

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

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

**15K516**

**School Name:**

**SUNSET PARK AVENUES ELEMENTARY SCHOOL**

**Principal:**

**JILL SMITH**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 516 Sunset Park Avenues School Number (DBN): 15K516  
Grades Served: PK, K, 1, 2  
School Address: 4222 4<sup>th</sup> Avenue, Brooklyn, NY 11232  
Phone Number: 718-369-8330 Fax: 718-965-7685  
School Contact Person: Jill Smith Email Address: [JRogness@schools.nyc.gov](mailto:JRogness@schools.nyc.gov)  
Principal: Jill Smith  
UFT Chapter Leader: Bianca Rios  
Parents' Association President: Ana Duque and Jimmy Ghanzi  
SLT Chairperson: Shara Eisner-Grynberg  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jimmy Ghanzi  
Student Representative(s): N/A  
N/A

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston St., Room 301, Brooklyn, NY  
Superintendent's Email Address: [ASkop@schools.nyc.gov](mailto:ASkop@schools.nyc.gov)  
Phone Number: 718-935-4317 Fax: 718-935-4356

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Bernadette Fitzgerald  
131 Livingston Street, Suite 501  
Director's Office Address: Brooklyn, New York 11201  
Director's Email Address: [BFitzge2@schools.nyc.gov](mailto:BFitzge2@schools.nyc.gov)  
Phone Number: 718-935-3954 Fax: 718-935-2382

## 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)
Jill Smith	*Principal or Designee	
Bainca Rios	*UFT Chapter Leader or Designee	
Ana Duque	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Raquel Nieves	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jessica Knudson	Member/Teacher	
Shara Eisner-Grynberg	Member/ Teacher	
Rachael Sullivan	Member/ Teacher	
Catherine Maddox	Member/ Teacher	
Chun Yin Yang	Member/ Parent	
Xiu Qin Yan	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Courtney Epton	Member/ Parent	
Yun Chen	Member/ 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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. 516 is a new public elementary school that opened in September 2013 in Sunset Park, Brooklyn. In the 2015-2016 school year, we will serve children in Pre-Kindergarten, Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grades. We will continue to add one grade level each year until we are fully scaled to serve students in Pre-Kindergarten through 5<sup>th</sup> grade in the 2018-2019 school year.

In the 2015-2016 school year, P.S. 516 will enroll approximately 280 students. Our student population is 62% Hispanic, 36% Asian, and 2% White. Over 75% of our students are English Language Learners and 94% of our students have free and reduced lunch status.

Contextual Information

Mission Statement:

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

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

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

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

Teachers work in collaboration at all times at P.S. 516, establishing strong coherency both within and across grades. Teachers are expected to continually refine and grow their practice, and work closely with instructional coaches on staff and with staff developers from Teacher’s College and our school support network.

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

#### Strengths / Accomplishments

In just two years, we have established a school with a solid foundation in curriculum, pedagogy, assessment, and school culture, as supported by our most recent Quality Review. In our 2014-2015 Quality Review, indicator 3.4, “Establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations”, was named an area of celebration. Strengths of our school closely connect to the culture of high expectations and inclusiveness that we’ve created for staff, students, and families. We strive to make our school a place where all families, regardless of language or culture, feel welcomed, valued, and heard. Our multi-lingual and multi-cultural staff all shares this perspective and recognize the power of positivity and collaboration in a school’s overall success.

Indicator 1.1, “Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards and/or content standards” received a “well-developed” rating. Our school has adopted strong curricula for our students, and works in collaboration to further refine and adapt the curriculum to meet the needs of our students.

Indicator 2.2, “Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels” received a “well-developed” rating. Our in-house system for collecting, reporting, and analyzing data in reading, writing, and mathematics is used school-wide and is accessible to all teaching and administrative staff allows us to closely track student performance and progress data in all major content areas. We also value a culture of transparency, where data is shared school wide through our proprietary data system. This allows our school, as a team, to know children well and impact their academic performance by continually analyzing and interpreting student performance data.

Finally, indicator 4.2, “Engage in structured professional collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning” receive a “well-developed” rating. Teachers work very closely to plan together, look at students work, and study pedagogy in order to constantly improve themselves.

#### Challenges

In our 2014-2015 Quality Review, indicator 1.2, “Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products” was named an area of focus. One of our greatest challenges is connected to serving a student population that is comprised, primarily, of beginning English Language Learners. The majority of our students begin Kindergarten speaking little to no English. As such, it becomes especially urgent to make sure our curriculum and teaching practices work to move students along the continuum of language acquisition and towards proficiency levels in a short time. As such, teachers must have a knowledge based not only in the content they teach, but in pedagogical practices that support language

development. In our case, we believe that all teachers are also teachers of language, not just our English as a Second Language and Bilingual teaching staff. This adds an additional component to our staff professional development work.

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

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

#### Areas of Greatest Growth

- 1) Framework Element: Rigorous Instruction and Collaborative Teachers - Adapting curriculum and pedagogy to provide greater access and entry points for our English Language Learners;
- 2) Framework Element: Effective Leadership - Building coherency in curriculum and instructional practices throughout the school through the use of observation, teacher teams, inter-visitation, and distributed leadership;
- 3) Framework Element: Supportive Environment - Creating a responsive intervention program to meet the needs of more students and accelerate growth of students' literacy skills, especially for our struggling students.

#### Areas of Continued Focus

- 1) Framework Element: Rigorous Instruction - Adapting curriculum and pedagogy to provide greater opportunities for extension for students performing above grade level standards; This connects to both our Framework for Great School Report in which "Rigorous Instruction" received a score of 68 out of 100.
- 2) Framework Element: Collaborative Teachers and Effective Leadership - Building pedagogical capacity through the use of structured professional development, teacher teams, and observation to increase consistency in instruction throughout the school; This is based on Quality Review feedback in which indicator 1.2 was named an area of focus.
- 3) Framework Element: Strong Family/Community Ties - Create systems and structures to build parent knowledge around learning standards and expectations for students to build even stronger partnerships between home and school. This is connected to our Framework for Great School Report in which "Strong Family-Community Ties" received a score of 69 out of 100.

## 15K516 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,OK ,01	Total Enrollment	196	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	185.1%	% Attendance Rate		94.9%
% Free Lunch	93.2%	% Reduced Lunch		6.8%
% Limited English Proficient	79.7%	% Students with Disabilities		6.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		N/A
% Hispanic or Latino	25.7%	% Asian or Native Hawaiian/Pacific Islander		71.6%
% White	2.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		3.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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 Science (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			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### 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.

Emergent literacy skills are the foundation for developing students are can actively engage in ambitious intellectual activity and critical thinking. We know that a student’s independent reading level, assessed through Running Records, are one of the most comprehensive measures for assessing a child’s comprehension and in planning for instruction that is customized, inclusive, and aligned to the Common Core. In developing goals for this school year based on student performance in literacy, Independent reading levels were tracked throughout the 2013-2014 and the 2014-2015 school years. In June of 2014, the following results in student performance data were recorded for our Kindergarten class, by category of English Language Learner (ELL), non-English Language Learner (non-ELL):

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

During the 2014-2015 school year, we aligned our work with our Teacher’s College staff developer to support teachers’ instructional practice in being more supportive of language development. After a year of refining our practice to include greater supports for language scaffolding, training of all teachers in best practices for language instruction, and implementation of both a Dual Language and native language component of our ESL (English as a Second Language) program, we believe our literacy instructional practices are more aligned to support the needs of all of our learners, especially our ELLs and Students with Disabilities (SWDs).

In June of 2015, the following results in student performance data were recording for our Kindergarten and 1<sup>st</sup> grade classes:

- 47.8% of ELL Kindergarten students were reading at or above grade level;
- 67% of non-ELL Kindergarten students were reading at or above grade level;

- 45.7% of ELL 1<sup>st</sup> grade students were reading at or above grade level;
- 47% of non-ELL 1<sup>st</sup> grade students were reading at or above grade level.

Based on a comparison of preliminary data collected at the May 2015 benchmark, far more of our ELL and non-ELL Kindergarten students are on track to read grade-levels texts and beyond by June of 2015. There were also noted increases in the percentage of our ELL and non-ELL 1<sup>st</sup> grade students on track to read grade-level texts and beyond by June of 2015.

We attribute these gains as the outcomes of several initiatives from the 2014-2015 school year. First, we continued to further refine our literacy curriculum with our staff developer to embed greater word study and word work. Second, we continued to use professional development time to study effective pedagogical practices for language learners. Teachers spent more time conducting inter-visitations and planning collaboratively. Third, we began a more intensive intervention cycle in Kindergarten and 1<sup>st</sup> grade in the second half of the school year.

We recognize the need for continued growth, especially in targeting our non-ELL students from both ends of the spectrum: those that come in far below grade level in primary reading skills, and those that are performing far above grade level. In the 2015-2016 school year, we have decided to further develop a Response to Intervention (RTI) program, to be implemented by two teachers with depth of knowledge around the continuum of literacy learning, to further impact student growth and progress by targeting more specific, individualized needs.

## **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, all students will experience instruction in literacy that is individualized to their needs, resulting in a 3% increase of ELLs in Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grades and 5% increase in non-ELLs in Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grades, reading at grade-level proficiency or above, as measured by running record assessments.

## **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>Eleven on-site professional development days with Lindsay Barton, our Teacher’s College staff developer, for grade teams and vertical teams, to support growth of teacher’s best practices in literacy instruction, with a focus on instructional practices that support ELLs and SWDs. Teachers from K, 1<sup>st</sup> and 2<sup>nd</sup> grade will attend a total of 25 calendar days to support various balanced literacy instructional practices. Five teachers have been identified to attend specialty learning groups at Teacher’s College to plan school-wide professional development sessions for the staff.</p>	<p>All classroom and intervention teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal Literacy Coach Staff Developer Model Teachers</p>
<p>Implementation of structure RTI program that will focus on 1st and 2nd grade guided reading and use of the Leveled Literacy Intervention program. Implementation of structured RTI program in Kindergarten to target primary reading measures.</p>	<p>Following benchmark assessments in Nov, Jan, and March, high-priority intervention students will be identified and placed in flexible intervention groups for 6-week cycles.</p>	<p>September 2015 to June 2016</p>	<p>Principal AIS Teachers Literacy Coach</p>
<p>Family Engagement: Family Fridays, Parent-Teacher Conferences, At-Risk Meetings, and Workshops conducted throughout the year by classroom teachers and our AIS teachers to teach parents about the process of literacy development, look at leveled books, understand expectations for reading growth for their child and the assessments used by teachers, and to learn ways to interactively read at home with their child to build reading habits and support reading comprehension.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Principal Literacy Coach Classroom Teachers</p>
<p>Six-week literacy coaching cycles with our on-staff literacy coach and Model Teachers, as identified during our Learning Partners program participation.</p>	<p>Classroom Teachers</p>	<p>August 2015 to June 2016</p>	<p>Principal Literacy Coach Model Teachers</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Personnel: Teachers, including staff developers Schedule Adjustments Instructional Resources and student libraries											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	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**

<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.
In February 2016, following instructional adjustments to support for rigorous and individualized instruction in literacy, a 3% increase in ELLs and a 5% increase in non-ELLs reading on or above grade-level in Kindergarten, 1st and 2nd grades will be reflected in comparison to February 2015 independent reading levels of ELLs and non-ELLs.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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.

