

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K821

School Name:

SUNSET PARK PREP

Principal:

JENNIFER SPALDING

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Sunset Park Prep School Number (DBN): 15K821
Grades Served: Grade 6 – Grade 8
School Address: 4004 4th Avenue Brooklyn, NY 11232
Phone Number: 718-840-1951 Fax: 718-840-1962
School Contact Person: Jennifer Spalding Email Address: jspalding@schools.nyc.gov
Principal: Jennifer Spalding
UFT Chapter Leader: Lauren Bowden
Parents' Association President: Lisandra Rivera
SLT Chairperson: Myrna Gonzalez-Rojas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Angela Polanco
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Room 505
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 347-225-5119 Fax: 718-935-2587

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)
Jennifer Spalding	*Principal or Designee	
Lauren Bowden	*UFT Chapter Leader or Designee	
Lisandra Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Angela Polanco	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member	
Maria Espinoza	Member/8 th Grade Rep	
Ramira Hernandez	Member/7 th Grade Rep	
Vacant	Member/6 th Grade Rep	
Myrna Gonzalez-Rojas	Member/ Chairperson	
Elaine Pinckney	Member/ Assistant Principal	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vacant	Member/Teacher Representative	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

OUR VISION and KEY AREAS OF FOCUS

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

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

STRENGTHS OF PARTICULAR NOTE

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

Academic

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

Student Life

- Variety of after-school enrichment opportunities offered to students throughout the year – from choir, rock band, crochet club, and theater troupe to morning basketball, soccer club, half-marathon team and our award-winning running club to gardening, Russian, and game design – to serve a wide variety of student interests and talents.
- ♣ In 2015, our award-winning Patriots running club won 1st place in the Young Runners Championship on June 16th, 2015. They also won 11 medals. Earlier in the year, a member of our club won the Male Young Runner of the Year award.
- ♣ In 2015, our first ever Science Olympiad Team finished in the top three at regionals and went to the state competition.
- Student Council puts decision making, planning, and community building in the hands of student leaders
- Peer Mediators are expertly trained facilitators who help students resolve conflict peacefully
- Poconos Science Trip is a three-day, two-night, heavily subsidized experience open to 6th and 7th graders where students learn to track animals, paddle a canoe, hike, explore pond and stream ecology, and much more
- Washington D.C. Trip is a three-day, two-night, heavily subsidized experience open to 8th graders where students explore our nation’s capitol after months of research and preparation

Teacher Life

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

Parent Life

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

AREAS OF CHALLENGE

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

Academic

- While our students consistently make progress on state exams, we aim to raise proficiency for all students on the exams and have particularly focused on reading and writing, as a majority of our students are former ELLs or ELLs.
- We have knowledgeable, hard-working teachers and through continued growth in their practice, we can elevate the level of discourse and achievement in classrooms.

Student Life

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

Teacher Life

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

Parent Life

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

GROWTH FROM 2013 to PRESENT in KEY AREAS OF FOCUS

1. Teachers are smartly planning units with definitive start and end dates, aligned to the CCLS and incorporating writing and projects to bring curriculum to life. All teachers have posted to our curriculum mapping site and ICT teachers are working with Content Teachers to differentiate units prior to teaching. Teachers have attended professional development on planning, technology, examining student work, action planning, and ESL, with action plans on how to incorporate these experiences into classroom action. This year, we aim to deepen that work through analyzing unit and daily lesson plans in teams, and measuring the effectiveness of lessons through assessment.

2. All classrooms have libraries and students are reading for 30 minutes or more at home. We have seen increased comprehension with non-fiction texts, and a better ability to create arguments and draw evidence from non-fiction. Students are writing in all content areas, and we have seen an increase in stamina and volume, as well as higher student scores on writing rubrics as the year has progressed. This year, we hope to have students writing at a level 3 on grade-wide rubrics by the end of the year and all students experiencing reading growth of 1.5 years or more.

3. We have increased enrichment opportunities by 30% this year and have established a baseline for discipline data last year through our referral system/discipline tracker, section sheet comment tracking, and suspensions. Next year, we aim to maintain our current enrichment opportunities and expand partnerships to offer at least two new enrichment opportunities in the technology or arts field, broadening our continued focus on STEAM (Science, Technology, Engineering, Arts, and Math).

15K821 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	527	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	10	# Integrated Collaborative Teaching
				25
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	6	# Drama
				6
# Foreign Language	18	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.7%	% Attendance Rate		95.0%
% Free Lunch	88.8%	% Reduced Lunch		4.6%
% Limited English Proficient	9.9%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.7%
% Hispanic or Latino	85.2%	% Asian or Native Hawaiian/Pacific Islander		9.5%
% White	3.0%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.9%	% Teaching Out of Certification (2013-14)		22.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.0%	Mathematics Performance at levels 3 & 4		28.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		68.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		94.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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.

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

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

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

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

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

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

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

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

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

Part 2 – Annual Goal

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.

Continue to develop questioning and discussion techniques in all staff members by leveraging essential questions at the unit planning level and doubling student practice time – or “active thinking minutes” - in daily lessons by the end of the year. This goal is part of our vision to engaging students in purposeful, differentiated, standards-based instruction that ignites intellectual curiosity and prepares students for high school and beyond.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Engage in purposeful, strategic professional development, which upholds our community norms and builds trust among staff, to shift mindsets and build knowledge of why questioning, discussion, and student practice is critical and how to implement it in the classroom.	Teachers	Started in June 2015, ongoing	Admin (Principal and APs) and coaches
Align Data Team work to unit and lesson planning in an effort to leverage research and peer support to better questioning, discussion, and student practice techniques while also studying specific student sub-groups, such as ESL students and students with disabilities.	Teachers	Started in June 2015, ongoing	ELA Lead Teacher (Data Team Lead), with Admin and department head support
Develop and implement a system to improve students’ IEPs and the IEP process by assisting teachers in both shifting mindsets and building knowledge through professional development, lunch –and-learns, and targeted support.	Teachers	Started in October 2014, ongoing	Special Education Coordinator, Admin

Part 4 – Budget and Resource Alignment

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

1. All teachers will engage in professional development during our Monday professional development time. Teacher team leaders will helm grade team meetings. The Principal’s Cabinet, consisting of the Principal, APs, and Dean, the Guidance Counselor, Parent Coordinator, Business Manager, Special Education Coordinator, and the four teacher-leaders will prioritize these initiatives with support and allotment of time. The APs and Principal will oversee teacher meetings, review Unit Plans, conduct observations, and provide feedback. A Teachers College staff developer will be on site 25 days this year. A variety of subject area teachers and service providers will attend workshops at Teachers College for a total of 25 calendar days. The Principal and on-staff coach will be using the leadership slots to participate

in a coaching course. The Morningside Center Staff Developer will be on site for 20 days this year and coach teachers in social-emotional questioning and discussion techniques.

2. All teachers will engage in Data Teams during our Monday professional development time.

3. The Special Education Coordinator, supported by our Access for All AP will plan and execute professional development, lunch and learns, and targeted support for teachers as they continue to improve our IEP process.

