York City or New York State public school student, and they are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years, they must complete the entire ELL Identification Process from the beginning with the determination of the home language. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students will continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

The following 4 steps and placement into the ELL program chosen by the parent are completed within 10 school days (20 school days for students entering with IEPs). First, a qualified ENL licensed pedagogue (Daisy Garcia, Jacqueline Gutierrez, Yulya Kravchik, Amela Cekic, Ariel Cutler, or Luz Peralta) administers the Home Language Identification Survey to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues to Step 2. For students whose home language is not English, P.S. 506 will administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). The school will determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, a trained ESL pedagogue (Daisy Garcia, Jacqueline Gutierrez, Yulya Kravchik, and Luz Peralta) will do the following: interview the student in both English and the home language; review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, P.S. 506 will use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step. NYSITELL eligibility for students entering with IEPs (from within the United States) will be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of: a school administrator (Maria Grajales), a teacher of English to speakers of other languages (Yulya Kravchik), the director of special education's designee (Anna Blaustein), the bilingual school psychologist, and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT. These procedures will be used for initial entry into DOE schools or reentry after 2 years. Based on evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the

student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The parent/guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language. If the superintendent determines that the student must take the NYSITELL, P.S. 506 will administer the NYSITELL within the 5 additional school calendar days (if necessary) and notify the parent/guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

After the NYSITELL exam is administered to all eligible students, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, P.S. 506 informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). Parents receive entitlement letters or non-entitlement letters. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB by Daysi Garcia, Jacqueline Gutierrez, or Luz Peralta at the time of initial enrollment (or reenrollment) during the same 10-day testing window. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

For students coming from a NYS public school (outside of the NYCDOE), P.S. 506 will contact the sending NYS public school to obtain home language designation, NYSITELL (or LAB- R) and NYSESLAT results within 2 business days. These data and related documents are placed in the student's cumulative folder and inputted into designated ATS screens. If the data is not received within 5 school days of enrollment, P.S. 506 will conduct the ELL Identification Process as outlined previously and treat student as new to NYS and NYC. If we receive the ELL identification information from a previous NYS public school after we have implemented the ELL Identification Process, P.S. 506 will input this data into ATS overriding our ELL identification results. If the NYS public school indicates the student is an ELL, we will provide a parent orientation meeting to the student's parents/guardians.

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).

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. All schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. All of the same steps as outlined previously to identify an ELL. take place. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the SIFE Identification Process as outlined below takes place for students who are newly identified ELLs, and in grades 3 to 9, and scored at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. The SIFE Identification Process is as follows:

1. First a licensed ENL pedagogue (Daysi Garcia, Jacqueline Gutierrez, Yulya Kravchik, or Luz Peralta) administers the oral interview questionnaire.
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered.

The initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

The following 4 steps and placement into the ELL program chosen by the parent are completed within 10 school days (20 school days for students entering with IEPs). First, a qualified ENL licensed pedagogue (Daysi Garcia, Jacqueline Gutierrez, Yulya Kravchik, or Luz Peralta) administers the Home Language Identification Survey to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues to Step 2. For students whose home

language is not English, P.S. 506 will administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). The school will determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, a trained ESL pedagogue (Daysi Garcia, Jacqueline Gutierrez, Yulya Kravchik, or Luz Peralta) will do the following: interview the student in both English and the home language; review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, P.S. 506 will use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step.

NYSITELL eligibility for students entering with IEPs (from within the United States) will be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of: a school administrator (Maria Grajales), a teacher of English to speakers of other languages (Yulya Kravchik), the director of special education's designee (Anna Blaustein), the bilingual school psychologist, and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT. These procedures will be used for initial entry into DOE schools or reentry after 2 years. Based on evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The parent/guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language. If the superintendent determines that the student must take the NYSITELL, P.S. 506 will administer the NYSITELL within the 5 additional school calendar days (if necessary) and notify the parent/guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

After the NYSITELL exam is administered to all eligible students, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, P.S. 506 informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). Parents receive entitlement letters or non-entitlement letters. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are administered the Spanish LAB by Daysi Garcia, Jacqueline Gutierrez, or Luz Peralta at the time of initial enrollment (or reenrollment) during the same 10-day testing window. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment.

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.

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

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).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

P.S. 506 will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process will be completed within 20 school calendar days.