In the 2014-2015 school year, attendance and lateness trends were closely monitored to identify families that had inconsistent patterns of attendance and frequent lateness. While we consistently encouraged high levels of attendance and low levels of lateness, we struggled to implement a structure that would help us address excessive absences and lateness. If students were absent two consecutive days, a school aide would call home to determine a reason for the absence and encourage the child’s return to school. Mid-year, we also started a “late pass” system, in which students arriving five or more minutes after the start of school would be directed to the main office to have the parent sign them in and receive a late pass the child would take to class. However, as of a review of attendance and lateness data conducted in mid-June, we found the following patterns:

Overall Average Attendance, by grade level, September 2014-May 2015:

- Pre-Kindergarten: 91.87%;
- Kindergarten: 95.11%;
- 1<sup>st</sup> Grade: 96.32%.

This data analysis revealed that only our 1<sup>st</sup> grade classes met our informal school goal of maintaining at least 96% attendance for the school year. It also revealed that our Pre-Kindergarten attendance was significantly below our expected rate. We attribute this to many factors, including: parent view of the importance of attendance in the early grades, having a half-day pre-kindergarten program that was incompatible with many parent’s work schedules, and lack of a school-wide system for attendance monitoring and reinforcement.

Furthermore, we recognized that many students were chronically late (more than 10 latenesses in the 2014-2015 school year. We identified 34 students out of our 193 enrolled students who had anywhere between 11 – 99 latenesses between September 2014 and June 2015. By grade level, the number of chronically late students were:

- Pre-Kindergarten: 7 students;
- Kindergarten: 15 students;
- 1<sup>st</sup> Grade: 12 students.

The data reveals a strong need for a more developed, specific attendance and lateness monitoring program at our school to be implemented and monitored during the 2015-2016 school year.

### **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, our school will develop in-house attendance monitoring, outreach programs, and recognition events to increase the average attendance rate as measured by a 1.4% increase in our annual attendance rate and a 25% reduction in chronically late students.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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)</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>
<p>Creation of an official attendance and lateness policy and program for the school for the 2015-2016 school year that will be shared with families during orientation session and the September “Back to School” night.</p>	<p>School Staff Parents</p>	<p>June 2015 – September 2015</p>	<p>Principal UFT Chapter Leader Parent Coordinator PTA President</p>
<p>Establish an attendance committee comprised on the principal, coach, secretary, school aides, school safety agent, parent coordinator, PTA representative and UFT teacher representative that will implement the attendance and lateness policy and program.</p>	<p>Attendance Team Parents</p>	<p>August 2015 – June 2015</p>	<p>Principal UFT Chapter Leader Parent Coordinator PTA President School Secretary</p>
<p>Parent Workshops, to be first delivered in September and then presented again in January and May, to help educate families about the importance of regular attendance and potential academic impacts of chronic absenteeism and lateness.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Principal Parent Coordinator Literacy Coach Teachers</p>
<p>Parent Awards to recognize families that maintain the 96% attendance and lateness rate during each PTA meeting.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Principal Parent Coordinator PTA President</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>- Principal, Parent Coordinator, and PTA President</li> <li>- Scheduling modifications for regular attendance committee</li> <li>- Time for phone calls and parent meetings</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	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	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, average attendance rates will be reviewed by the attendance committee to ensure we have maintained a 94.6% minimum attendance rate. The number of chronically late students will be less than 25 students.
<b>Part 5b.</b> 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.

As a school that is growing and adding a new grade level each year, teachers must be inducted into the school’s cultural, curricular, and instructional expectations. They must have a shared commitment to the success and improvement of their classrooms and our school as a whole, which requires high levels of collaboration among all staff members.

Current school-wide practice to build a collaborative teaching environment include a summer PD series for all staff members to norm our values, vision, and goals for the school year. We also use this time to set instructional expectations for the year ahead.

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

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

The 2014-2015 Quality Review rated indicator 4.2, "Teacher teams and leadership development", well-developed. It was noted that all teachers engage in professional collaborations around teacher practice and student work analysis. The work of teacher teams strengthens teacher capacity and results in improved students performance. The Principal Performance Review indicated the Quality Review indicator 5.1 as an area for improvement. Feedback stated, "The teachers at the school, comfortable with their relationship with the principal and the culture of collaboration engage in observation that follow the low inference protocol and include post-observation conversation and follow-up with written feedback. Further, teachers meet frequently individually with the principal to discuss student progress and data. This is masterful, and more practical as the school is still small. However, developing structural protocols that enable this reflection to continue as the school grows, is a next step for the leader."

This year, we will continue to build upon sound practices established in the 2014-2015 school year, during which we utilized contractual Monday professional development time for teachers to work in grade-level teams on inquiry that connects to the curriculum and instruction. Teachers rotate throughout the year to serve as team leaders who work with administrators to set agendas, facilitate meetings, and share outcomes with all staff members.

With regards to use of the Danielson Framework for Instruction and the cycles of observation and feedback, we found that focusing equally on all eight measurable components (1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e) did not allow for truly individualized coaching and professional growth. Recognizing that each of our teachers is at different stages of development, we believe that we could better target specific areas for growth by focusing specifically on one or two components during the year. While we will continue to observe, evaluate, and provide feedback in all eight component areas, we believe that having teachers and administrators collaboratively decided on one or two specific focus components would help bring more individualized, targeted support for our professional development model. It will also allow us to further match teachers with other mentor teachers and align professional learning opportunities offered outside of the school to individual teachers or groups of teachers.

Furthermore, we believe that differentiating our use of Monday Professional Development time to balance between teachers working in grade-level teams and rotating through cycles of vertical inquiry teams will help us expand capacity here at the school level, allowing for teacher leaders to emerge and facilitate professional learning among colleagues.

Finally, we are participating in Learning Partners Plus this year, in which we will partner with a host school and seven other partner schools to conduct inter-visitations throughout the year. Three model teachers on our staff will lead staff in implementing best practices for literacy and mathematics instruction in their classrooms by participating in cross-school study groups and modeling best practices for other staff members at our school.

## 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, all teachers will work in teams that participate in collaborative professional development cycles to improve instructional practices that will result in at least a two point increase in Measures of Teacher Practice (MOTP) rating.

## 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>In-house professional development structures: Weekly grade-team work led by and facilitated by teacher leaders and supported by instructional coaches and administrators; Summer PD sessions for the entire staff to norm culture, curricular, and instructional practices; Planned whole-staff professional development connected to the school’s instructional focus (language development) across the year.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal Literacy Coach Classroom teachers</p>
<p>Professional Development through Partnerships:  - Teacher’s College Project school, which includes eleven days of on-site work with our staff developer; 25 calendar days for teachers to attend literacy-based workshops; ten specialty group days for five teacher leaders to plan</p>	<p>All teachers</p>	<p>June 2015-June 2016</p>	<p>Principal Literacy Coach Literacy Staff Developer Math Staff Developer</p>

<p>professional development for the staff based on needs of the school;</p> <p>- Math Collective partnership, which includes ten days of on-site work with our staff developer, participation in a math lesson study group, shared lesson planning, and conducting lab sites at a cohort of schools;</p> <p>- Learning Partners Plus Program, which includes our membership in a network of seven schools (one host school and six partner schools) to engage in ongoing cycles of inquiry into our learning focus area.</p>			
Regular cycles of observation and feedback from school administrator using the Danielson Framework for Teaching.	All teachers	September 2015-June 2016	Principal
Coaching cycles for teachers to work on specific areas of practice. The school's instructional coach collaborates with school administrator to create individualized professional development plans and implements cycles of planning, observation, and feedback to inform supervisor's observations.	Small groups of teachers based on specific needs resulting from observation data.	September 2015-June 2016	Principal Literacy Coach Model Teachers

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>- Instructional Coach</li> <li>- Staff Developer from Teacher's College</li> <li>- Staff Developer from Math Collection</li> <li>- Participation in Learning Partners Plus</li> <li>- Substitutes for Per Diem coverage</li> <li>- Substitute for inter-visitation</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>In February 2016, a Measures of Teaching Practice (MOTP) rating will be calculated for each teacher based upon observations to date. This score will be compared to last year's final year-end rating and will reflect a two-point increase.</p> <p>A needs analysis will take place to identify specific focus components for growth during the remainder of the school year in order to move towards an improved overall MOTP rating for the school year. Observations after this point will incorporate specific feedback and action steps tied to growth areas.</p>
<b>Part 5b.</b> 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**

- 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.
- 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.

Given the fact that our student body is comprised mainly of English language learners, effective leadership requires that the principal set a clear instructional focus on language and plans for and structures ongoing professional development that helps build school-wide understanding of effective practices for supporting and developing language across all classrooms and grade levels.

As a school located in Sunset Park, Brooklyn, over 75% of our students are English language learners (ELLs). We value the use of native language in instruction. In the 2014-2015 school year, we opened our founding Spanish Dual Language program in one section of Kindergarten. In the 2015-2016 school year, we are expanding the program to both pre-kindergarten and first grade, in addition to increasing the number of sections in kindergarten. In addition to our Dual Language program, we also offer a robust English as a Native Language (ENL) program that includes instruction in Native Language Arts (NLA) in Mandarin.

Our most recent Quality Review indicated the following areas of strength in leadership:

- 3.4: High Expectations - the school consistently communication high expectations to staff and families around student expectation for success; mutual accountability results in students developing strong foundational skills in literacy, mathematics, and social-emotional development.
- 1.1: Curriculum: Curriculum is Common Core aligned in all content areas and includes rigorous tasks with higher order tasks; Student work across content shows that students have multiple means to access content and express understanding

However, even with these noted strengths, we have not seen significant numbers of our students reach proficiency levels on the NYSESLAT exam. On the 2014 NYSESLAT, 88% of our students made progress, but 0% of students attained proficiency by the end of Kindergarten. Out of our 40 ELL students, 35 of them progressed to Intermediate or Advanced status, but none reached proficiency. Comparing our results to those of five neighborhood schools, we found that the average rate for Kindergarten ELL students reaching proficiency was 7%. The average rate for 1<sup>st</sup> grade ELL students reaching proficiency was 17%.

The principal, in collaboration with teachers, has focused on shifting our instructional approach in order to meet the needs of classrooms composed of predominantly beginning ELLs. We aligned our Teacher’s College partnership to focus on improving instructional practices to support entry and access points for ELLs into the curriculum. This involved all teachers learning ESL pedagogy, including Total Physical Response (TPR), using of visual literacy and gestural cues; revising lesson planning according to SIOP models, and adjusting our instructional program to incorporate more native language support.