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

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

Part 5 – Progress Monitoring

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

A mid-year review will indicate that all teachers have (1) planned units using authentic essential questions (2) planned daily lesson plans that measurably decrease student talk time and measurably increase (3) engaged in a Data Team cycle to analyze lesson plans, student work, and assessments which lead to revisions of unit and/or daily lesson plans.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

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

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

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

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

- Peer Mediation Program – approximately 20 students are interviewed and selected to help facilitate agreements in student to student conflict. Our program is unique in many ways, most notably in that our Assistant Principal oversees the program, any grade student can mediate conflict between any grade student, and teacher/student conflicts have also been mediated.
- Advisory – All students receive one period of advisory per week. We teach skills in advisory to help students self-manage and solve conflicts peacefully. New this year, advisory is now in groups of less than 15 on the grade.
- Partnership with Morningside Center for Social Responsibility - Our staff developer supports our advisory teachers and peer mediators, as well as conducting observations with a SEL rubric and providing feedback to teachers.
- Smart School Leaders – The principal is part of a cohort who gather quarterly to discuss SEL in schools, visit sites, and engage in professional development around cutting edge topics in the SEL community.

- Word of the Month, Question of the Week (WoMQoW) which is a vocabulary, SEL, and writing activity completed each week in homeroom. Every month we focus on a complex word, with social-emotional weight, to use a jumping off point for discussion during homeroom class. New this year are two initiatives to make WoMQoW even more powerful – each homeroom will have a turn to create an art display embodying a word and everyone homeroom will compete in a door competition
- Student Council puts decision making, planning, and community building in the hands of student leaders, which includes an Executive Council (a team of 7 elected students) and a Student Congress (an elected representative from every homeroom).
- Enrichment opportunities, trips, and events create opportunities for student involvement beyond the classroom.
- A partnership with the Center for Family Life led to a comprehensive arts CBO housed in our basement which offers in-school partnerships with teaching artists and an after-school arts program from 3 – 6 pm every day for students.
- A partnership with Lutheran Medical Center supports students through a social work office, in-house health clinic, and a dental office.

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

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

Part 2 – Annual Goal

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.

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

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Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Maintain a streamlined system for collecting Peer Mediation data live-action throughout the year.	All teachers will benefit	Started in September 2014, ongoing	AP, Principal, Dean, and Morningside Staff Developer
Maintain the number of enrichment opportunities and enhance the means by which those opportunities are disseminated to students and parents.	Students & Teachers	Started in September 2014, ongoing	Admin, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Our system must be maintained and an AP’s time must be dedicated to maintaining the system. 2. Time in meetings and space in communications must be made available to further promote and educate students and teachers on Peer mediation referrals. 3. All teachers will engage in committee work during professional work time. The Joy Committee will need resources – both monetary and time – implement school-wide events. Per session must be made available to teachers willing to helm enrichment opportunities.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

A mid-year review will indicate a 25% increase in the number of Peer Mediations, reflective of student’s social-emotional growth and ability to solve conflicts independently. The review will also indicate at least two new enrichment opportunities in the technology or arts field, broadening our continued focus on STEAM (Science, Technology, Engineering, Arts, and Math), as indicated on our student survey as a desired area for enrichment.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

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

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

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

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

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

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

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

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

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

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

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

Part 2 – Annual Goal

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, M measurable, Achievable, Relevant, and Time-bound.

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

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Solicit teacher feedback to plan, program, and fine-tune a Reading Intervention block in ELA each week, allowing service providers and literacy specialists to both serve struggling readers, ESL students, and Students with Disabilities and also push students in need of enrichment by leveraging small groups and targeted skills and strategies.	Teachers & Students	Started in September 2014, ongoing	Lead by ELA Lead Teacher and literacy specialists, supported Admin and Teachers College Staff Developer
Provide all teachers with a designated Common Planning period programmed as part of their 25 teaching periods.	Teachers	Started in September 2013, ongoing	Lead Teachers
Fully integrate the use of Google Apps for education into student and teacher life, with the goal of fostering collaboration between teachers on planning and projects, and among students on class work, homework, and projects.	Teachers & Students	Started in Spring 2013	Lead by Technology Coach, Principal

Part 4 – Budget and Resource Alignment

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

1. All teachers will engage in professional development during our Monday professional development time.
2. Programmatically, this block was scheduled over the summer for teachers and service providers. Two F-status literacy specialists were hired to divide up and support the work. Also, additional books for guided reading and books clubs were purchased.

3. All Departments have Common Planning (CP) time, scheduled by grade and subject area, built into their programs to examine CCLS standards, share best practices, devise common strategies, study student work and progress, and actively collaborate. All subject area and ICT teachers also use CP time to ensure information is accessible to students, and the differentiation section of the unit plan is thoroughly completed in the template.

4. We have prioritized spending on technology. For 2014 – 2015, our technology teacher moved from full-time classroom work to a part-time teaching/part-time coaching role, wherein he not only tackles larger issues of tech and provides technology PD, but he also observes teachers, supports them in teaching with technology, and helps teachers develop technology systems. We purchased nearly 200 new pieces of technology (Chromebooks, iPads, and iPad minis) and in 2015, used our Reso A grant to revitalize our technology lab into a maker space. All classrooms have mounted SmartBoards. We have been using Edmodo and Google Classroom widely – all students have a Gmail account (@sunsetparkprep.com) and have been introduced to Google Drive in technology class to ensure students are savvy on how to use free, web-based word processing, spreadsheets, and presentations to complete projects.

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

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

Part 5 – Progress Monitoring

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

A mid-year review of reading level data will indicate that at least 80% of students in the lowest third, served in Reading Intervention, will have advanced by at two reading levels since September.

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

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

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

Part 1 – Needs Assessment

- 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.

As a school staff, we generated a shared vision and remain committed to three student outcomes:

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

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

Teacher Growth

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

- In response to last year’s teacher observation data (both self-ratings/reflections and observation data), the goal of developing questioning and discussion was generated after most teachers, even our most veteran teachers, were on the border of effective and developing.

Instructional Delivery

- By the end of 2013 – 2014, 100% of ELA classrooms had leveled libraries and consistent systems for check-out. All content areas had non-fiction libraries and access to print articles such as Scholastic Jr, Upfront Magazine, etc. Additionally, all students reading levels were assessed using Running Records at least two times.
- This year, all reading levels were assessed by mid-October, with the reading level data shared to all staff members. Reading Level data will also be collected by February 6th and May 15th.
- In analyzing state test results and our reading level information, and in consultation with our Teachers College staff developer, we have theorized that students need more small group instruction and guided practice to grow their reading levels. From this data, and the desire to move our students’ reading levels, we created the ELA Reading Intervention block.
- With the elimination of Extended Time Services, we also created Math Intervention two times a week before school, lead by rotating math teachers as well as Study Hall, which occurs every day after school for 45 minutes and provides students with access to computers and a quiet place to work, overseen by an Assistant Principal.
- With a greater desire for technology support, our tech teacher became our Technology Coach in 2014 – 2015. He moved from full-time classroom work to a part-time teaching/part-time coaching role, wherein he not only tackles larger issues of tech and provides technology PD, but he also observes teachers, supports them in teaching with technology, and helps teachers develop technology systems.
- All contents are supported by a department head who facilitates Common Planning meetings, keep notes on the meetings, and turns meeting notes in to Admin who review.
- Performance Assessments were given in 2013 – 2014 and collectively graded and analyzed to help inform instruction for the 2014 – 2015 school year.
- Data Teams were introduced to leverage research and peer support in an effort to shift to better questioning, discussion, and student practice techniques while also studying specific student sub-groups, such as ESL students and students with disabilities.