Parents will be notified of their right to appeal ELL status in their entitlement and nonentitlement letters provided to them in their preferred languages.

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.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. P.S. 506 notifies parents of their child's eligibility for ELL services through entitlement letters and provides information and program selection through parent orientations (in the parents' preferred languages), following the steps outlined below. P.S. 506 does not refuse admission to zoned students or students assigned by the DOE's Office of Student Enrollment based on their ELL status or program needs.

When a new ELL enrolls, P.S. 506 informs parents of the three instructional models available in New York City regardless of whether the preferred model is currently offered in the school. To inform parents of these options, P.S. 506 provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded. During the orientation, P.S. 506 also provides information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation is in a language or mode of communication that the parent or guardian best understands. P.S. 506 contacts the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.

After parents are informed of all three program models at the parent orientation, P.S. 506 provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The ENL Coordinator documents all attempts to gather initial parent selection preference.

Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154 as amended by the Aspira Consent Decree, that requires the opening of a bilingual program, which are as follows:

- In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades

The ENL Coordinator is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school.

Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

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

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

Parent orientations are held on an ongoing basis to accommodate newcomer ELLs that enter the school through the school year. Parent orientations are held within 10 days of student enrollment. Placement letters are sent to parents to notify them which program their child was placed into.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. P.S. 506 notifies parents of their child's eligibility for ELL services and provides information and program selection through parent orientations (in the parents' preferred languages). To inform parents of their options, P.S. 506 provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded. During the orientation, P.S. 506 also provides information on standards, curriculum, and assessments. The parent orientation session also provide a section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs.

After parents are informed of all three program models at the parent orientation, parents are provided with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. Parents complete the survey during the orientation. If a parent needs more time to complete the survey, they are allowed to bring the paperwork home. The parent is informed that they must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. P.S. 506 documents all attempts to gather initial parent selection preference. Jessica Penate, Parent Coordinator, and Yulya Kravchik, ENL Coordinator, make frequent outreach telephone calls as well as letters to parents to ensure the surveys are returned in a timely manner.

Students who are placed in ENL as a result of the parents' not returning the survey are counted towards minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program. In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades. All parents are notified of their child's placement through the Placement letter, which is also filed into the student's cumulative record.

The ENL Coordinator, Yulya Kravchik, is then responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL Coordinator monitors the Parent Survey and Program Selection forms on a master excel spreadsheet of all ELLs. Parents who have not completed and returned the forms are contacted via telephone calls and letters. All outreaches are documented.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL department, after analyzing the Parent Survey and Program Selection forms, sends placement parent notification letters to parents through the student's homework folder in the parents preferred language. All letters are also placed in the child's permanent record. The ENL Coordinator also files all corespondences between the school and parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents (including but not limited to those listed below) is kept in the student's cumulative record. The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

Additionally, the ENL Coordinator, Yulya Kravchik, maintains an ELL Folder of Critical Documents, which contains these documents in a central location for ease of review. P.S. 506 refers to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA).

Critical ELL documents include the following:

- o Dated and signed copies of each student's Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter

- o Entitlement letters (newly identified ELLs)
- o Continued entitlement letter (continuing ELLs)
- o Non entitlement letter
- o Language Proficiency Team NYSITELL Determination Form

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

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

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

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

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

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

Parents of newcomer students who were determined LEP by the NYSITELL are invited to attend parent orientations. At the parent orientations, translators assist Ms. Yulya Kravchik by speaking to all parents in their native languages. The Parent Survey and Program Selection Forms are completed in the parents' native language at the parent orientation and at one-on-one meetings. If parents miss the parent orientations, the ENL Coordinator reaches out to them to either conduct phone interviews or invite parents to

attend one-on-one meetings. All forms are collected and filed by the ENL Coordinator. The ENL Coordinator makes copies of the forms to keep on record. Soon after, the forms are placed back into each child's cumulative record. In the case that a parent refuses to complete and sign the forms, the ENL Coordinator documents it in her records and the choice becomes bilingual by default as mandated by the state.

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

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

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).

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

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

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

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

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

In 2015, 49% of parents opted for the Freestanding English as a New Language program, 27% for the Transitional Bilingual program, and 24% for the Dual Language program.