This year, we have devoted resources to continue school-wide professional development to norming instructional best practices to incorporate the supports for entry to the curriculum that all students need. In our most recent Quality Review conducted in December 2014, our pedagogical practices that support ELL student’s access to the curriculum were identified as strengths. Given our focus on improved pedagogical practices that support language development, we expect to meet and/or exceed the state-wide target set out the AMAO of percentage of ELLs attaining proficiency on the NYSESLAT exam for the current school year (2014-2015) when scores are released in the summer.

Effective leadership surrounding a school-wide instructional model will result in an increased number of students moving toward proficiency on the NYSESLAT exam in the upcoming school year.

## 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–Effective School Leadership. 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, school leadership will establish a language-based instructional focus and design professional development for all teachers that leads to more effective instructional practices for language development, measured by 20% of 2nd grade ELL students, 15% of 1st grade ELL students, and 10% of Kindergarten ELL students attaining proficiency on the 2016 NYSESLAT exam.

## 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>
<p>School-wide professional development aligned to instructional focus of language development: we have planned four cycles of work with our Teacher’s College staff developer to focus on grade-level specific work to support improving teacher practice in areas of balanced literacy, with a specific lens of whole-class and small-group instructional supports that build language skills. We have partnered with a math collective and staff developer to host a math lesson study group during the year that will conduct lab sites and lessons study to examine how we support and scaffold language development while maintaining cognitive rigor in the classroom. Finally, teachers will participate in ten sessions of staff-led professional development focusing on assessment practices, understanding the reading and writing comprehension continuums, and boosting cognitive rigor in instruction.</p>	<p>All Teachers</p>	<p>August 2015- June 2016</p>	<p>Principal  Literacy Coach  Literacy Staff Developer  Math Staff Developer  Model Teachers</p>
<p>Reading Intervention Program: Use of Fountas and Pinnell’s Leveled Literacy Intervention Program for guided reading instruction in Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade.</p>	<p>ELLs, SWDs, and other students reading far below grade level</p>	<p>September 2015- June 2016 (1<sup>st</sup> and 2<sup>nd</sup> grade)</p>	<p>Literacy Coach  AIS Teacher</p>

		November 2015- June 2016 (Kindergarten)	
Title III Afterschool Program: 60 students in Kindergarten, 1 <sup>st</sup> and 2 <sup>nd</sup> grade will be identified to participate in an afterschool focusing on developing reading, writing, listening, and speaking skills and building oral language and vocabulary through a study of traditional stories and reader's theater.	60 ELL students in Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> grade  Parents of ELLs	November 2015- May 2016	Principal  ESL Teachers  Bilingual Teachers
Title III Parent Engagement Workshops: four workshops will be planned and facilitated by our language team of ESL and Bilingual teachers and instructional coach to support parents' understanding of language acquisition, expectations for their child, and ways to support their children's progress at home	Parents of ELLs	November 2015- May 2016	Principal  ESL Teachers  Bilingual Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
- Teachers and staff developers; - Schedule Adjustments; - Instructional Resources including materials											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	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		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, a reading and writing sample will be collected and analyzed for each ELL and will reflect 20% of 2nd grade ELLs, 15% of 1st grade ELLs and 10% of Kindergarten ELLs performing at January grade-level proficiency benchmarks.
<b>Part 5b.</b> 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.

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

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

### Part 2 – Annual Goal

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.

By June 2016, parents will participate and volunteer in a variety of school events that lead to greater understanding of their child’s academic progress, expectations for academic performance, and social-emotional growth, as measured by a 5% increase in positive responses on the parent involvement metric of the school survey.

### 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) 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>Maintain schedule of Family Fridays, during which parents are invited into their children’s classrooms to participate in collaborative learning activities with their child and get transferable activities to use at home to reinforce academic skills. Provide this calendar to families right away in September to reinforce importance of attending and increasing families’ ability to plan ahead. Also included in this is a September “Back to School” Night and a May “Parent Night”, hosted by teachers.</p>	<p>Parents, Students</p>	<p>Once per month, September - June</p>	<p>Principal Parent Coordinator Teachers</p>
<p>Hold monthly PTA meetings, rotating between mornings and evenings each month, to include as many parents as possible in discussion and decision-making for the school community. Teachers will sign up to host workshops before/after the meeting to help encourage attendance.</p>	<p>Parents</p>	<p>Once per month, September - June</p>	<p>Principal PTA Executive Board Teachers</p>
<p>Plan a series of workshops on topics connected to understanding the academic expectations of students in each grade level, to take place monthly starting in September 2015.</p>	<p>Parents</p>	<p>Once per month, October - June</p>	<p>Principal Literacy Coach Teacher</p>
<p>Implement a shared art-making program for parents and children on Tuesdays throughout the year, led by our visual arts teacher.</p>	<p>Parents</p>	<p>16 sessions schedule for November 2015 – May 2016.</p>	<p>Principal Art Teacher</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>
<ul style="list-style-type: none"> <li>- Parent Coordinator position funded by reaching the minimum student enrollment (200).</li> <li>- Principal, instructional coach and teachers to facilitate workshops on specific topics.</li> <li>- Meeting time with the PTA Executive Board to coordinate agendas for PTA meetings.</li> <li>- Interpreters to provide translation services during all parent meetings.</li> <li>- Use of parent engagement time on Tuesday afternoon to plan for monthly Family Friday topics.</li> <li>- Basic supplies to create materials for families to use at home to support their child’s learning.</li> <li>- Outreach to community organizations (Public Library) to collaborate on ESL parent workshops</li> </ul>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	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**

<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>In February 2016, a mid-year survey will be distributed to parents using questions from the "Strong Family and Community Ties" section of the school survey, and will reflect a 5% increase in positive responses.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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.

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

	that takes place three times per week. A mid-year assessment is administered in January, and students performing far below grade level are identified and referred for small group intervention with the AIS teachers. A final end-on-year assessment is administered in June.			
<b>Science</b>	N/A: Science is integrated into our literacy work as well as a regular center time activity available to students.	Small Group	Small Group	During the school day.
<b>Social Studies</b>	N/A: Social Studies is integrated into our literacy work as well as a regular center time activity available to students.	Small Group	Small Group	During the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students requiring behavior intervention plans and review of referrals to principal	Managing Frustration/Mindfulness Program	Small Group ( five students at a time).	After school

## 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>We believe that the most effective way to improve the achievement of students is to improve the quality of teaching. Our professional development program is coherent in that we emphasize a deep understanding of the curriculum and focus much time and attention of teachers becoming masters of the content they teach. This is coupled with a clear instructional vision that is supported through evaluation and supervision by the principal and through cycles of coaching with the school's literacy coach.</p> <p>In recruiting teachers, administrators create a job posting that clearly describes the instructional approach of the school and criteria necessary to work and succeed in our school. The posting is circulated to local prestigious teaching institutions, such as NYU and Teacher's College. In conjunction with the school hiring committee, candidates deemed highly qualified are invited to interview with the committee. Candidates who possess multiple licenses are sought out in order to serve the needs of our student population, including teachers who have a bilingual extension in order to provide flexible language programming for students.</p> <p>All staff members attend a one - to two -week long (budget-driven) training program in the summer led by the principal, coach, and teacher leaders. Teachers use the contractual 155 minutes per week to work in teacher teams, along with the ESL teacher, literacy coach, visual arts teacher, and principal in order to discuss curriculum and instruction and support individual professional development plans. In this way, all teachers work together to provide seamless instruction and ensure greater instructional coherency across the school.</p> <p>All staff is expected to participate in Teacher's College professional development opportunities. Teachers are encouraged to attend additional DOE-sponsored PD offerings, and work with the principal to seek out additional professional development opportunities that align to individual needs. The school will continue to engage in work with network instructional liaisons in order to inter-visit other schools in the network that have well-developed practices in the respective areas that a teacher may benefit from seeing. Within the school, teachers are expected to engage in rounds of inter-visitation with one another, and follow those visits with conversations about their practice. Teachers serve as rotating grade-team leaders in cycles across the year. They take the lead on planning and coordinating curriculum and instruction in these areas and leading and facilitating grade-team meetings. In addition, teacher leaders facilitate school-wide professional development session across the year and serve as mentors by opening their classrooms to other teachers for intervisitation.</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).
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During the school's week-long summer training, the staff examines the CCLS for literacy and math and engages in the process of backwards design for unit and curriculum development. This process is the foundation for teacher team planning throughout the school year as teachers begin to revise and design new units of study.

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

We continued our partnership with both Teacher's College this year to provide high-quality, individualized professional development for our teachers. Our staff developer has stayed with us over the course of these initial two years, and knows and understands the needs of our students and uses this to plan high-leverage sessions geared towards the specific needs of each grade and/or vertical team. This year-long partnership supports the tailoring of our curriculum and instruction to better meet the needs of our students through the development of teacher practice. The literacy coach engages in six - week professional development cycles with individual teachers to work on specific instructional skills. Through co-teaching, demo-lessons, modeling, and de-briefing, the coach actively supports teachers in differentiated ways. Each cycle includes the development of an action plan and a final reflection on work engaged in.

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

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A.

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

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

N/A.

### **Part 4: SWP Schools Only**

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

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

Pre-Kindergarten teachers follow an emergent-curriculum based on following the interests of students. Through observation and facilitation of play and center-based learning, teachers scaffold language and learning that is connected to the Pre-Kindergarten Foundation for the Common Core. In addition to collaborating with their colleagues on the Kindergarten and 1<sup>st</sup> grade teams through school-wide and vertical professional development

structures, Pre-Kindergarten teachers have a clear understanding of Kindergarten readiness skills that they work towards during the year in Pre-Kindergarten.

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

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

Back-to-School night is held during the first two weeks of school. During this time, parents meet with their child’s teacher to learn about curriculum, instruction, social-emotional development, and expectations for the year ahead. Early intervention services are coordinated on-site at the school, so related service providers are aware of possibly needs of individual students so we can provide intervention as early as possible.

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

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

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

#### **4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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		Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	178,396.00	X	13, 15, 19, 22, 24
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,780.00	X	22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,525,668.00	X	13, 15, 19, 22, 24

**<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.

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#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 516, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed

to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 516 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

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

#### I. School Responsibilities:

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## II. Parent/Guardian Responsibilities:

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

## III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Sunset Park Elementary</u>	DBN: <u>15K516</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>      </u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

- In addition to Reader's Theater, we will provide supplemental math instruction for our ELLs. To be successful in math, ELLs need to gain more exposure to and experience with the language of math. We recognize that discourse and academic language is an essential component for learning Mathematics. Although teachers are familiar with identifying math content objectives, articulating the academic language skills ELLs need to have equal access to the curriculum has proven to be more difficult. Thus, Small group time will be used to focus on problem-solving language and the oral explanation of solutions.