Social –Emotional Support

- Communication is highly valued and executed through our weekly Staff Bulletin, Message of the Week and morning board, Cabinet Meetings, and All Staff Meetings.
- At the beginning of each year, the staff creates meeting norms displayed in every meeting. All meeting, workshops and PDs must meet one of the three purposes for meetings at Prep: Does the meeting build community? Does the meeting help us grow professionally? Does the meeting solve a problem or make decisions? If not, then we do not have a meeting.
- Constant feedback and teacher voice is paramount to all initiatives and every day work. Every meeting and professional development concludes with Plus/Delta, allowing teachers to name what they liked (plus) and what they would change (delta). Teachers may also anonymously submit feedback through the “Sound-Off” online form.

Additionally, data on teacher preference and point-of-view is regularly gathered through pre-year, mid-year, pre-preference, and end-of-year surveys. The culture depends on open communication to solve issues.

- Through feedback, Advisory classes for 2014 – 2015 were made smaller and additional teachers were programmed to support.
- Community building exists in everyday interactions, communication, and purposeful Staff Meetings where our core values – purposeful, urgent and relentless, collaborative, innovative, reflective, and belief that all students can – are celebrated.
- We have implemented a comprehensive discipline system. In consultation with the Discipline Advisory Committee, the Principal, AP, Dean, and Advisory teachers created a three-pronged approach to handling discipline issues at the middle school level. The strategy is to focus on consequences for behavior, social-emotional awareness, and community and connections to foster a safe and welcoming environment.
- The Principal is a member of Morningside Center’s Smart School Leaders program. In 2013 – 2014 we brought back the Dean position and the AP helms the Peer Mediation Program, ensuring streamlined communication structures between discipline and social-emotional development.

Part 2 – Annual Goal

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.

Continue to support school growth by ensuring staff investment in the school vision, promoting open lines of communication and reciprocal feedback, and building a culture of trust and collaboration as measured by in-house surveys, feedback forms, and teacher self-reflections by June 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continue to align resources and programming to growth, instructional, and social-emotional goals, including maintaining lead teachers and coaches, instructional supports offered by staff developers, and programmatic feedback used to develop teacher schedules.</p>	<p>School-wide Stakeholders</p>	<p>Continuing from 2013, ongoing</p>	<p>Principal, with input from Cabinet, teachers, and SLT</p>

Continue to distribute the weekly Staff Bulletin, update the message board for staff daily, update the message board for students weekly.	Teachers and support staff	Continuing from 2013, ongoing	Principal with input from Cabinet (Staff Bulletin) and Students (Student Board)
Provide opportunities for feedback with the mid-year survey, EoY survey, and Back to School survey, plus/delta after every meeting and professional development opportunity, and anonymous "Sound Off!" form.	Teachers	Continuing from 2013, ongoing	Admin
Leave observation notes after every classroom visit and conduct debrief conversations in a way that feels safe and growth-oriented.	Teachers	Continuing from 2013, ongoing	Admin

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Continue to budget for two Lead Teacher positions (ELA and math), Technology Coach position, Teachers College Staff Developer, and Morningside Staff Developer. By joining a Learning Partners Plus team, we will also have the benefit of three model teachers. Also, elicit feedback from staff surveys and end of the year conversations to inform programming choices for fall 2016.											
2. Continue to block off time in Cabinet Meetings to discuss upcoming staff bulletin, as well as time to compose the message, read educational articles, and craft the weekly message.											
3. Make and improve upon surveys.											
Norming process requires scheduled time from administrators to ensure consistency.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-year survey results will show, at the mid-year review, that at least 85% of staff members will agree or strongly agree that our building operates on a culture of trust, administration is communicative and open to feedback, and administration actions are aligned to the school vision.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

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

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

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

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

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

Part 2 – Annual Goal

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.

Continue to build a school culture where parents are not only involved, but engaged in the school community and knowledgeably support student academic achievement by doubling our offerings of celebratory, academic student events, community building events, and parent workshops. For previously existing events, we aim to increase parent attendance by at least 15 percent.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Aid in the establishment of a stronger PTA to help foster greater parent involvement in academic life.	Parent, students, and teachers	Starting in June 2016, ongoing	Parent Coordinator, Admin
Rebuild the school website and establish a school blog or newsletter to foster regular, streamline communication with parents.	Parents	Starting in June 2016, ongoing	Technology Coach, Parent Coordinator, Principal
Continue to leverage the Parent Engagement Committee to plan and promote high-interest events to entice students and parents attendance at events after-school.	Parents & Students	Started September 2014, ongoing	Parent Engagement Committee

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> 1. This will require time from the Parent Coordinator and Principal, and support from FACE, to ensure that our PTA is healthy and growing throughout the course of the year, as well as being well-supported by our school community. 2. Provide time for the Technology Coach to build a unique site after planning with the admin team. 3. Per session opportunities for event planning and attendance by teachers. Continued time to meet with committees and plan events. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

	C4E		21 st Century Grant	X	SIG/SIF	X	PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

By our mid-year review, the website will be built and communication from admin to parents will have increased at least 25% from previous years. Attendance at parent events will also increase 25% from the previous year.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Assessments, student need, parent request, teacher observation, anecdotes	Study Hall, Reading Intervention Block, speech services, ESL services	Small group, one-to-one	Before, during, and after school
Mathematics	Assessments, student need, parent request, teacher observation, anecdotes	Study Hall, Morning Math Intervention, Lunch Help	Small group, one-to-one	Before, during, and after school
Science	Assessments, student need, parent request, teacher observation, anecdotes	Study Hall, Lunch Help, Regents Prep	Small group, one-to-one	Before, during, and after school
Social Studies	Assessments, student need, parent request, teacher observation, anecdotes	Study Hall, Lunch Help	Small group, one-to-one	Before, during, and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Assessments, student need, parent request, teacher observation, anecdotes	Guidance Counselor, Lutheran Social Worker, and School Psychologist	Small group, one-to-one	During school

Section 7: Title I Program Information

Directions:

- 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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><u>Recruitment</u></p> <p>Prep is fortunate to recruit through a number of sources, but most effectively we have great word of mouth. Many of the teachers we work with are referred to us by other teachers who presently work here. We get referrals from past and present teacher-leaders and coaches, and former employees. We also have a strong partnership with Teach for America and the Teaching Fellows, and have many veterans of those programs on staff for many years to come.</p> <p><u>Retention:</u></p> <p>We are able to retain great teachers because Prep is a wonderful place to work. We actively nurture our staff community and develop teachers daily. We believe that student development and academic excellence is at the center of all we do. Because we believe that all students can grow, learn, and be successful, we know the environment we create inside and outside our walls, in cooperation with families and the community, fosters achievement for all students. Our approach is purposeful, urgent and relentless, evidence-based, collaborative, and innovative. Through effective planning, accurate and on-going assessment, reflection, and continual drive for personal development to improve practice, we maintain great relationships among staff members and people stay and become a part of our community.</p> <p><u>Assignments:</u></p> <p>Preference sheets are accommodated to the best of our ability. Teachers consult with the principal at the end of every school year to discuss assignments for the coming year.</p> <p><u>Support:</u></p> <p>While we have two staff developers who spend a total of 45 days with us each year working on literacy and social-emotional learning, we also have two in-house coaches in ELA and Math. We have a Dean who supports and offers development on discipline techniques. Every new teacher receives an in-house mentor, as well as tremendous guidance from department teams, grade teams, committees, data teams, and nearby classrooms. Additionally, much of our teacher support is funneled through Danielson. We have weekly professional development opportunities that are teacher-led workshops on components of Danielson, offered because of patterns and trends observed in</p>

classrooms. We also offer staff development during all staff meetings and lunch. Teachers attend workshops at Teachers College, Morningside Center, and through the DOE.