For the 2015-2016 school year, P.S. 506 opened a Dual Language program in kindergarten to honor parent choice because more than 15 parents in kindergarten chose the Spanish Dual Language program. Programs at P.S. 506 continue to align with Parent Choice.

## 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.

At P.S. 506 we currently offer the Free Standing English as a New Language program. Our Free Standing English as a New Language program includes two models: self contained and push-in / pull-out. Students at the Entering and Emerging levels of proficiency receive 360 minutes of Standalone ENL and Intergrated ENL/ELA instruction per week. Students at the Transitioning and Expanding proficiency levels receive 180 minutes of Intergrated ENL/ELA instruction and English Language. At P.S. 506 we have self contained classes in grades kindergarten through grade two. Students in these classes participate in ENL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ENL techniques and methods. Students spend their instructional day with a certified ENL teacher who provides instruction in all curricular areas. Students in self contained classrooms are grouped heterogeneously in terms of proficiency levels. Self contained teachers are dually certified in ESOL and general education (Common Branch).

We utilize the push-in/pull-out model at P.S. 506 for grades kindergarten through fifth. If ENL teachers are duly certified in ESOL and the content areas (Common Branch), they utilize the pull-out model. Teachers who are only certified in ESOL, push-in for ELA instruction and pull-out for stand alone ENL. The push-in/pull-out model involves ELLs in general education and special education classes. Students at the Entering and Emerging levels of proficiency receive 360 minutes of push-in/pull out Standalone ENL and Intergrated ENL/ELA instruction per week from licensed ENL teachers. Students at the Transitioning and Expanding proficiency levels receive 180 minutes of Intergrated ENL/ELA push-in/pull-out instruction provided by licensed ENL teachers. The ENL teacher works collaboratively with the classroom teacher on literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided reading instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained classes, instruction is differentiated and supported by ENL methods in accordance with the Common Core Standards. All mandated minutes and units of instruction are dictated by CR Part 154, and strictly followed by ENL teachers.

Our self contained classes follow the block model. Each class travels together as a group. The students are mixed heterogeneously (mixed proficiency levels) in the self contained classes. Instruction for the self contained classes, in all subject areas, is delivered by the same licensed ENL teacher.

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

In our pull-out model, dually certified teachers group students based on proficiency levels and provide the mandated amount of minutes of Standalone ENL and Intergrated ENL/ELA instruction according to CR Part 154.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

P.S. 506 has a Kindergarten Spanish Self-Contained 50-50 model Dual Language class. The Dual Language (DL) program follows a model where English proficient students and ELLs of one common language (Spanish) learn together in two languages, English and the target language (Spanish). In our Dual Language classroom, students will not only develop new language skills and learn academic subjects in both languages, they will also practice and share language and culture with each other, making them bilingual, biliterate and bicultural. Our dual language programs offer students accessibility to high quality rigorous Common Core (CCLS) aligned instruction that will prepare students for college and careers in the 21st century.

The DL program for PS 506 is one Kindergarten Spanish Self Contained class using the 50-50 model. One certified bilingual teacher services approximately 14 Ells and 11 EPs for a total of 25 students. There is a clear separation of printed

languages in the DL self-contained classroom. The teacher sets up bulletin boards and displays student work using the English language on one side of the room and the target language on the other. The print in English is blue and for Spanish in red. Bulletin boards for subject areas are also be color-coded. A multicultural bulletin board is used as an instructional tool when celebrating the students' culture for the month. Instructional tasks as well as instruction are sequential, not repetitive, and aligned to the CCLS. The materials chosen reflect the 50/50 model in quantity and quality.

Administration has discussed that during instruction translation is avoided in order to ensure true immersion in each language. Instruction will be provided in two languages, so that students become proficient in reading, writing, and speaking in English and in Spanish. ELLs enrolled in DL programs receive ESL instruction as a part of their academic schedule. Students receive Math, Social Studies, Science, and Native Language Arts instruction in the target language. Students receive literacy instruction in English. Mandated minutes of target language instruction and ENL instruction is followed in accordance to CR Part 154. ELL students in the DL program are of mixed ENL abilities.

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)?

Out of classroom ENL teachers plan schedules by looking at CR Part 154 and the RLAT to ensure the mandated number of instructional minutes are provided according to proficiency levels in each program model. Program cards noting the various proficiency groups, type of instruction (Stand alone versus Integrated), and location. This ensures that all students are receiving their mandates.