- Subgroups and grade levels of students to be served:

Our first priority was to identify students who did not make progress on the NYSESLAT. Five students were identified and selected for this reason. We next considered those who remained classified as

## Part B: Direct Instruction Supplemental Program Information

"Beginners" based on the NYSESLAT. We then considered students who were identified as "Intermediates" based on the NYSESLAT. This includes 20 additional first grade students.

-  
For our Kindergarten subgroup, we identified the 20 most beginning students as determined by the NYSITELL and classroom performance data collected in the first two months of school.

We intend to serve approximately 20 Kindergarten students and 20 first grade students in our afterschool program.

-  
Schedule and duration:

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

# and types of certified teachers:

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

Types of Materials:

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

## Part C: Professional Development

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

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

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

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

-  
Teachers to receive training:

Ms. Lan Thanh Nguyen (certified ESL teacher)

Ms. Juliana Diamond (certified Bilingual Kindergarten teacher)

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

## Part C: Professional Development

### Name and Qualifications of Provider:

- Lindsay Barton, Staff Developer from Columbia Teachers College Reading and Writing Project

- Anthony Pizzollo, ESL Instructional Coach, Network 102/113
- Kate Abell, Math Instructional Coach, Network 102/113
- New York State TESOL
- trainings, workshops, and conferences offered by DELLS

### Schedule and duration of Professional Developments:

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

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

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

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

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

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

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

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

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

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

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

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

Writing Language Objectives for English Language Learners (ELLs) in the Mathematics Classroom Event: February 6, 2015 from 9:00 AM to 3:00 PM

## Part D: Parental Engagement Activities

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

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

### Part D: Parental Engagement Activities

- how parents will be notified of these activities

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

1. \_\_\_\_\_ Brooklyn Public Library: We plan to take parents to the library and help them register their family/child for a library card. Parents will learn about resources available at the library in their native language that they can use to read with their children at home. (December 18, 2014 at 3:00 - 4:30pm).

2. \_\_\_\_\_ Home Connections through Games: We've found that it is particularly powerful to help educate families on ways they can be actively involved in their child's learning. One of way to actively involve parents in their child's learning and support practice of concepts and language at home is through games. The right game can zero in on any need or interest a child might have. An educational game night will be hosted at the school, and materials needed to play any of the games will be distributed and sent home with families so they can easily engage with their child at home. (February 11, 2015 at 3:00 - 4:30pm).

3. \_\_\_\_\_ Homework: Homework that is in a different language can be especially daunting for families. In order to teach parents effective strategies for engaging with and supporting their child with homework, we plan to host a meeting to share these strategies with parents. This include bilingual/picture dictionaries, types of questions to ask children about books to assess their understanding, and types of focused conversations to help develop student's oral language skills. (April 15, 2015 at 3:00 - 4:30pm).

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

### Part E: Budget

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (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	_____	_____

**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.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
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>15</b>	Borough <b>Brooklyn</b>	School Number <b>516</b>
School Name <b>Sunset Park Avenues Elementary School</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>Jill Smith</b>	Assistant Principal <b>N/A (do not have)</b>
Coach <b>Jessica Knudson</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Samantha Nguyen</b>	School Counselor <b>N/A</b>
Teacher/Subject Area <b>Juliana Diamond</b>	Parent <b>Jimmy Ghanzi</b>
Teacher/Subject Area <b>Brenda Luo</b>	Parent Coordinator <b>Raquel Nieves</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent <b>Anita Skop</b>	Other (Name and Title) <b>Suhua Zhang, Teacher</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>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>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>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>227</b>	Total number of ELLs	<b>146</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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 <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): <b>Spanish</b>
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	146	<b>Newcomers</b> (ELLs receiving service 0-3 years)	146	<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	41	0	1	0	0	0	0	0	0	0
<b>ENL</b>	105	0	14	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## 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	24	20	18	11															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):  
73

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	13	13	15											0
Chinese	16	25	16											0
Russian														0
Bengali														0
Urdu														0
Arabic	1	4	1											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)	19	8	2											0
<b>Emerging</b> (Low Intermediate)	11	10	5											0
<b>Transitioning</b> (High Intermediate)	14	10	6											0
<b>Expanding</b> (Advanced)	10	32	19											0
<b>Commanding</b> (Proficient)	11	2	2											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

As a Teacher's College Reading and Writing Project School, we use the TCRWP Benchmarks for primary reading, which assesses Letter Identification, Letter-Sound Knowledge, Concepts of Print, and Sight Word Knowledge. We utilize Fountas and Pinnell Running Records (English and Spanish) to assess students' independent reading levels throughout the year. In our Spanish Dual Language classes, we use Estrellita to monitor the same primary reading measure for student's literacy development in Spanish. Primary Reading Measures (Letter ID, Letter-Sound, Concepts of Print, and Sight Words) are assessed four times per year in September, January, March, and June. Independent Reading Levels are assessed on a monthly basis. All of this data, for our ELLs and Non-ELLs, is entered into our data management tool we created in Google Drive. Based on the data, small instructional groups within the class and intervention groups for specialist teachers (SPED and ENL certified) are determined. Students work in small, homogenous groups focused on specific skill areas for a six-week cycle. At the end of the cycle, students are assessed for progress and new groups are formed based on up-to-date data.

This shift in closely monitoring our primary reading data and using six-week cycles for small group instruction has resulted in the following student performance gains:

  - In June of 2014, 42% of Kindergarten ELLs were reading on grade level.
  - In June of 2015, 47.8% of Kindergarten ELLs were reading on grade level.

These gains, while small, helped to inform some of our planning for the 2015-2016 school year. This coming year, we will expand our Dual Language classes to two sections in Kindergarten and one section in 1<sup>st</sup> grade. We will also dedicate more time to a comprehensive word study and vocabulary program designed to target the needs of ELLs in tackling complex texts, that is more supporting of building background knowledge and overall comprehension strategies to help ELLs reading with comprehension, not just for decoding.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

(2014 NYSESLAT) Levels:

- Beginner: 3 (9%)
- Intermediate: 18 (56%)
- Advanced: 11 (34%)
- Proficient: 0 (0%)

(2015 NYSESLAT) Levels:

- Entering: 8 (8.4%)
- Emerging: 16 (16.8%)
- Transitioning: 16 (16.8%)
- Expanding: 51 (53.7%)
- Commanding: 4 (4.2%)

In comparing the 2014 NYSESLAT results with the 2015 NYSESLAT results, we increased the percentage of students attaining proficiency by 4.2%. In addition, we increased the percentage of students ending as advanced by 19.7%. The first four students who attained proficiency were two Kindergarten students and 2 first grade students. All students who attained proficiency began the year as Advanced ELLs.

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

When the NYSESLAT results are revealed, we use the AMAO tool to identify performance for individual students. We first look broadly at the data, determining how many students, if any, achieved proficiency. We do this for each performance level, and compare their NYSESLAT level to their NYSITELL level from the beginning of the year. Next, we drill down to each of the four subsets of data for listening, speaking, reading and writing.

Following the 2015 NYSESLAT, we noticed that for the majority of our students, writing was their weakest area. According to the process of language acquisition, writing typically tends to be one of the later components of language to develop. The results confirmed our expectation that for the majority of our students, their receptive language (listening and reading) would initially develop faster than their expressive language (speaking and writing).

It also informed our planning that greater emphasis must be placed in supporting the writing development of our ELLs through modified approaches to our workshop model of literacy instruction.

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?

a: As an early childhood school with only Kindergarten through 2<sup>nd</sup> grade, most of our incoming ELLs are beginners.

Currently, we offer a free-standing ENL program that incorporates NLA instruction in Chinese and/or Spanish and we also offer a Dual Language Spanish class that we just opened in September 2014. All ELLs take tests such as the NYSITELL in English, and Spanish-speaking students take the Spanish LAB-R as well. For many of our Spanish-speaking students, we have noticed that while they may enter school with greater BICS in Spanish, they do not necessarily have CALP developed in Spanish. Sometimes, we even see Spanish-dominant children score higher when tested in English. However, we recognize that we cannot compare performance on the NYSITELL with the Spanish LAB as they do not assess the same skills or language.

For example (extracted from 2014 school data):

Names	Language	Date tested	Spanish LAB-R score	English NYSITELL score
Tiffany Mata	Spanish	9/9/2014	11/22	30/36
Astrid Lima	Spanish	9/12/2014	10/22	16/36
Ysandro Lopez	Spanish	9/10/2014	11/22	28/36

b: As a school, we recognize and value that over 70% of our students are ELLs. We view all students as learner of language and all teachers view themselves as teachers of language. As such, we spend a considerable amount of time working in collaboration (classroom teacher (bilingual and monolingual), intervention, and ESL teachers, to plan and revise curriculum and units of student so they embed proactive and effective strategies for all of our students. School administrators and teachers meet weekly to discuss ongoing, uniform and common assessments and the results of these data for all students (ELLs and EPs). As a school, we value information that are gleaned from the assessments and we use it to guide our instruction and curriculum for all students. Once NYSESLAT scores are released, classroom teachers and ENL/Bilingual teachers work to analyze and triangulate NYSESLAT data with other forms of data collected at the school level, including primary reading measures, reading levels, end of unit writing pieces, and math performance tasks, in order to continue to make adjustments to the instructional program based on the individual needs of our students.

c: According to the Periodic Assessments, many of our ELLs come in with letter and number recognition, based on memorization of basic facts learned in pre-school or day care settings. However, they lack letter sound recognition and the ability to listen to and respond to questions. There are also significant gaps in general content vocabulary that is typically acquired during the first year of school in both integrated

and pull-out ENL or NLA programming. During administration of periodic assessments, native languages are used as directives (when necessary), while English is used for the content. Clarification is provided in native language as well.

In our Dual Language classrooms, native language assessments are used in equity with assessments in the students' second language.

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*.]

Our school aligns our instruction according to the "three tiers of instruction support" described in the RTI model. First, we create rigorous and evidence base core instruction. Then, we target small groups or individuals that need extra attention, activities or experiences. If that wasn't effective, then we implement intensive, individualized instruction, in addition to the core instruction. For all content areas, leadership team and teachers collaborate to plan and revise instruction. We use backwards planning that begins with the development of an end-of-unit task or assessment, then plan a series of lessons for the unit that will lead students toward the final assessment piece. Additionally, we use ongoing assessment during the unit to make immediate small group intervention before administering end of unit. Data is collected and shared among teachers. Based on end of unit data, we will make more small group interventions to meet student needs. Groups are flexible and change weekly. All small group instruction is based on a common need that is found through the continual review of formative assessments during the unit of study. We have a staff that is flexible in order to assist with intervention and target small groups. Currently there are two intervention teachers who, in addition to their regular program, also provide small group intervention in each classroom.