2b. High Quality and Ongoing Professional Development

Describe the 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).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

them informative last year. We have chosen to informally use them to gather information about student learning, and help us better prepare students in the spring for the Performance Assessments.

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	481,468.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,197,888.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

- 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.

²The **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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 Park Prep</u>	DBN: <u>15K821</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>55</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</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: _

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

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

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

-
The online publication generated during our weekly schedule will be updated and made available online to the entire student body regularly, and on a rolling basis. The paper (drawing inspiration from The New York Times website) will feature local and national news, science, technology, city planning, as well as arts and entertainment, opinions pieces, restaurant reviews, and anything else the students and guiding teachers determine will develop language skills (specifically academic language skills). The online newspaper will primarily feature text-based articles, but will also include graphics or video clips made by the students.

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

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

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

-
Our program will meet Tuesdays and Wednesdays from mid-December to late-June during the 2014-

Part B: Direct Instruction Supplemental Program Information

2015 school year. Meetings will take place between 3:00pm and 5:00pm. Below are the specific dates lined out by month and day:

2014-2015

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The language of instruction for our program will be English. That said, the participating teachers all possess some level of familiarity with Spanish (the L1 of a vast majority of our students), which should prove beneficial as we examine Latin-derived vocabulary. Additionally, we have two Chinese (Mandarin

Part B: Direct Instruction Supplemental Program Information

and Cantonese) speaking teachers at the school willing to serve as consultants in order to ensure that our approach to teaching vocabulary serves the needs of our Chinese speaking students.

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

Avram Tepfer- ESL

Myrna Gonzalez Rojas – SPED, ESL

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

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

Tuesday Session Materials:

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

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

Wednesday Session Materials:

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

Part C: Professional Development

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

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

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

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

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

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

Part C: Professional Development

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

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

Avram Tepfer- ESL

Myrna Gonzalez Rojas – SPED, ESL

Meredith Edwards – ELA

Jonathan Adrian – Social Studies

Christine Rigucci – SPED

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

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

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

PD leader: Avram Tepfer- ESL

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

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

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

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

Attending: Avram Tepfer, Meredith Edwards, Jonathan Adrian

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

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

PD leader: Avram Tepfer- ESL

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

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

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

PD leaders: Myrna Gonzalez Rojas- ESL ,

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

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

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

PD leader: Avram Tepfer- ESL

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: _

-

-----Rationale-----

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

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

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

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

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

-

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

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

Session leader: Ms. Gonzales

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

-

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

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

Session leader: Mr. Tepfer

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

-

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

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

Session leaders : Mr. Tepfer, Ms. Gonzales

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

-

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

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

Session leaders : Mr. Tepfer, Ms. Gonzales

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

-

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

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

Session leaders : Mr. Tepfer, Ms. Gonzales

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

-

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

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.
TOTAL	_____	_____

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 15	Borough Brooklyn	School Number 821
School Name Sunset Park Prep		

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 Jennifer Spalding	Assistant Principal Elaine Pinckney
Coach Lauren Scott, ELA Coach	Coach Keith Herrador, Math Coach
ENL (English as a New Language)/Bilingual Teacher Avi Tepfer	School Counselor Shari Tabb
Teacher/Subject Area Caroll Jimenez/S.S., ENL	Parent Lisandra Rivera
Teacher/Subject Area Myrna Gonzalez-Rojas/ENL, SpEd	Parent Coordinator Evelyn Deliz
Related-Service Provider Shari Tabb, Guidance Counselor	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	520	Total number of ELLs	73	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	29
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	47	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	19	3	2	47	0	23	7		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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							36	9	9					0
Chinese							13	4	1					0
Russian														0
Bengali														0
Urdu														0
Arabic							1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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
Entering (Beginning)							1							0
Emerging (Low Intermediate)							4	3	1					0
Transitioning (High Intermediate)							8							0
Expanding (Advanced)							37	10	9					0
Commanding (Proficient)							7	19	3					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							3		1					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							18	31	17					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	35	10			0
7	10	3			0
8	8	2			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	22		13		10		2		0
7	8		2		3				0
8	8		1		3				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		1		1
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.

At Sunset Park Prep we use the Fountas and Pinnell Benchmark Assessment System to assess the literacy skills of all of our students, including our ELLs. We use this assessment three times a year to monitor reading accuracy, fluency, as well as comprehension. At the start of each school year, our students are assessed and given a baseline benchmark level (i.e. level P). All teachers record data on an excel spreadsheet, which is pre-programmed with an algorithm to measure reading growth (i.e. if a student grows from level S to level U, the excel spreadsheet would calculate/show .58 years in reading growth). Based on students' baseline assessments, ENL teachers collaborate with English and Language Arts and Special Education Teacher Support Service teachers to group students to plan for small group and instruction and interventions. We also use our reading-assessment data to inform our unit planning. Teachers use reading-level data to inform the comprehension skills/objectives students will need to learn each unit to reach the next level band. Additionally, teachers use reading-level data to choose level-appropriate book-club books and short-story texts for students' independent practice.

Our literacy assessment data therefore informs instructional decisions, as it guides the grouping of students for reading instruction, the selection of texts, and the needs for intervention. It also allows us to track student progress across a school year and across grade levels. Moreover, it allows us to assess the outcomes of our instructional decisions and practices.

In analyzing NY State test results and our reading level information, and in consultation with our Teachers College staff developer, we have theorized that students need more small group instruction and guided practice to grow their reading levels. From this data, and the desire to move our students' reading levels, we created the weekly 90-minute ELA Reading Intervention block. During this time, our Entering and Emerging ELLs work directly with an ENL teacher who provides targeted small group instruction. For our Transitioning, Expanding, and Commanding ELLs, this is an opportunity for Reading Specialists to provide literacy intervention and support as needed.

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

The data reveals that the majority of our ELLs (77%) are at the Expanding level. Sixty-six percent of these are in the 6th grade. In fact, 69% (n=50) of all of our ELLs are in the 6th grade. We currently only have one Entering student, a sixth grader, 8 Emerging students (half of them 6th graders), and 8 Transitioning, all in the 6th grade. Our sixth grade is therefore our most diverse group of ELLs, in terms of language proficiency.