At P.S. 506 we currently offer the Free Standing English as a New Language program. Our Free Standing English as a New Language program includes two models: self contained and push-in / pull-out. Students at the Entering and Emerging levels of proficiency receive 360 minutes of Standalone ENL and Intergrated ENL/ELA instruction per week. Students at the Transitioning and Expanding proficiency levels receive 180 minutes of Intergrated ENL/ELA instruction and English Language. At P.S. 506 we have self contained classes in grades kindergarten through grade two. Students in these classes participate in ENL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ENL techniques and methods. Students spend their instructional day with a certified ENL teacher who provides instruction in all curricular areas. Students in self contained classrooms are grouped heterogeneously in terms of proficiency levels. Self contained teachers are dually certified in ESOL and general education (Common Branch).

We utilize the push-in/pull-out model at P.S. 506 for grades kindergarten through fifth. If ENL teachers are duly certified in ESOL and the content areas (Common Branch), they utilize the pull-out model. Teachers who are only certified in ESOL, push-in for ELA instruction and pull-out for stand alone ENL. The push-in/pull-out model involves ELLs in general education and special education classes. Students at the Entering and Emerging levels of proficiency receive 360 minutes of push-in/pull out Standalone ENL and Intergrated ENL/ELA instruction per week from licensed ENL teachers. Students at the Transitioning and Expanding proficiency levels receive 180 minutes of Intergrated ENL/ELA push-in/pull-out instruction provided by licensed ENL teachers. The ENL teacher works collaboratively with the classroom teacher on literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided reading instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained classes, instruction is differentiated and supported by ENL methods in accordance with the Common Core Standards. All mandated minutes and units of instruction are dictated by CR Part 154, and strictly followed by ENL teachers.

Our self contained classes follow the block model. The students are mixed heterogenouly (mixed proficiency levels) in the self contained classes. Instruction for the self contained classes in all subject areas is delivered by the same licensed ENL teacher.

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

In our pull-out model, dually certified teachers group students based on proficiency levels and provide the mandated amount of minutes of Standalone ENL and Intergrated ENL/ELA instruction according to CR Part 154.

The DL program for PS 506 is one Kindergarten Spanish Self Contained class using the 50-50 model. One certified bilingual teacher services approximately 14 Ells and 11 EPs for a total of 25 students. There is a clear separation of printed languages in the DL self-

contained classroom. The teacher set-up bulletin boards and displays student work using the English language on one side of the room and the target language on the other. The print in English is blue and for Spanish in red. Bulletin boards for subject areas are also be color-coded. A multicultural bulletin board is used as an instructional tool when celebrating the students' culture for the month. Instructional tasks as well as instruction are sequential, not repetitive, and aligned to the CCLS. The materials chosen reflect the 50/50 model in quantity and quality.

Administration has discussed that during instruction translation is avoided in order to ensure true immersion in each language. Instruction will be provided in two languages, so that students become proficient in reading, writing, and speaking in English and in Spanish. ELLs enrolled in DL programs receive ESL instruction as a part of their academic schedule. Students receive Math, Social Studies, Science, and Native Language Arts instruction in the target language. Students receive literacy instruction in English. Mandated minutes of target language instruction and ENL instruction is followed in accordance to CR Part 154. ELL students in the DL program are of mixed ENL abilities.

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.

Core content in the Freestanding English as a New Language is taught in English using ENL methodologies of teaching. Various instructional approaches and methods are used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Special attention is paid to vocabulary and language development when creating lesson plans. Language functions and structures are included. Scaffold and principles of UDL are utilized to differentiate instruction for various ELL proficiency levels.

In the Dual Language program, content areas (Math, Social Studies, and Science) are taught in Spanish. Literacy is taught in English. There is also a native language arts block. The DL teacher uses visuals, graphic organizers, sentence frames, word walls, etc. to foster language development in the target language and English to meet the demands of the Common Core Learning Standards.

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

P.S. 506 uses EL SOL, Spanish Go Math, Estrellita, formal and informal assessments to evaluate students in their home language throughout the year. Assessments are used to drive instruction and ensure students are acquiring the target language.

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

The reading modality is evaluated continuously using DRA-2 and informal running records, in order to track progress throughout the year. The writing modality is evaluated using baseline writing and post unit assessments. Baseline writing and post unit assessments are analyzed using a Common Core aligned rubric. Listening and speaking modalities are evaluated informally through classroom interactions and discussions. Data is consistently utilized by classrooms and ENL teachers to promote growth in the four modalities.