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

Since our student population is composed of four main language groups (English, Spanish, Mandarin, and Arabic) we refer to data (i.e. educational background and history) gathered from parent interviews, published studies and educational resources to help guide our instruction. Our staff works with a staff developer from Teacher's College who has extensive background experiences working in bilingual and second-language populations. She facilitates both whole-staff and individual professional development focused on understanding the process of second language acquisition and instructional strategies and curriculum for our students. Whether if they are Chinese or Spanish, we look at their stage of language acquisition and we use that information to plan for specific instructional strategies. For example, the Chinese language does not have any tenses or conjugations and does not use plurals by adding a suffix. In Spanish, noun and verb position are different from English. Thus, we will structure our lesson plan to target those areas to support ELLs in acquiring language. Our staff is expected to plan for learning objectives that focus on both content and language.

7. For dual language programs, answer the following:

- 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?

Our Dual Language program follows a 50/50 rollercoaster model for instruction, in which students are engaged in simultaneous biliteracy instruction. This means our students are learning to read and write in both Spanish and English. We use primary reading benchmarks from Teacher's College, Fountas and Pinnell reading levels, and both Foundations and Estrellita for phonics and word study in our Dual Language program. We track student performance and progress in both Spanish and English at four benchmarks during the year (September, January, March, and June). In this way, EPs and ELLs are assessed the same way in both their native language (L1) and their target language (L2). This year, in our Kindergarten Dual Language class, we had 6 EP students who were learning to read and writing in Spanish. We found that in June 2015, 5 out of 6 (83%) were reading at or above grade level in Spanish. Conversely, our 17 ELLs, 7 of 17 (41%) were reading at or above grade level in Spanish. In English, 5 of 6 EP students (83%) were reading at or above grade level in English and 6 of 17 (35%) of our ELLs were reading at or above grade level in English.

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

We track progress and success of each ELL student by examining their formal and informal assessments, conferring notes, state or citywide test results (i.e. NYSITELL and NYSESLAT), and/or meeting AYP for ELLs. Armed with all this information, we analyze and evaluate whether or not our programs or interventions have been successful for our ELLs. If data reveals that our program or interventions was not as effective, our school will meet as a team to reflect and review what components did not work to make necessary changes.

## Part IV: ELL Identification Process

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

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

Our school follows the protocol and procedures outlined in the ELL Policy and Reference Guide. The following steps are completed within 10 school days (or 20 school days for students entering with IEPs):

1) Administration of the HLIS:

At the time of intake/registration, our ESL certified teachers (Samantha Nguyen, Johanna Kelly, or Rachael Sullivan) administer the Home Language Identification Survey (HLIS) to all parents. If the pedagogues does not speak the family's native language, they use the Translation and Interpretation Unit's over-the-phone translation services to complete the HLIS questionnaire. A home language is determined based on the standards outlined in the policy guide. If the child is determined to have a home language other than English, the process proceeds to the determination of NYSITELL eligibility.

2) Determination of NYSITELL Eligibility:

Our trained pedagogues briefly speak with the child, and ask to review any supplemental documentation, including an IEP if the child has one. For students determined eligible for the NYSITELL, we proceed to Step 3 and administer the NYSITELL. For students determined ineligible for the NYSITELL, the process ends at this step. For students with IEPs, we follow the procedure outlined below in question 3.

3) Administration of the NYSITELL:

Trained pedagogues print NYSITELL answer documents using the RLBA screen in ATS. Answer documents are scanned into ATS within 10 school days of enrollment. If the student's performance classifies him/her as an English language learner (ELL), entitlement letters are sent out to the student's parents within 5 school days in their native language. If the student is not entitled to services, a non-entitlement letter is sent out.

4) Administration of the Spanish LAB:

When a home language of Spanish is indicated on the HLIS and students are identified as ELLs based on the NYSITELL, students are administered the Spanish LAB at the time of enrollment. Answer documents are printed using the RSLA screen in ATS, the assessment is administered by Juliana Diamond, Brenda Luo, or Rachael Sullivan, and the answer documents are scanned into ATS.

5) Parent Selection and Program Placement:

Parents of ELLs are invited to attend an orientation meeting, facilitated by Mrs. Smith, and at least two certified ENL or Bilingual Teachers (Samantha Nguyen, Johanna Kelly, Rachael Sullivan, Juliana Diamond, Brenda Luo, Suhua Zhang, and Lily Grande).

At the end of the orientation meeting, the parent choice forms are collected and students are placed according to the parent choice. If a parent choice is TBE or Dual Language, and there aren't enough students to form a class, the parent is notified by a meeting. A list of student names is then kept in the office. Once there are enough students to form a class, a class will be formed.

The original HLIS and Parent Selection forms are placed in the student's cumulative folder. A copy of the HLIS, Parent Selection form, Entitlement letter, and a copy of the NYSITELL scan sheet are placed in student files monitored by the ESL pedagogues.

Parent Selection are entered into ATS in the ELPC screen by either the ESL pedagogues (Samantha Nguyen, Johanna Kelley, or Rachael Sullivan) or the Pupil Accounting Secretary (Chane Enden).

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).

If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, our trained pedagogues will proceed with the SIFE Identification Process as outlined in the policy guide for students who are:

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

\*At this time, we only serve students in grades Pre-Kindergarten, Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade. As such, possible SIFE identification for our school will not begin until the 2016-2017 school year.

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

For students enrolling with IEPs, our trained pedagogues will proceed with the determination of NYSITELL eligibility steps as outlined in the policy guide:

For students who have an IEP, prior to administering the NYSITELL, the student's case is referred to the Language Proficiency Team:

- Jill Smith, Principal
- Jessica Knudson, Coach and Special Education Coordinator
- Rosanna Hernandez, School Psychologist
- ESL/Bilingual Teachers: Samantha Nguyen, Johanna Kelly, Rachael Sullivan, Juliana Diamond, Brenda Luo, Suhua Zhang, Lily Grande.
- Student's Parent or Guardian

The LPT determines whether the student should take the NYSITELL. The LPT will consider evidence of the student's English language development, including, but not limited to the following:

- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT must make 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 (The principal must accept or reject this recommendation: 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. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language).

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form "Language Proficiency Team NYSITELL Determination Form" must be completed and placed in the student's cumulative folder.

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.

After completing the NYSITELL assessment, Ms. Nguyen scans all answer sheets into ATS. Using the cut scores, she will draft both entitlement and non-entitlement letters in the parent's native language that go home with the child at the end of the school day.

Copies of the letters are placed in the students' cumulative file and the ESL team places another copy in their informal files.

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 2015-2016 school year, we will follow the procedure for Re-Identification outlined in the ELL Policy and Reference Guide:

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

The school must 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)
- 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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult 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 must provide additional support services to the student as defined in CR Part 154-2.3(i) 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 must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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.

Within 10 days of admission, a parent orientation meeting is provided to explain three programs (Transitional Bilingual, Dual Language, Freestanding ESL) offered in NYC. The invitation letters to attend the parent orientation session are sent to the parents of students who are entitled to ELL service based on the recorded hand score of the NYSITELL. We schedule parent orientation sessions at times convenient for the parent(s) to maximize attendance - offering both daytime and evening meetings. The meetings are facilitated by members of the ESL and Bilingual teaching teams (Samantha Nguyen, Johanna Kelly, Rachael Sullivan, Juliana Diamond, Brenda Luo, Suhua Zhang, Lily Grande) and the principal (Jill Smith). During the orientation, parents are given brochures and watch a video describing the three program (Transitional Bilingual, Dual Language, Freestanding ESL) in their native language. We also inform parents of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grades K to 8 and 20 or more on a single grade in high school. A translator is on site to speak to parents in their native language and if we don't have one on-site, we used the DOE's Translation and Interpretation Unit to get an interpreter over the phone. The school also creates and files an agenda and attendance sheet of the parent orientation sessions. If parents missed the scheduled orientation, a make-up session is provided (within 5 days of the parent orientation) as well. However, if they miss both, the ESL teaching team makes phone calls home (within 1 day of missing the make-up session) to explain to parents over the phone and to send brochures home to explain the three programs offered by NYC. At orientation, we allow parents to choose the ELL program out of the three offered in NYC (TBE, DL, and ESL). We then collect and review each Parent Survey and Program Selection Form for accuracy and signatures. The ESL teaching team is responsible for keeping an accurate and updated file on parents who choose a bilingual program that we were unable to offer as a result of insufficient number of students. However, when a TBE/DL program becomes available at PS516, parents who selected that as their number one choice will get a letter and a phone call home to notify them of the availability. In the circumstance that a parent survey is not returned, a default placement of transitional bilingual education (TBE) is made.

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.

The ESL teaching team (Samantha Nguyen, Johanna Kelly, and Rachael Sullivan) and school principal (Jill Smith) review all Parent Survey and Program Selection forms and place students in programs based on parents choice in accordance with the ASPIRA Consent Decree. We send home all entitlement letters within 3 days of receiving and collecting Parent Survey and Program Selection forms

during parent orientation, make-up sessions and one-on-one meetings. The required information for newly identified ELLs is then entered into the ELPC screen in ATS.

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

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Ms. Nguyen, Ms. Kelly, and Ms. Sullivan use a checklist to track all the parent selection forms that are returned. This is located in a Google spreadsheet that can be accessed and updated by all. During the initial 10 day window, the ESL teachers track this spreadsheet daily and make outreach phone calls to parents who did not return the form. Extra forms are sent home to parents and they are invited to visit the school for additional one-on-one meetings. If all outreach efforts fail and a form is not returned, we followed the procedures for recording the default program for the student which is Transitional Bilingual Education, as per CR Part 154.
9. Describe how your school ensures that placement parent notification letters are distributed.

The ESL teaching team creates placement letters for each student based on program placement. The letters are filled out in the parent's native language. A copy is sent home with the student in their homework folder. A second copy is mailed to the parent directly according to the address on file in ATS.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

A copy of the student's HLIS is placed in the cumulative file for every single child who enrolls at our school. A copy of the HLIS is also made for an official file that is maintained by the ESL teaching team. Copies of non-entitlement, entitlement, and placement letters are organized and alphabetized by type of form and maintained in a central, locked file cabinet maintained by the ESL teaching team.
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.

**Step 1: Identify Eligible Students**

  - Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.
  - Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.
  - Upon receipt of your NYSESLAT materials count the number of booklets and answer documents; for information on when materials should arrive. If you do not have sufficient numbers of materials, contact your Borough Assessment Implementation Director (BAID);

**Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion**

  - Note that staff administering the NYSESLAT are not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.
  - To administer the speaking subtest during the administration window, do the following:
    - oAssign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window.
    - oTo administer the reading, listening, and writing subtests during the administration window, do the following:
      - oNote that there are only 10 school days during which you may administer the non-speaking subtests; plan accordingly.
      - oAssign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.
  - Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

**Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested**

  - Follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Each spring, our ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). Based on the results of the NYSESLAT, we are able to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status.

In September, our ESL teaching team is responsible for preparing and sending home "Continued Entitlement Letters" to parents of

students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.

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).