Data patterns across performance levels on the NYSESLAT reveal progress and high percentages of proficiency attainment. Of the 46 current students, who were in our school for the 2014-2015 school year, 31 of them (67%) advanced at least one proficiency level, with 22 (47%) attaining proficiency. From the remaining 15 students, though they did not advance a level overall, 12 scored at the commanding level in writing, 10 scored in the commanding level in reading, 13 scored at the commanding level in speaking, and 11 scored at the commanding level in listening. This data allows us to see the modalities on which to focus for each individual student.

Further examining the NYSESLAT data of the current 7th and 8th graders, as they were in our school during the 2014-2015 school year, it is interesting to note, that the four students who are at the Emerging level, are all Students With Disabilities. Similarly, 13 out of the 19 students at the Expanding level are also SWDs. These students therefore have needs beyond and/or in addition to language acquisition.

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

We use information about Annual Measurable Achievement Objectives to assess and evaluate the success of our ENL program in the past years and to guide us in making programming and instructional decisions that will ensure progress toward achievement of proficiency. Surpassing the yearly AMAO targets is our goal. As the majority of our ELLs enter our school at the emerging, transitioning, and expanding level, it is our primary goal to ensure that most will attain proficiency before they leave our school and go on to high school. We routinely have our largest number of ELLs in the 6th grade and aim to make that number smaller into the 7th and into the 8th grade.

In the 2014-2015 school year there were 51 students who took the NYSESLAT while they were registered at Sunset Park Prep. The data reveals that, 66.66% of these students made progress in English as per the NYSESLAT by advancing one proficiency level, or making a total scale score gain of 43 points on the NYSESLAT for those who maintained the same proficiency level. While this percentage exceeds the 2013-2014 target of 66.4%, it falls short of the 2014-2015 target of 67.4%. We therefore did not meet AMAO 1. However, in 2014-2015, 41.18% of our students attained English language proficiency. This far exceeds the 2014-2015 target of 15% for AMAO 2.

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?

At Sunset Park Prep, we work tirelessly to ensure that all of our students receive high quality instruction meeting and exceeding that of other schools in the district, borough, and city. We believe that through more comprehensive, purposeful, and data-driven instruction we can better prepare students for high school and beyond. However, with the implementation of the Common Core Learning Standards and an increasing focus on reading comprehension and writing in all subject areas, we found the most recent round of State tests revealed our students remain under-prepared for the greater demands of reading and writing on both the ELA and math exam. In 6th grade, 21% of our students scored a 3 or 4 on the State ELA exams, and 37% scored a 3 or 4 on the State Math exams. In 7th grade, 17% of our students scored a 3 or 4 on the State ELA exams, and 26% scored a 3 or 4 on the State Math exams. In 8th grade, 28% of our students scored a 3 or 4 on the State ELA exams, and 8% scored a 3 or 4 on the State Math exams. This last number appears low because our higher achieving math students opted to take the Regents exam instead.

While we do see a large percentage of our ELLs attain proficiency and progression from one English proficiency level to another, in analyzing our scores against individual student data and in-class data, we found that often our students' reading levels, while growing, still

limited their access to information at the level we had hoped. Our ELLs continue to routinely score at the 1 and 2 levels on State ELA exams.

The majority of our ELLs are at the Expanding level and all of our classes are taught in English. Therefore, although we offer eligible students the option of taking exams in their home language, only one has chosen to do so in past years, for the Algebra Regents exam. She was the only ELL who took this exam and achieved one of the highest scores.

Sunset Park Prep does not currently use the ELL Periodic Assessment.

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](#).]

N/A

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

Although only 73 of 520 students (14.04%) are currently ELLs, 227 of our 520 students (43.7%) are former ELLs and 403 (77.3%) were identified as potential ELLs upon entry, as they have a home language other than English. We therefore understand that new language development and the development of English language skills overall must be considered in instructional decisions. To this aim, ENL teachers collaborate with ELA and other content area teachers. During common-planning meetings, teachers analyze student work (i.e. reading assessments, reading responses, literary essays, argument essays, vocabulary quizzes, etc.) and record observations/next steps based on identified areas/targeted skills that students need further support in. Teachers also identify key vocabulary students will need to learn and acquire based on unit genres, skills, anchor texts, etc. Our Data Team's work is aligned to unit and lesson planning in an effort to leverage research and peer support to better questioning, discussion, and student practice techniques while also studying specific student sub-groups, including ELLs and students with disabilities. Additionally throughout the year during designated professional development time, our ENL teachers will present on topics related to language acquisition and best practices to support ELLs and former ELLs, to ensure that language development is a consideration in unit and lesson planning and in instructional decisions.

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?

N/A

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

At Sunset Park Prep we evaluate the success of our programs for all students, including ELLs. One way in which we evaluate the success of our literacy/ELA/ENL/reading intervention program and curriculum, for example, is by completing at least three reading-level assessments for all students each year to measure student reading-level growth. Another way is by using the grades 3-8 Writing Continuums and Student Facing Checklists produced by Teachers College to evaluate student writing progress for the three main genres of writing: information, opinion, narrative, as well as set individualized writing goals with students that align to the rubric/checklist. As a school, we also participate in collective grading of New York City Performance Assessments. During and after each grading session, teachers use an inquiry-based protocol to make observations on student work, specifically student argumentative-essay writing, identify areas of student writing strength and identify areas for student growth/progress. Teachers use these observations in common-planning meetings to set goals and write skill-specific teaching objectives for each content-area unit that will drive student progress.

Another way we evaluate the success of our programs is by using diagnostic and post-unit assessments in our school purchased test-preparation curriculum (Crosswalk Coach by triumph learning and Ready New York CCLS by Curriculum Associates). We use these assessments at the start and end of each unit in order to measure student progress based on the Common Core Learning Standards.

Furthermore, we evaluate NYSESLAT scores in each of the four modalities and the meeting and exceeding of AMAO 1 and 2 to assess the success of our Freestanding ENL program in particular. We aim to ensure that that the annual increases in the percentage of students making progress in English, as per the NYSESLAT (AMAO 1), as well as an annual increase in the percentage of students attaining English language proficiency (AMAO 2, meet or exceed the yearly targets).

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.

The process for initial identification of those students who may be English Language Learners is as follows:

As part of our intake procedures, upon initial enrollment of a student who is new to the NYC DOE system, one of the NYS certified ENL teachers (A. Tepfer, C. Klapuri or M. Gonzalez-Rojas) meets with the parent and administers the Home Language Identification Survey (HLIS). This pedagogue conducts an interview with the parent and student in the home language. If translation services are required, a teacher or other staff member who speaks the home language may assist. The services of the Translation and Interpretation Unit are used when needed. If it is determined, based on the interview with the parent and student, as well as a home language other than English being indicated on one of questions 1-4 and on two questions between 5 and 8, that the home language is other than English, we then conduct a more in-depth interview with the student, review any available school work (if available), administer a school-based assessment, such as a writing sample and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility.

If it is determined that the student is eligible to take the NYSITELL, one of the NYS certified ENL teachers (A. Tepfer, C. Klapuri or M. Gonzalez-Rojas) administers the NYSITELL and scans the answer document into ATS within 10 school days of enrollment. Additionally, within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the Entitlement Letter.

If the new entrant is coming from a NYS public school (outside of the NYCDOE), we will contact the sending NYS public school to obtain home language designation, NYSITELL (or LAB- R) and NYSESLAT results within 2 business days. If the data is not received within 5 schools days of enrollment, we will then conduct the ELL Identification Process as described above.