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

Our instructional plan for Students with Interrupted Formal Education (SIFE) is as follows:

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

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

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

6b. Our instructional plan for newcomers is as follows:

Students identified, through their home language survey, are eligible for testing and the administration of the NYSITELL, within ten days of registering. In the case of students coming from other city schools, a verification of testing is done through ATS. Students categorized as Entering and/or Emerging are provided with 360 minutes of Standalone ENL and Integrated instruction per week. Students who scored Transitioning and Expanding are provided with 180 minutes of Integrated ENL instruction. Support for these students is given in the following:

- Participation in Title III afterschool program.
- National Geographic Reach is used in the classroom to provide ENL instruction in the classroom.
- Classroom libraries are leveled and contain varied genres.
- All ELLs are held to the Common Core State Standards.
- Instructional programs use materials that are aligned to the Common Core State Standards.
- On-going formal and informal assessments are provided to assure that students' achievement is periodically measured.
- Small groups and individualized instruction is based on assessments.
- The newcomers will be emerged in a 12 week program to prepare the students with the basic understanding of the English language.

6d and d. Our instructional plan for the Long Term English Language Learners:

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

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

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

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

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

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

7. 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.

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

P.S. 506 initiates a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands must be utilized through the re-identification process. During Phase 2 the following steps are taken:

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3, and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification is in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar

days.

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?

We currently have an Intergrated Co-teaching Kindergarten, First, Second, Third, Fourth, and Fifth grade class; a licensed ENL teacher services the ELLs. In addition, we have a 12:1:1 in grades K, 1 and 4. Services for our special education students are provided by our push-in/pull-out ENL teachers. The ENL teachers work collaboratively with special education teachers in the 12:1:1 and ICT classrooms to review the goals of each student as indicated on their Individualized Education Plan.

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

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

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

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

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

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

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

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

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

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

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

Chart

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

Inquiry will be focused around ELL-SWDs and using data to determine student progress and next instructional steps.

**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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

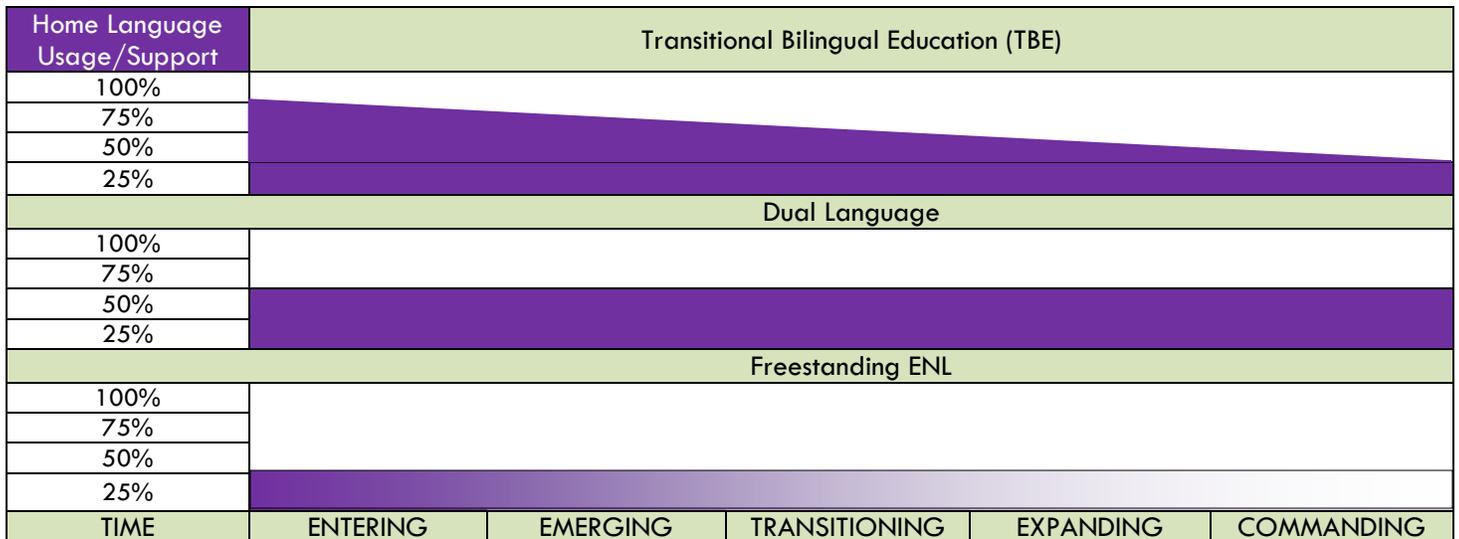


\*Note: “other approved services” does not apply to New York City at this time.