During the 2013-2014 school year, the following data was collected for parent program selection:

- ESL: 44
- Dual Language: 8
- TBE: 5

During the 2014-2015 school year, the following data was collected for parent program selection:

- ESL: 42
- Dual Language: 17
- TBE: 6

In analyzing the trends, we noticed that many of our parents prefer an ESL model, but interest in Dual Language programs is rising. We attribute this emerging trend to the fact that we opened a Dual Language program in Kindergarten in the 2014-2015 school year and parents are now starting to see, first-hand, what a Dual Language program really looks like in action. We have noticed that many Spanish-speaking parents prefer a Dual Language classroom for their children, while many of our Chinese-speaking families prefer an ESL model for their children. In our school, we have a Chinese NLA teacher on staff who provides NLA support for all of our Chinese ELLs.

In the 2015-2016 school year, we are planning to expand our Dual Language program by offering two sections at the Kindergarten level. We recognize the growing interest in our dual language program after a successful launch this year. We will continue to serve students coming from a mix of English, Spanish, Chinese, and Arabic speaking homes. Since the majority of our population is Spanish-speaking, opening Spanish Dual Language programs is the most logical step. However, we continue to make sure all of our students are able to experience native language instruction, and as such, have made sure to work to recruit bilingual certified staff in both Spanish and Chinese.

Finally, we've applied for the BRAVO Dual Language Planning Grant for the coming year so we can further expand our dual language programs as we continue to add a grade level each year.

## 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.  
In our ENL program, we currently set up classes heterogeneously. An ENL teacher works in collaboration with the classroom teacher to provide both stand-alone and integrated ENL throughout the day, as per CR Part 154-2 (see chart below). ELLs who are Entering and Emerging experience stand-alone ENL instruction according to the required units of study with an ENL teacher. Transitioning, Expanding, and Commanding ELLs experience integrated ENL according to the required units of study through a co-teaching model with the classroom teacher and an ENL teacher.
  - b. TBE program. *If applicable.*  
N/A.
  - c. DL program. *If applicable.*  
In our Dual Language program, students are again mixed heterogeneously. All of our Dual Language classroom teachers hold a dual certification in Childhood or Early Childhood Education and a Bilingual Extension. As per CR Part 154, instruction in both ENL, ELA, and HLA is provided by the dually certified classroom teacher.
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)?

Based on the student's performance levels as determined by the NYSITELL for Kindergarten students and the NYSESLAT for 1<sup>st</sup> and 2<sup>nd</sup> grade students, we determine the units of study for stand-alone ENL and integrated ENL for each student. We have one ENL teacher working with each grade level (one with Kindergarten, one with 1<sup>st</sup> grade, and one with 2<sup>nd</sup> grade). Schedules for stand-alone ENL and Integrated ENL are created in early September, according to CR Part 154. In our instructional model, all students experience 120 minutes of ELA instruction per day, for a total of 600 minutes per week. We utilize a integrated model to support ELLs, according to the number of units of study required, by assigning the ENL teacher to co-teaching periods during the ELA instructional block. Stand-alone ENL is programmed for the Entering and Emerging ELLs across the week. HLA is embedded for 45 minutes per day for students who are in an ENL program. For ELLs in our Dual Language programs, we follow a 50/50 rollercoaster model for ENL, ELA, and HLA instruction in which all students experience 300 minutes of ELA and 300 minutes of HLA per week. Students also experience 180 minutes of ENL instruction, delivered through a co-teaching model with our bilingual and ENL teachers.

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.

Science and social studies are integrated into our literacy work in grades K-2. Each grade team develops six thematic units of study for the school year, based on the scope and sequence for Science and Social Studies and the Common Core Learning Standards. Students in our programs, both ENL and Dual Language, have at least two period of social studies or science each week, outside of the time it is integrated into the daily literacy block. Teachers in all programs study effective pedagogy for ELLs, including use of visuals, gestures, TPR to boost comprehensible input for all students. Content area subjects are taught in English for students in our ENL program, in both English and Chinese for our Chinese-speaking ENL students, and in English and Spanish for students in our Dual Language program.

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

Our bilingual teachers (Ms. Diamond, Ms. Grande, Ms. Luo, Ms. Zhang, Ms. Sullivan, and Mrs. Wong) assist with the assessment and evaluation process throughout the year. For students in our Dual Language classes, they are assessed in both native/home language and their target language for all assessments. For students in our ENL classes, our bilingual ENL staff will provide translation and assessment support for students in their native language.

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

PS 516 uses frequent, formative, and ongoing assessments throughout the year. Teachers conference with students daily, using Fountas and Pinnell, TCWRP and periodic assessment in mathematics. In addition, results from tests such as the NYSITELL and NYSESLAT are examined by leadership team and teachers. We are a collaborative school that uses data to inform and guide our instruction and curriculum. Thus, it enables us to appropriately evaluate ELLs in all four modalities of English acquisition throughout the year. All four modalities (reading, writing, listening and speaking) are also graded in our progress report and student's individual progress is communicated to parent three times per year.

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

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

or supplied to meet their specific needs, etc.) Finally, testing accommodations, including questions read in native language, questions read aloud, and extended time are offered for our newcomer ELLs.

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

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

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

e. This year, we have 4 students identified as former ELLs. We will continue to support former ELLs by offering a minimum of 90 minutes of integrated ENL services as per CR Part 154. Through the use of differentiated instruction and small group support we will provide instruction for former ELLs aligned to their specific needs.

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.

We 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)
- A student of 18 years of age or older

Ms. Nguyen and Ms. Sullivan will monitor and facilitate re-identification process to ensure its completion within 10 school calendar days of receipt of written notice (or 20 days if the CSE is involved).

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). Letter is shared with Ms. Nguyen, Ms. Sullivan, the principal, parent coordinator, and other staff members who work closely with the child.
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 Ms. Nguyen and Ms. Sullivan (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. Ms. Sullivan, Ms. Nguyen will consult with Ms. Knduson (Special Education Coordinator) 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 personnel listed above, 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 are kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or

student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with Ms. Nguyen and Ms. Sullivan, 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 must provide additional support services to the student as defined in CR Part 154-2.3(j) 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 must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

Additional services provided to students follow our already in-place progress monitoring system. As a school, we follow common benchmarking and assessment cycles for all students, both ELLs and Non-ELLs, that allow us to closely track the individual progress and development toward standards of all students, regardless of their status. As such, we would have several sources of student level data, including up-to-date primary reading measures, independent reading levels, writing samples, and performance assessment tasks that would give us a very clear picture of the individual student's performance and would allow us to assess, as a team of teachers, ENL teachers, and administrators, if a student's progress has or has not been adversely affected by the re-identification process. We will also make sure these students are closely monitored in our academic intervention program to ensure they are continuing to make expected progress towards standards.

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?

ELLs who are also students with disabilities receive accommodations that apply to both ELLs and SWDs, as appropriate and according to their IEP. Our SWDs are currently served through either SETSS or ICT classroom models. They participate with the ENL teachers for both stand-alone and integrated ENL programming as per CR Part 154. All teachers of ELLs, Non-ELLs, SWDs and non-SWDs follow a standards-based, Common Core aligned curriculum in Literacy, Mathematics, and Content areas. Our teachers work in collaboration to plan for and further refine units of study and lessons that incorporate both content and language objectives, in addition to pedagogical techniques that support language access and development (comprehensible input, TPR, SIOP lesson planning, translanguaging, visual and gestural supports and cueing). Technology, including interactive whiteboard, ipads, and computers with the Imagine Learning program are used as part of the regular instructional program for all ELL students.

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?

Following a workshop model for instruction in all subject areas, our teachers work in collaboration on grade-level teams to know individual students well and then plan for a modify instruction, and use both flexible grouping and conferencing, to meet students at their zone of proximal development. Specific information about ELL-SWDs is taken in consideration when planning for instruction to respond to their needs. Our use of a push-in model for both intervention and ENL providers on each grade levels allows us to remain highly flexible and responsive to the needs of all students. If an ELL has an IEP that requires a specialized placement, such as ICT, we accommodate both their academic needs and their language needs using flexible grouping within the ICT classroom. ENL providers push-in to provide services in small groups for ELL-SWDs. The special education teacher and ENL teacher consult in grade-level meetings to plan for instruction aligned to the student's current needs.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

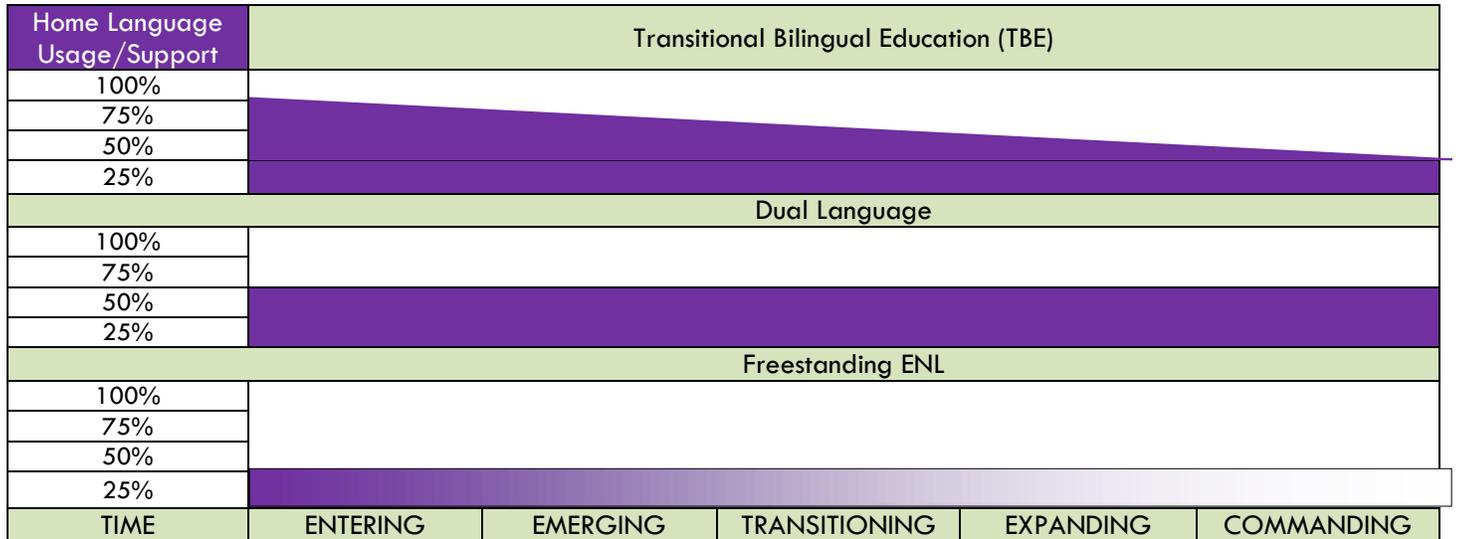


\*Note “other approved services” does not apply to New York City at this time.