If the new entrant is reentering the NYC DOE system after having been enrolled in a school outside of NYC and/or NYS for 2 or more years, we will then complete the ELL Identification Process described above.

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, during the intake and ELL Identification Process described above, there are indications that a student may be SIFE, meaning that he or she has had an interruption or inconsistency in their formal schooling, we then proceed with the SIFE Identification Process. If the student is a newly identified ELL and the NYSITELL shows that he or she is at the Entering or Emerging proficiency level, one of the certified ENL teachers (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas) will administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we will then administer the Literacy Evaluation for Newcomer SIFE (LENS) assessment. We will also use in-house assessments to determine if the student is at least two years below grade level. This will all be done within 30 days of initial enrollment and SIFE status will be recorded in ATS.

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).

If a student is newly admitted to the DOE, or one reentering after two years, and the student has been determined to be a potential ELL through the initial steps of the ELL Identification Process, and is a student with an IEP from within the United States, the Language Proficiency Team (LPT) will determine if the student is eligible to take the NYSITELL. The members of the Sunset Park Prep LPT are, Principal J. Spalding, C. Klapuri (ENL Teacher), A. Tepfer (ENL Teacher), M. Gonzalez-Rojas (ENL/Special Ed Teacher), M. Fiedler (Access/Special Education Coordinator), and the student’s parent or guardian. If there is a need for an interpreter for the parent, a pedagogue on staff who speaks the home language will assist or we will reach out to the Translation and Interpretation Unit if necessary.

In order to determine if the student is NYSITELL eligible, the LPT will take into account the student’s history of language use and the information on the student’s IEP and all results of evaluations used for determining SWD status, to ascertain if the student’s disability

will be a determining factor in whether the student can demonstrate language proficiency. If the LPT determines that the students may have English language acquisition needs, then one of the ENL certified teachers (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas) will administer the NYSITELL. If the LPT, which includes Principal J. Spalding who must accept or reject the recommendation, determines that the student is not NYSITELL eligible, the recommendation is sent to the District 15 Superintendent A. Skop, for a final decision. The parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language. If the superintendent determines that the student must take the NYSITELL, we will administer the NYSITELL within five school days and notify the parent or guardian. The Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder. A copy will be placed in the ELL Folder of Critical Documents.

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.

In all cases where the NYSITELL is administered, the ENL teacher (A. Tepfer, C. Klapuri, or M. Gonzalez-Rojas) who administers the exam will scan the answer sheet to determine the score. This teacher is also responsible for preparing entitlement letters to parent(s)/guardian in their home language and submits them to Principal J. Spalding for review. These letters are given to students to take home to their parent/guardian. A copy of this letter is placed in student's cumulative folder in the main office. ENL Teacher, C. Klapuri also confirms receipt of the letters with a follow-up call to the parent/guardian. Data regarding outreach is maintained by the ENL teachers in the ELL Folder of Critical Documents.

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).

Sunset Park Prep uses the entitlement and non-entitlement letters that have been designed by the NYC DOE to inform parents of ELL status, as per the procedure described in question 4 above. These letters also inform the parent, in their home language, that they have the right to appeal ELL status and to do so, they must contact ENL Teacher, C. Klapuri within 45 days of enrollment. Ms. Klapuri also alerts students of this in the follow-up call to confirm receipt.

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.

The process for sending and ensuring receipt of entitlement letters described above, is the same through which Sunset Park Prep begins to inform parents of the three instructional models available in New York City, as the entitlement letters include this information. These letters also invite parents to attend a parent orientation. This parent orientation is provided by the ENL Team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas), the Parent Coordinator, Ms. E. Deliz, who translates all information to Spanish, and staff member P. IP, who translates into Mandarin, and takes place within 10 days of initial enrollment. Additional staff members who can translate in other languages are asked to do, as necessary. If there are no staff members who can do so, we contact the Translation and Interpretation Unit. At this orientation, parents can view the Parent Orientation video. Through this video, which can be viewed in 13 languages, and the brochures, which are distributed, the parents receive information on the three program options available in NYC, Dual Language (DL), Transitional Bilingual Education (TBE) and Freestanding English as a New Language (ENL). After parents are informed of all three program models they are asked to complete the Parent Survey & Program Selection Form (in the parents' preferred language), to indicate their program choice.

At Sunset Park Prep, once a student is identified as an ELL, he or she is immediately placed in our Free Standing ENL program. However, at orientation the parent may choose a DL or TBE program, which are not currently available at our school. In such cases, we inform the parent after they have made the selection, that chosen program is not available at Sunset Park Prep, and provide the parent with the option to either keep the student enrolled in our ENL program or transfer the student to a school that can provide the program of their choice. If the parent selects to transfer, ENL Teacher, C. Klapuri will work with the Division of English Language Learners and Student Support to coordinate the transfer. In the meantime, the student will receive ENL services through our Freestanding ENL program.

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

At Sunset Park Prep, we request that Parent Survey & Program Selection Forms are completed and returned during the parent orientation. Copies of all forms are placed in the students' cumulative folder and also in the ELL Folder of Critical Documents. In cases where the parent does not attend the parent orientation or does not complete the Parent Survey & Program Selection Form at orientation, the ENL Team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas), and the Parent Coordinator, Ms. Deliz, will send letters and make phone calls to encourage parents to return the form and ensure that they understand their role and rights in selecting the program for their child. We will track and record all outreach attempts and place the student in our Free Standing ENL program. Although we understand that the default program is a bilingual program, we only have a Free Standing ENL program at this time, as we do not have enough parents who have chosen a bilingual program.

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

As we typically do not have large numbers of ELLs who are new to the DOE, monitoring the completion and return of Parent Survey & Program Selection Forms is not a difficult task. Copies of all forms are placed in the students' cumulative folder and also in the ELL Folder of Critical Documents. ENL Teacher, C. Klapuri cross-references the forms returned with the list of new ELLs.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement letters, in the parents' preferred language, indicating that the student has been placed in our Freestanding ENL program, are distributed at the parent orientation for those parents who attend and submit the Parent Survey & Program Selection Form at orientation. For those who do not attend the orientation, the ENL Team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas), and the Parent Coordinator, Ms. Deliz, will send letters and make phone calls to ensure that parents understand their child's placement in our Freestanding ENL program.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL-related documents are kept in the student's cumulative record. Additionally, copies are kept in the ELL Folder of Critical Documents, which is kept by ENL Teacher, C. Klapuri. The documents are the Home Language Identification Surveys, Parent Survey and Selection Forms, Program Placement Letters, Entitlement letters, Continued entitlement letters, Non entitlement letters, and Language Proficiency Team NYSITELL Determination Forms.