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

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

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

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

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

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

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

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

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

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

The Rtl team at P.S. 506 consists of the building's administrators, AIS teachers, Speech therapists, ESL teachers, SETTS teachers, and other service providers. Each member possesses in depth knowledge of their field. The team has a systematic approach for examining how ELLs' backgrounds and educational contexts (i.e., first and second language proficiency, educational history including bilingual models, immigration pattern, socioeconomic status, and culture) have an impact on their academic achievement in

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

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

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 success of our ENL program is evaluated by monitoring the growth of ELL students as evidenced by the DRA-2, Unit tests, informal assessments, New York State Standardized tests, and class work. Success is also evaluated by monitoring the increase in proficiency levels on the NYSESLAT and analyzing data from the AMAO.

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

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

We have added the National Geographic Reach program to provide more writing instruction to ELLs to boost that modality as we have noticed students are struggling with writing. This will continue to ensure our ELL's success.

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

The National Geographics Reach program will be utilized.

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

N/A

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

All ELLs are afforded equal access to all school programs. ELLs participate in the violin program, student council, student Lighthouse team, Mighty Milers, Title III afterschool program, Saturday Academy, etc. The after-school program for ELLs was created to help support struggling ELLs and further push those who are on level. In the after-school program language is developed and literacy skills are strengthened. Students are prepared for the ELA and the NYSESLAT. The NYSESLAT after school program is being funded through Title III funds. The ELA after school program as well as the Saturday academy for ELL students is pending Title I funding. This program is used as both an intervention and enrichment. Students are placed into small groups based on need. Our ENL teachers provide additional literacy support for former ELL students to ensure their continued academic success.

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.

**Resources and Instructional Materials Used to Support ELLs:**

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

Differentiation of instruction to meet the language needs of students is achieved through techniques and strategies the ENL teachers use. Our ENL teachers use the program National Geographic Reach. It is a program that includes guided reading materials, big books, videos and mp3s for the students to listen and follow stories. They also use Getting Ready for the NYSELAT and Beyond in Preparation for the NYSELAT as supplementary test prep materials.

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

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

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

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

In the Dual Language classroom, home language support is provided by the bilingual teacher in small groups or whole group as needed. Visuals, bilingual charts and word walls support the home language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required support services and resources correspond to ELLs' ages and grade levels. ELLs are placed into age appropriate classrooms and utilize age appropriate materials. Small groups are conducted with students at the same grade level.
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).

The Parent Coordinator and ENL Coordinator assist newly enrolled ELLs who enter the school. They answer all questions parents may have about the school, ELL programs, and the curriculum.

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

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

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

a. P.S. 506 utilizes the self contained dual language 50:50 model. About 14 students are ELLs and 11 are EPs. Math, Social Studies, Science and the Native Language are taught in Spanish. Reading, writing, gym, art, and computers are taught in English.

b. English and Spanish

c. Each language is color coded, and on the teacher's program card subjects and languages are identified.

d. Both languages are taught simultaneously.

## 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.)

-Professional development is achieved through the combined efforts of experienced content specific, and licensed personnel that includes: team teachers, assistant principals, self contained ENL teachers and the ENL Coordinator. The pertinent personnel will work with the staff to analyze and disaggregate data for all ELL's. The teachers will utilize the information from the disaggregated data to plan small group instruction, group students by area of need and individualize instruction.

- Teachers will meet on a weekly basis to plan curriculum units of study, gather and share resources and materials with the administrators, grade facilitators and/or ENL teachers. ENL teachers will work together and articulate with the general education teachers, on student goals and progress.

-Instructional rounds and debriefing sessions will be conducted in order to provide the staff with examples of best practices. In addition, teachers will provide demonstration lessons and time will be afforded for teachers to discuss and plan next steps in student learning.