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. On staff, we have two full-time academic intervention teachers (Ms. Knudson and Ms. Eisner-Grynberg). Based on formative and summative assessments at benchmark times, our classroom teachers, ENL/bilingual teachers, and intervention teachers establish flexible groups for instruction during our twice weekly intervention block, where all teachers work with small groups of students to target specific groups and support them in ELA, math and other content areas. These groups are flexible and include ELLs at all levels, Entering through Commanding. In addition, Ms. Sullivan, our bilingual ESL teacher, provides Spanish language support in all content areas. She too, uses data collected from assessments, conferences, family and education history to help her guide instruction and curriculum. Additionally, Ms. Wong and Ms. Zhang are able to provide support in Chinese native language and intervention.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our ELLs receive daily support and intervention from the ENL teaching team (Ms. Nguyen, Ms. Kelly, and Ms. Sullivan), our academic intervention team (Ms. Knudson and Ms. Eisner-Grynberg), our Bilingual teaching team (Ms. Zhang, Ms. Luo, Ms. Diamond, and Ms. Grande), and all their classroom teachers. Thus, there are always several teachers in the classroom to work either individual or in small groups to meet the needs of our ELLs in both content and language development. Specific data is collected at benchmarks (September, November, January, March, June) and in six-week intervention cycles to examine the effectiveness of our intervention. All teachers submit data on literacy and mathematics; this data is then used to adjust upcoming instruction. So far, it has allowed us to provide immediate intervention regardless of proficiency levels.
12. What new programs or improvements will be considered for the upcoming school year?  
In the 2015-2016 school year, we will be expanding our Spanish Dual Language program. We have begun to reflect and study, as a team, as to the overall effectiveness of developing simultaneous biliteracy. We are questioning if sequential biliteracy would be a more effective option for our students. We will also consider how to further refine our Chinese NLA program, which right now, we concentrate solely to content area studies. We will consider how to expand Chinese NLA to support our literacy and math programming for students. Finally, CR Part 154 allows for certified bilingual teachers teaching in bilingual program to provide the ENL component of instruction. However, we feel that students could benefit from addition small group time that could be offered if we have an ENL teacher push-in to co-teach with the bilingual teacher several times per week, to further accelerate the growth of our ELLs in English acquisition.
13. What programs/services for ELLs will be discontinued and why?  
None. We are expanding our programs this coming school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Equity is paramount at PS 516. We view all students as language learners and have the same standards and expectations for every student, both ELLs and non-ELLs alike and they participate equitably. Since approximately 70% of our student population are ELLs, all supplemental services and programs are created with ELLs in mind. Thus, ELLs are always afforded equal access. This year, we will continue to offer our Title III afterschool program for ELLs on two afternoon per week, beginning in October and running through May. All ELLs are invited to participate in this program and do based on parent consent.
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.  
Depending on the lesson plan and group of students, specific materials are intentionally selected to help support our ELLs. Some of these materials include: realias, graphic organizers, ELMO document cameras, projectors, interactive white boards, iPads, laptops, Foundations, literacy centers, audio CDs and various language resources / materials. When lesson planning, teachers are expected to consider the visual, tactile and auditory ways to support ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In our ENL program, students experience instruction in English, however, when appropriate, we will use the student's native language to support them to either reinforce or preview specific content and vocabulary. Our Mandarin-speaking students also participate in a Chinese Native Language program which is aligned to the literacy program.  
  
Students in our Spanish Dual Language program follow a 50/50 rollercoaster model for instruction, in which they spend half the time experiencing instruction in Spanish and the other half the time experiencing instruction in English. Teacher maintain fidelity to the language of the day.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
With standards based curricula and programming, all of our teachers of ELLs are providing content that is aligned to age and grade-level expectations for students. We match an ENL teacher with one grade level, so that together, the professionals can collaborate and come to understand a particular grade level's curricula extremely well and help move students along in their development across the year. As an early childhood school serving students in PK, K, 1<sup>st</sup> and 2<sup>nd</sup> grades, our teachers are well-versed in understanding what is developmentally appropriate for students in the 4-7 year age band and make

modifications as necessary to meet students at their developmental level through planning that includes UDL techniques and analyzing entry points for ELL-SWDs by providing stronger visual, tactile, and physical means of accessing material and providing comprehensible input. Students work in small groups throughout the day so the teacher is more able to provide responsive instruction that focuses on standards, while adapting to meet the cognitive and developmental level of ELL-SWDs.

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).

Following registration for newly admitted students (both ELLs and Non-ELLs), parents are invited to an orientation in mid-June. During orientation day, parents and students were treated to a guided tour of the school, a meet and greet with teachers and staff, and informational materials about the school and services available for parents and students. All of this information is presented in their native language. We also hold a "Back to School Night" in mid-September for parents to return, again, and meet with their child's teachers and learn specifically about programming and expectations. For new ELLs that enroll later in the school year, we buddy them up with a classmate that speaks the same language. Our goal is to make the student feel safe, loved and cared for. We interview parents/guardians and send home surveys to learn as much as possible about the new student to help support him/her in order to have a smooth transition.

As a small school, we do not have a counselor or parent coordinator. As such, the principal, classroom teachers, and ENL/Bilingual teachers are responsible for facilitating these orientation meetings.

19. What language electives are offered to ELLs?

In addition to our Spanish Dual Language program, we offer other students a Mandarin language class.

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. In Kindergarten and 1<sup>st</sup> grade, we implement a self-contained model in which ELLs and EPs are integrated throughout the entire day, aside from small group instruction times in which language groups and level may be homogeneously grouped. We follow a 50/50 model for division of language, with each language used 50% of the week. We also implement a simultaneous biliteracy program starting in Kindergarten, where EPs and ELLs are learning to read and write in both English and Spanish.

b. Core content areas are taught equally in Spanish and English.

c. We use color-coding for language separation, with red representing Spanish and blue representing English. The teachers use red markers when writing in Spanish and blue markers when writing in English. Blue and red folders are used for students to separate work in Spanish and English. Book bins are labeled in either blue or red to help students understand which bins are English and which are Spanish. Blue and red paper is used for writing, so students also see a clear distinction of language. Following a 50/50 model, teachers instruct in the language of the day and students communicate (orally or written) in the language of the day.

d. This year, we followed a simultaneous model for emergent literacy.

## 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.)

At PS 516, our instructional focus for the school year is rooted in developing best practices in language development. A series of professional development sessions throughout the year, resulting in greater than 15% of professional development hours, educate and build pedagogical practices in our teachers so that we all become effective teachers of language. Our professional development plan incorporates both outside partnerships and in-house opportunities.

Outside Partnerships:

  - 1) Teacher's College Reading and Writing Project: Since September 2013, we've partnered with TCRWP to provide our school with extensive professional development in literacy. All teachers at our school, regardless of position or certification, are expected to participate and build knowledge and practice in order to provide more effective and responsive instruction for a largely ELL population. Our staff developer, Lindsay Barton, works on-site at our school 11 days out of the year. During this time, teachers are released for the entire day to study elements of literacy curriculum and instruction. Teachers work in collaboration to host lab sites, lesson studies, and refine curricula based on collaborative work. In addition to on-site days, we send teachers to participate in "calendar" workshop days at Teacher's College for a total of 25 days per year. Each classroom teacher and ENL/Bilingual teachers attends 2 days of workshops at Teacher's College during the school year. Finally, 5 of our teachers attend teacher student groups and then lead a series of 2-day workshops at the school, all in service of deepening our collective knowledge and pedagogy in literacy.
  - 2) EngageNY Math Collective: We participate in a cohort of schools who recently adopted the EngageNY mathematics curriculum, led by a math instructional coach. Throughout the year, our teachers work with teachers from the other cohort schools and participate in rounds of Japanese Lesson-Study. Our focus for the year was on boosting language use and the communication of ideas among students. We have 10 days of on-site professional development, and all teachers participate in at least one lesson-study during the course of the school year.
  - 3) DOE Offerings: Teachers are encouraged to participate and pursue additional professional development opportunities offered through the DOE's office, including the Department of English Language Learners and Students with Disabilities.

In-House Professional Development:

  - 1) Summer PD: new teachers participate in a one-to-two week summer training course that addresses language acquisition concepts and is facilitated by our ENL and bilingual teachers.
  - 2) Conference Days: Conference days, including Election Day and the June Chancellor's Conference Day are dedicated to professional development sessions connecting to our instructional focus of language development. This year, staff will explore comprehensible input and integrated co-teaching models during these day-long professional development sessions.
  - 3) Bilingual and ENL Teachers: Our bilingual and ENL teacher team participates in a vertical team throughout the year to engage in specific professional development relating to language acquisition, content-area instruction, and co-teaching best practices. These vertical team dates are set for November 2<sup>nd</sup>, 30<sup>th</sup>, January 4<sup>th</sup>, February 22<sup>nd</sup>, March 21<sup>st</sup>, April 18<sup>th</sup>, May 23<sup>rd</sup>, and June 27<sup>th</sup>.
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?

Our ENL and Bilingual Teachers (Samantha Nguyen, Rachael Sullivan, Johanna Kelly, Juliana Diamond, Lily Grande, Brenda Luo and Suhua Zhang) all attend a minimum of 2 workshop days at Teacher's College that focuses solely on ELL and Bilingual pedagogical development. Our Spanish Dual Language teachers and Chinese NLA teachers participate in professional development groups coordinated through the Department of English Language Learners. Our ENL teaching staff will participate in either an ENL sole-provider group and an ENL study group through our Borough Field Support Center.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As a school serving students in Pre-Kindergarten through 2<sup>nd</sup> grade, we currently do not have a protocol and procedure for transitioning students to middle school. However, in the next two years, we will have our ENL teaching team (Samantha Nguyen, Rachael Sullivan, and Johanna Kelly) work on developing this plan which will leverage parent engagement activities and partnership with local middle schools. We will send staff members to transitioning trainings as they are offered through the Borough Field Support Center.
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.

Our school population is approximately 70% ELLs, thus all our PDs are heavily focused on supporting ELLs as they engage in the Common Core Learning Standards. Below is a planned PD calendar of dates that will be attended by teachers (a record of their attendance is kept on file on our school database):

Ms. Nguyen, Ms. Kelly, and Ms. Sullivan will alternate attending all professional development offerings from the Department of English Language Learners, commencing in September 2015. This will include PDs focusing on both pedagogy and compliance related issues.

Ms. Diamond, Ms. Grande, Ms. Luo, and Ms. Zhang will attend bilingual PD offerings from the Department of English Language Learners, commencing in September 2015.

Spanish Dual Language teachers will attend Estrellita training throughout the year, on dates as they are released.

All staff will participate in 10 days of on-site PD with Lindsay Barton, our Teacher's College staff developer, focusing on support language development in our literacy model;

All staff will participate in 10 days of on-site PD with Kate Abell, our EngageNY Math Collective staff developer, focusing on communication in mathematics;

All staff will participate in the Learning Partners Plus program in the 2015-2016 school year, in which grade bands will host labsite and lesson studies and be released to visit other schools in our cohort during the school year. This includes monthly school visits starting in October 2015 and continuing through May 2016.