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

The ENL team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas) works with Principal J. Spalding to schedule students for NYSESLAT testing during the time frame set by the New York State Office of Assessments and re-arrange teacher's schedule for administration purposes. We run updated reports on our ELLs to ensure that we do not miss any students. We also work with M. Feidler (Access/Special Education Coordinator) to ensure that we are also accounting for the testing accommodations required by our ELLs who are Students with Disabilities. We schedule all testing early in the testing window, to ensure that we are giving ourselves ample time to schedule all students, including those who are absent on the days of scheduled sections of the exam. All ELLs are informed of scheduled test dates, as are their parents via a letter sent home. Students are reminded as the dates approach. Additionally, the entire Sunset Park Prep staff receives a memo informing them of the schedule for NYSESLAT testing. If any student is absent on a day of testing, a phone call home is made to ensure that the parent is aware that the student missed a portion of the exam and providing the date for the make-up exam. During the 2015 administration of the NYSESLAT all entitled students were administered the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of each school year, the ENL team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas) runs reports of the results of Spring administration of the NYSESLAT exam for all students who were ELLs in the previous school year. Based on the students' proficiency, letters are prepared to send home. Students whose proficiency level are Entering, Emerging, Transitioning, or Expanding, are given Continued Entitlement letters to take home to their parents. Students whose proficiency level is Commanding, are given Transitional Support Notification letters to take home. We cross reference the letters prepared and the NYSESLAT score reports to ensure that all students who were ELLs the previous year receive the appropriate letter. Record of the letters sent are kept in the ELL Folder of Critical Documents.

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).

In the past two years at Sunset Park Prep, there has only been one ELL who was a new entrant to the system and whose parents completed a Parent Survey and Program Selection Form. For this student the parent selected a Freestanding ENL program. This is consistent with the choices made by the parents of new entrants in previous years. In the 2013-2014 school year, there were three new entrants. All of their parents also selected a freestanding ENL program. We have therefore not had any parents choose a DL or TBE program. We do understand however, that if 15 or more parents in two continuous grades request a Bilingual or Dual Language Program, we are required to develop such a program. We also understand that if parents do not complete and submit the Parent Survey and Program Selection Form, the default choice of program is TBE.

At this point, the Freestanding ESL Program offered at Sunset Park Prep is fully aligned with parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.

At Sunset Park Prep we only have a Freestanding ENL program. There are six classes in each grade. Classes are heterogenously grouped and students travel as a class. In each grade there are two ICT classes, which contain Students with Disabilities along with their general education peers. While some consideration may be made to place ELLs in certain classes to ease the scheduling of ENL services, ESL status and or proficiency is not necessarily a determinating factor for class placement, as we aim to make all classes heterogenous and inclusive and afford all students with the same instructional opportunities.

In the 6th grade ELLs and former ELLs requiring ENL services are incorporated into all 6 of our 6th grade classes. There are two 6th grade ICT classes in which our ELLs who have IEPs are placed. Sixth grade ELLs whose proficiency level is Entering are placed in two of the 6 classes, which also contain ELLs at all other proficiency levels. Emerging students are placed in one of the 6 classes, which also contains ELL at all other proficiency levels.

In the 7th grade, ELLs of all levels are placed in four of the six 7th grade classes. There are two 7th grade ICT classes in which our ELLs who have IEPs are placed. The Emerging students are placed in two of these four classes, in which there are also students at the Expanding and Commanding levels. Expanding and Commanding students are placed in any of these four classes. We do not currently have Transitioning or Entering ELLs in the 7th grade. If we do get students at these levels, they will be placed in one of the two classes in which Emerging students are currently found.

In the 8th grade, ELLs of all levels are placed in three of the six 8th grade classes. Eighth grade ELLs who have IEPs are placed in an ICT class. The Emerging students are placed in one of the three classes containing ELLs at the Expanding and Commanding levels. Expanding and Commanding students are placed in any of these three classes. We do not currently have Transitioning, Emerging or Entering ELLs in the 8th grade. If we do get students at these levels, they will be placed in the classes in which Emerging students are currently found.

- TBE program. *If applicable.*
N/A
- DL program. *If applicable.*
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At Sunset Park Prep we are working hard to provide the mandated number of instructional minutes, as per the students' proficiency level, as required by the New York State Department of Education.

- Sixth grade Entering students receive 360 minutes per week of ENL services. Of these, 180 minutes are stand-alone ENL, and 90 minutes through a separate Non-Fiction class taught by a licenced ENL teacher. The 180 minutes of Integrated ENL/ELA are received through the ENL teacher co-teaching with the ELA teacher.
- Sixth grade Emerging ELLs receive 360 minutes of ENL services. Of these, 90 minutes are stand-alone ENL through a separate Non-Fiction class taught by a licenced ENL teacher. The 180 minutes of Integrated ENL/ELA are received through the ENL teacher co-teaching with the ELA teacher. The remaining 90 minutes are Integrated ENL, as the ENL teacher co-teaches with the Social Studies teacher.
- Sixth grade Transitioning ELLs receive 180 minutes of ENL services. Of these, 90 minutes are stand-alone ENL through a separate Non-Fiction class taught by a licenced ENL teacher. The 90 minutes of Integrated ENL/ELA are received through the ENL teacher co-teaching with the ELA teacher.
- Sixth grade Expanding ELLs receive 180 minutes of Integrated ENL services. ENL teachers co-teach with Math, Science, Social Studies and ELA teachers for fulfill these minutes.
- Sixth grade Commanding students receive 90 minutes of Integrated ENL. ENL teachers co-teach with Math, Science, Social Studies and ELA teachers for fulfill these minutes.

- Seventh grade Emerging ELLs receive 360 minutes of ENL services. Of these, 90 minutes are stand-alone, as the students are pulled out of their ELA class. The 180 minutes of Integrated ENL/ELA are received through the ENL teacher co-teaching with the ELA teacher. The remaining 90 minutes are Integrated ENL, through a Non-Fiction class taught by a dually certified teacher.
- Seventh grade Expanding ELLs receive 180 minutes of Integrated ENL services. 90 minutes are Integrated ENL, through a Non-Fiction class taught by a dually certified teacher and for the remaining 90 minutes the ENL teachers co-teach with the ELA teachers.
- Seventh grade Commanding students receive 90 minutes of Integrated ENL through a Non-Fiction class taught by a dually certified teacher.
- We do not currently have have Entering or Transitioning students in the seventh grade. If we do receive any ELLs at these levels, the required stand-alone minutes would be provided through a stand-alone course taught by the ENL teacher and pull-out minutes by the ENL teacher. The integrated minutes would be completed through a combination of a Non-Fiction class taught by a dually certified teacher and the ENL teacher co-teaching with the ELA teacher.

- Eighth grade Emerging ELLs receive 360 minutes of ENL services. Of these, 90 minutes are stand-alone, as the students are pulled out of their ELA class. The 180 minutes of Integrated ENL/ELA are received through the ENL teacher co-teaching with the ELA teacher. The remaining 90 minutes are Integrated ENL, through the ENL teacher co-teaching with the science teacher.
- Eighth grade Expanding ELLs receive 180 minutes of Integrated ENL services. For these minutes ENL teachers co-teach with the Science and ELA teachers.
- Eighth grade Commanding students receive 90 minutes of Integrated ENL, through the co-teaching model in Science and ELA classes.
- We do not currently have have Entering, Emerging or Transitioning students in the eighth grade. If we do receive any ELLs at these levels, the required stand-alone minutes would be provided through a stand-alone course taught by the ENL teacher and pull-out minutes by the ENL teacher. The integrated minutes would be completed through ENL teachers co-teaching with the ELA teacher and science 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.