-The ENL Coordinator will attend workshops provided by the Department of English Language Learners and The Brooklyn South Support Office, and turnkey information at grade meetings and/or weekly planning sessions.

- Labsites are created for the grade. The focus for the labsites will be student engagement, questioning and discussion. The labsites will run in cycles. Each labsite will provide opportunities for teachers to observe student engagement as it moves from the continuum of complexity from grades K-5.

- Intervisitations to labsites are conducted and debriefing sessions will follow with a brief discussion/write-up.

- Mentoring will be provided to new ELL personnel at the school.

- Common planning sessions is provided to all teachers of ELLs.

- Professional development is provided to discuss the implementation of the National Geographic Reach Program.

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?

-Professional development will continue on the following topics: UDL strategies for supporting various sub-groups, CCLS instructional shifts, text complexity, lexile levels; data analysis; identifying trends and planning next instructional steps.

- Inquiry Teams will continue to meet every week to revise and plan for the implementation of ELA tasks that are crafted around persuasive writing, narrative writing, and informational writing. During inquiry meetings teachers are expected to use protocols to look at student work and make modification to the curriculum based on the student work samples. Each team is comprised of an Inquiry Liaison that meets vertically and then turn-keys to their team.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school provides the parents of ELLs, who are transitioning from elementary to middle school, with an orientation. In this session information is provided to parents on the application process and the criteria by which students are chosen. The school provides parents with a schedule of all the open houses that are available to them.

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.

P.S. 506 provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Administrators keep a professional development binder in the main office that contains agendas for workshops offered to the staff in the school. Teachers have a tracking sheet to record attended workshops. Teachers are also encouraged to keep binders with agendas of attended workshops. P.S. 506 has a Professional Development Committee which meets with the principal and brainstorms ideas of workshops teachers would like to attend. A Professional Development Survey is also emailed to teachers to ensure everyone's voice is heard. Administrators, with teacher feedback, plan out the year's professional development calendar ensuring every teacher receives their mandated ELL professional development hours in accordance with CR Part 154.2.

## 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?

ELL Parental involvement is encouraged through participation in our PTA, classroom activities (publishing parties, cultural celebrations, etc.) and school events (open school week, parent teacher conferences, meet and greets, assemblies, etc.). In addition, monthly reports are disseminated to all parents with opportunities to outreach to the classroom teacher if they need further information. Additionally, the ENL teachers facilitate a few workshops for parents during parent engagement time.

P.S. 506 provides individual meetings with the parents or guardians of English language learners at least once a year during Parent Engagement time, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes the school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a dual language program. These meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Either staff members assist with translation or telephone translation services are utilized. Teachers use tracking sheets to record attendance and all correspondences with parents. Teachers reach out to parents to schedule these annual individual meetings.

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.

Each ENL teacher has a sheet for tracking meetings with parents during the weekly Parent Engagement time. Parents may either request in person meetings or phone calls. During these meetings, teachers discuss with the parent how their child is doing academically and what the parent could do in order to aid in the progression of the student. Translators are available for parents who may need it, or the teacher utilizes translation services over the phone. Parents are invited to attend these meetings by teachers, or the parents may stop by on their own. The school calendar is distributed monthly to parents noting the times that parents may come in and visit with teachers. These calendars are translated and distributed in the languages spoken at P.S. 506. On the tracking sheets, ENL teachers note the type of meeting that occurred, the date, and the topics discussed. If parents do not answer, that is also noted.

P.S. 506 provides individual meetings with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes the school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a dual language program. These meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Teachers use tracking sheets to record attendance.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Bi-Monthly meet and greets as well as parent workshops will focus on various topics around the Common Core Learning Standard, looking at student work, language and vocabulary development and how parents can provide rigorous, hands-on activities for students at home. At these workshops, parents will make and take activities that they can practice with their child at home. New this year, we will host an open-house day. Parents will be invited to see how ENL instruction is delivered within the school day and how we can strengthen the home-school connection with follow-up activities that they can do with their child.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 506 has an affiliation with the Center for Family Life (CFL), which provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and a GED program.
5. How do you evaluate the needs of the parents?