ENL and Bilingual staff will participate in Borough Field Support Center trainings, facilitated by our ELL instructional lead, Anthony Pizillo.

One school-wide calendar is managed in the main office. Following attendance at a PD event, a record is placed in the teacher's file in the main office. In-house PD agenda and sign-in sheets are kept on file in our shared Google Drive.

## 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?

In June, we hold orientations for incoming families to inculcate them to our school, our staff, and our expectations. We introduce program and leave plenty of time for open discussion. In September, we hold a "Back to School" night to allow parents to meet with their child's teacher and to learn more specifics about the academic, social-emotional, and linguistic expectations of students. Our ENL teaching team plans a series of 4 parent workshops during the year, which covers topics that include the language acquisition process and assessments. At all meetings, translation is provided in any language represented.

To continually support our ELL parents, we evaluate their needs during PTA meetings, parent and child surveys, parent teacher conferences or one-on-one meetings. Agendas and future plans are derived from what we hear from parents during those meetings. Thus, these structures allow for regular parent voice in our school. To further parent involvement, for parents who do not speak English, we provide translations in their native language. We use our bilingual school aides (two Spanish-speaking women) our bilingual paraprofessional staff (representing Spanish, Chinese, and Arabic languages) and our bilingual teachers (Ms. Diamond, Ms. Grande, Ms. Wong, Ms. Zhang, Ms. Luo, Ms. Sullivan). Other languages are provided through the DOE's Translation and Interpretation Unit.

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.

At all parent meetings, sign-in sheets are distributed at the beginning of the meeting to record attendance. Parents must provide their phone number or updated email address along with their sign-in so we can complete follow-up materials and information distribution after the meeting.

Meeting notices are sent home in the four main languages represented at our school: English, Spanish, Chinese, and Arabic. Paper notices are sent home with students in their take-home folders and we also use an email blast system to send electronic notification of meetings.

Teachers use Parent Engagement time on Tuesday afternoons to conduct regular and individual outreach to parents. We use the DOE's over-the-phone translation service when a bilingual teacher is unavailable to assist with translation needs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

The first Friday of each calendar month is "First Friday" in which families are invited into their child's classroom to experience a hands-on learning activity. These classroom visits are followed by a workshop led by an ENL teacher, our instructional coach, or an organization who visits the school.

In May, we have a "Parent Night" in which teams of teachers plan for and lead a variety of workshops for parents. The goal is to make sure parents leave with tangible next steps to work with their child at home and further support their learning.

Our newly formed PTA also regularly coordinates parental involvement activities, including movie nights and parent celebrations to encourage participation of all parents.

Our art teacher leads a series of "Art Tuesdays" in which parents come in to create art projects alongside their child.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

In the past we have partners with the Brooklyn Chinese Association (BCA) and the Center for Family Life to help coordinate and provide workshops and services for parents of ELLs. We have also partnered with Lutheran Medical Center to provide a series of health workshops for parents. Finally, our school partners with the FoodBank of NYC to provide "Cookshop for Families", a program that teaches parents how to make healthy food options, cooking lessons, and provide families with food and tools to recreate healthy recipes at home for their children.

5. How do you evaluate the needs of the parents?

Parent surveys are distributed to assess topics of interest in September and January. In June, a year-end survey for parents to provide feedback on parental involvement activities throughout the year is distributed, collected, and reviewed by the administration and teachers.

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

Needs are determined by the administration based on information that is important to convey to parents to help them understand curriculum, policies, and procedures, such as the Common Core Learning Standards, assessments such as the NYSITELL and

NYSESLAT. We also use parent feedback to generate topics for workshops. For example, this year, parents expressed a strong desire to learn about how to prevent and treat lice. We arranged for an expert to come to the school and lead a parent workshop to demonstrate proper combing techniques to parents. We are also expanding our CookShop for Families offerings after receiving positive feedback from parents that they would like to participate in cooking classes with greater frequency. By soliciting regular feedback, we are able to address the needs of parents through parental involvement activities.

#### **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.

At P.S. 516, we view all children as learners of language and all teachers as teachers of language. We value the native language of our students and families, and our educational programs, which include Dual Language and English as a New Language with Native Language supports, help children develop strong literacy and communication skills in both their native and second language.

Dual Language Spanish programs are offered in our Pre-Kindergarten, Kindergarten, and 1<sup>st</sup> grade classes. We will extend our Dual Language program to 2<sup>nd</sup> grade in the 2016-2017 school year.

**School Name: P.S. 516 - Sunset Park Avenues****School DBN: 15K516**

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)
Jill Smith	Principal		10/30/15
N/A	Assistant Principal		
Raquel Nieves	Parent Coordinator		
Samantha Nguyen	ENL/Bilingual Teacher		10/30/15
Jimmy Ghanzi	Parent		10/30/15
Juliana Diamond	Teacher/Subject Area		10/30/15
Brenda Luo	Teacher/Subject Area		10/30/15
Jessica Knudson	Coach		10/30/15
N/A	Coach		
N/A	School Counselor		
Anita Skop	Superintendent		10/30/15
	Borough Field Support Center Staff Member <hr/>		
Suhua Zhang	Other <u>Chinese NLA</u>		10/30/15
Rachael Sullivan	Other <u>ENL</u>		10/30/15
Lily Grande	Other <u>Spanish DL</u>		10/30/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **15K516** School Name: **P.S. 516**  
Superintendent: **Anita Skop**

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

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

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

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

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

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

P.S. 516 uses the Home Language Survey (HLIS) to assess the need for translation and interpretation for our families. At initial personal encounters with families, school personnel provides interpretation in several different languages and/or uses the Translation and Interpretation phone service to communicate with families in their native language. Parents also indicate their preferred language of spoken and written communication on the blue card, which is completed at the time of registration to the school. Preferred language information is entered into ATS by our school secretary and preferred language reports (via the RPOB report in ATS) are distributed to each classroom for teachers to reference. Once a list of all languages are determined, the school ensures that all documents are translated in a timely manner by providing time for multi-lingual staff to translate documents onsite. The language breakdown is shared with school aides, who then ensure all copies for flyer and papers that go home match the preferred language of each family. Common flyers are always prepared and sent home in the four main languages: English, Spanish, Chinese, and Arabic. For oral communication, our school has English, Spanish and Chinese speakers readily available to both place and receive phone calls. A list of bilingual staff members is posted and kept on file in the main office for both translation and interpretation needs. When making a phone call to a family who does not speak the same language, all staff members use the over-the-phone services of the Translation and Interpretation Unit.

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

Based upon the data collection and analysis described in the section above, and in consideration of school demographics, we found that school documents, addresses, and announcements must be translated or interpreted into the following languages (in order of dominance): Spanish (135), English (72), Chinese (67), and Arabic (7). The ESL teacher reports these findings to classroom teachers at the beginning of the school year in relation to their class population. Updates to this list are shared throughout the year with staff members. A shared spreadsheet is created for each classroom, indicating the student's name and preferred language. Teachers refer to this spreadsheet, and school aides use it to ensure copies are provided in the requested languages for each classroom. Additionally, office staff and the principal are made aware of the translation and interpretation needs in order to make the appropriate accommodations for communicating with students' families.

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

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

All documents produced by our school must be translated into English, Spanish, Chinese, and Arabic prior to being sent home to families. These documents include: all DOE communique (translations are provided through the DOE website) - ongoing, monthly school calendars - 1<sup>st</sup> of each month, monthly class newsletters - 1<sup>st</sup> of each month, meeting flyers and notices - 1 week prior, special events - rolling, one week prior, field trip permission slips- rolling, two weeks prior, parent questionnaires and surveys - rolling, parent handbooks - September. Additionally, all specific documentation included in the list of this question prompt are always provided to parents in their preferred language.

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.

Back to School Night - September  
Parent-Teacher Conferences (November, March, and May)  
Parent Engagement Activities - Every Tuesday afternoon, September through June  
Family First Friday - First Friday of every month  
PTA Meeting - last Tuesday of every month  
SLT Meeting - second to last Tuesday of every month  
IEP Meetings - rolling, ongoing as needed

## Part C: Providing Language Assistance Services

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

P.S. 516 provides in-house translation services tapping into the linguistic resources that exist within the school. These resources include school staff and parent volunteers who also speak the languages that are spoken by our students' families. School staff translates progress reports, field trip notices, and any other documents that are sent home to students' families. When applicable, we use translations that are made available on the Translation and Interpretation Unit's intranet site. Additionally, the ESL teachers look to the Department of Education website to retrieve common forms and applications that have been translated by the New York City's Office of English Language Learners into various languages. Some bilingual staff members are provided with translation periods within their schedule in order to translate documents on a regular basis.

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.

At our school, most of our staff is bilingual and can address the needs of our English, Spanish, Arabic and Chinese-speaking families readily. A list of bilingual staff members is posted and available in the main office, indicating staff members who can be called upon to interpret when needed. Oral interpretation is provided for all parent meetings, conferences, and in daily interactions that arise. Office staff is made aware of which teachers can provide interpretation services and coordinates to make sure parents can communicate with as little delay as possible when they come to the school. When staff members are unavailable, teachers will use the Translation and Interpretation Unit's phone services to have a conversation with the parent. Our school also utilizes the translation and interpretation funding to arrange for additional interpretation through one of the approved vendors on major school events, including Back-to-School Night, Parent-Teacher Conferences, and other parent workshops.

## Part D: Training Staff on Policies and Procedures

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

All staff members will be made aware of the expectations for translation and interpretation through our staff handbook, distributed and reviewed each September. In addition to reviewing expectations in the handbook, all staff receives the T&I brochure, a Language ID guide, and a Language Palm Card. "I Speak..." cards are posted in the main entrance, the main office, and cards are given to teachers for their reference and use when meeting with parents. All of these documents will be scanned and shared among staff members through our shared Google Drive.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

In addition to the above description of our school's commitment to the identification of parents' linguistic needs and the specific ways in which we meet those needs, our school fulfills Section VI of Chancellor's Regulation A-663 in several ways: ensuring a welcome environment for parents in which language is never a barrier to communication, multilingual signage throughout the school, by sharing the Parent Bill of Rights to inform parents of their rights and responsibilities, by informing our families of upcoming neighborhood and educational council events, and by regularly offering support and information about key procedural, protocol, safety, and health related information in their native language. We access all notification documents on the Translation and Interpretation Unit's intranet site, as necessary.

## Part F: Monitoring and Quality Control

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

We regularly solicit feedback from parents regarding translation and interpretation needs through the DOE parent survey administered each Spring. At the end of conferences, we also provide parents with a form to submit feedback as to the quality and availability of services we provide at the school level. We regularly solicit feedback from parents during our monthly SLT meetings and the parent meetings and workshops our Parent Coordinator leads on a monthly basis.