The needs of parents are evaluated in many ways. First parents complete an annual school survey, expressing their opinions regarding the school. The survey comes in the parents native language. During the second Parent Teacher Conference, translators are made readily available to help parents struggling to fill out the survey. The survey is evaluated on a yearly basis and improvements are made according to the specific needs of our parents. Parents are encouraged to attend our monthly meet and

greet meetings to discuss their concerns. Once again translators and translation devices are used so that all parents can understand what is happening in the event and contribute. We have a parent coordinator who addresses parental needs, concerns, and directs parents to appropriate school personnel. The parent coordinator facilitates parental workshops such as: Computer workshops; Preparing your child for Junior High School; and Preparing your child for the Standardized Tests. The Parent Coordinator speaks Spanish, however, she uses a translator to communicate with parents of other languages. The PTA also meets with the principal and discusses their issues and concerns.

6. How do your parental involvement activities address the needs of the parents?

The needs of the parents are evaluated and programs are created to address those needs. ENL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement, program availability, the school curriculum, assessments, and the Common Core Standards. English Language Learner related information is translated and distributed to parents of ELLs via letters, which is sent home with the students. ELL Parent Workshops are conducted by the ENL teachers, and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests (ELA, NYSESLAT, MATH, Social Studies Test, and Science Test). In addition, the parent coordinator develops monthly workshops with a specific focus on: Literacy, interpreting student data and using the information to help their child at home. The parent coordinator organizes a lending library for parents consisting of native language and English read-aloud books in order to encourage parents and students to incorporate literacy at home.

#### **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:

# Part VI: LAP Assurances

**School Name:** P.S. 506

**School DBN:** 20K506

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)
Dana Parentini	Principal		10/30/15
Ellie Vargas/Maria Grajales	Assistant Principal		10/30/15
Jessica Penate	Parent Coordinator		10/30/15
Yulya Kravchik	ENL/Bilingual Teacher		10/30/15
Norma Mendez	Parent		10/30/15
Angela Hebert/Dual Language	Teacher/Subject Area		10/30/15
Daysi Garcia/ENL Teacher	Teacher/Subject Area		10/30/15
N/A	Coach		10/30/15
N/A	Coach		10/30/15
Luz Cuervo	School Counselor		10/30/15
Karina Constantino	Superintendent		10/30/15
Christine Etienne	Borough Field Support Center Staff Member		10/30/15
Anna Hernandez	Other <u>School Psycholgist</u>		10/30/15
Rocio Castillo-Siegel	Other <u>4</u> <u>th</u> <u>Grade</u> <u>Teacher</u>		10/30/15
Jessica Penate	Other <u>Parent Coordinator</u>		10/30/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **20K506**

School Name: **P.S. 506**

Superintendent: **Costantino**

### 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

---

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.

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

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

In ATS, the RYOB report is used to identify the home language and that is also used in conjunction with the survey to identify parents' language communication preference. The Home Language Identification Survey is administered to parents at enrollment, which also notes the parents' language communication preferences.

The survey indicates that majority of parents need notices in Spanish and Chinese. Administration took these findings and hires

translators for Parent Teacher Conferences, as well as translating important communication notices, and publishing party invitations. Staff is notified of oral and written translation needs during faculty conferences.

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

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

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

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

---

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.)

The Parent Handbook which is distributed to parents in the beginning of the year.

Monthly calendarss.

Parent-teacher conference announcements three times per year.

After-school program information, all letters from administration, testing information, etc. throughout the year.

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.

P.S. 506 typically hosts bi-monthly (second Friday of the month) parent meet and greets, parent teacher conferences (as listed on the DOE calendar), curriculum night (September 17), and parent workshops throughout the year.

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

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

---

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.

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

In the main office, as well as the school's website, signs are posted in Spanish, Chinese, and Arabic indicating the availability of interpretation services.

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.

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

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

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

The parent handbook is sent to the translation office and is distributed at the beginning of the year.

Interpretation services are provided through phone interpreters via the Translation and Interpretation Unit, and on-site interpreters by in-house school staff, as well as outside vendors during parent teacher conferences.

---

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

---

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.)

P.S. 506 provides teachers via faculty meetings and email with the information on how to use translation services and the over-the-phone interpretation service.

---

## Part E: Providing Notice of Language Assistance Services

---

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

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

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

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

The parent coordinator provides information to parents regarding the Parents' Guide to Language Access, and Language ID Guide.

## Part F: Monitoring and Quality Control

---

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

P.S. 506 reviews the parent survey to gather feedback from parents on the quality and availability of services. Surveys are given out at the bi-monthly meet and greets.