At Sunset Park Prep all core content is provided in English and in heterogeneous classes where English-proficient peers can serve as language models. In core courses through which Integrated ENL is provided, either the ENL teacher and the general education teacher collaborate to provide for the acquisition of English language skills through content area instruction and provide vocabulary support, or the dually certified teacher provides instruction of core content and English language development using ENL strategies. Additionally, the ENL team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas) participates in common planning with content area teachers to plan for the fostering of continued language development and making content comprehensible for all students. All content teachers post planned units to the school's curriculum mapping site, which provides ENL teachers the opportunity to differentiate these units as necessary for ELLs. A focus is placed on scaffolding to provide an entry point for understanding of content, the explicit teaching of academic vocabulary and the complex subject specific ways of reading, writing, and utilizing language.

As the Common Core State Standards require students to read and understand texts of increasing complexity and to be engaged in increasingly more rigorous academic inquiry, all core content teachers at Sunset Park Prep are teachers of language to all of our students. Sunset Park Prep's annual goals are aligned with the language needs of all of our students, including our ELLs and former ELLs. Among our goals are, developing of questioning and discussion techniques in our students, and to provide direct, cohesive, and cross-curricular writing and reading instruction in all content areas by ensuring teachers opportunities for collaboration, creating language development intervention opportunities, and promoting student writing.

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

Newly arrived ELLs who are Spanish speaking, are administered the Spanish LAB during the first 10 days of arrival. As most of the ELLs at Sunset Park Prep are at the Expanding proficiency level, they are provided with native language support, but they are not assessed in their home language. For newly arrived ELLs at the Entering proficiency, the ENL teachers translate assessments to ensure that the students are able to complete projects and unit exams. Additionally all ELLs are given the option to take the NY State Math assessment in their native language as available and ELLs are provided with glossaries during all testing as allowed by the city and State mandates. These glossaries are also used throughout the year, so that students are familiar with them at the time of State exams.

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

Throughout the year, ENL teachers assess students through formal and informal, formative and summative assessments to evaluate student progress in all four modalities of language acquisition. For example, commonly-used activity types designed for assessing speaking or reading that are used in our ENL and content area classes include: reading with partners, retelling stories, role playing, oral reporting to the whole class, and debating. To assess student reading and writing, for example, ENL teachers post leveled reading material and writing prompts to Google Classroom, where feedback is quickly and easily provided to students and progress in student writing, as well as reading comprehension, is easily tracked.

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

As stated previously, all teachers at Sunset Park Prep are teachers of language to all of our students. As such, we aim to differentiate in order to provide entry points for all students to grasp content. In addition, the ENL teachers collaborate with content area teachers to provide for the acquisition of English language skills through content area instruction and provide vocabulary support. Also, the ENL team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas) participates in common planning with content area teachers to plan for the fostering of continued language development and making content comprehensible to all students. All content teachers post planned units to the school's curriculum mapping site, which provides ENL teachers the opportunity to differentiate these units as necessary for ELLs. A focus is placed on scaffolding to provide an entry point for understanding of content and on the explicit teaching of cross-disciplinary academic language.

Specific differentiation considerations for ELL subgroups include the following:

SIFE: Since SIFE students are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States, our priority is in providing intervention in both literacy and mathematics and exposure to content in order to build background content knowledge. Aside from the required ENL services required as per their proficiency level, SIFE students also receive literacy intervention during our weekly 90 minute intervention block where they receive targeted small group instruction. Additionally, Math intervention is provided twice per week. Students are also invited to attend Study Hall daily for 45 minutes after school where they can use computers and complete work with teacher support. These students are also afforded ELL testing accommodations.

Newcomers: Upon entry into the school, newly entered newcomers are paired with a peer buddy to assist with understanding class instruction, completing classwork, etc. Also, assistive technology is given to newly entered newcomers to assist with understanding of the content (ie. iPads, audiobooks). Classroom libraries include books written in native language. For newly

arrived ELLs at the Entering proficiency, the ENL teachers translate assessments to ensure that the students are able to complete projects and unit exams. For Newcomers who have had some time to develop language, we monitor their progress in content area classes closely, knowing that though they may appear to understand all of the content and assignments in their classes, their vocabulary may not have yet developed enough to allow success in core content classes. As needed, ENL and content area teachers collaborate to plan for the necessary scaffolding and language support these students will need. These students also receive literacy intervention during our weekly 90-minute intervention block where they receive targeted small group instruction. These students are also afforded ELL testing accommodations.

Developing: The progress of Developing ELLs in their content area classes is monitored to ensure that they are receiving the support they need to be successful. As needed, ENL and content area teachers collaborate to plan for the necessary scaffolding and language support these students will need. A focus is placed on scaffolding to provide an entry point for understanding of content and the explicit teaching of academic vocabulary and the complex subject specific ways of reading, writing, and utilizing language. English and Language Arts teachers also organize literature circles, which group students heterogeneously to engage in shared reading. To further differentiate literature circles, teachers assign roles for each group member and each role is aligned to the reading skill each particular student needs to practice in order to achieve reading-level growth. To further support ELLs, teachers offer anchor charts and bookmarks/index cards which provide sentence starters/writing prompts to help students discuss or write about their books. These students also receive literacy intervention during our weekly 90-minute intervention block where they receive targeted small group instruction. They are also afforded ELL testing accommodations.

Long-term ELLs: At Sunset Park Prep, we have found that most of our long-term ELLs are students who require interventions that are not limited to language acquisition. In addition to providing the types of in-class content-area differentiation that is afforded to Newcomer and Developing ELLs as described above, these students receive reading intervention during our weekly 90 minute intervention block where they receive targeted small group instruction. Additionally, Math intervention is provided twice per week. Students are also invited to attend Study Hall daily for 45 minutes after school where they can use computers and complete work with teacher support. These students are also afforded ELL testing accommodations.

Former ELLs: As all teachers at Sunset Park Prep assess students and design and differentiate instruction to meet student needs, students who are in their first two years after exiting ELL status continue to benefit from the differentiation that all of our Newcomer and Developing ELLs receive, as described above. Their progress in reading, writing, listening and speaking continues to be monitored. If necessary, former ELLs receive reading intervention during our weekly 90-minute intervention block where they receive targeted small group instruction. English and Language Arts teachers also organize literature circles, which group students heterogeneously to engage in shared reading. To further differentiate literature circles, teachers assign roles for each group member and each role is aligned to the reading skill each particular student needs to practice in order to achieve reading-level growth. These students are also afforded ELL testing accommodations.

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.

Although this has not yet happened at Sunset Park Prep, in the event that a student is re-identified as an ELL or a Non-ELL based on an approved re-identification appeal within 45 days of student enrollment, we are responsible for ensuring that the re-identification has not adversely affected the student's academic progress. Between 6 and 12 months of the approval of the re-identification, Principal J. Spalding will review the student's academic record, review student work and consult with the students' teachers. Additionally, she will consult with the student's parent or guardian and the students as well. If based on these consultations and the review of the student's academic work, Principal J. Spalding believes that the student may have been adversely affected by the determination, then the student will be provided with additional support services. If the principal believes it necessary, she will consult with the Superintendent to decide if to reverse the determination.

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?

At Sunset Park Prep, our ELL-SWDs are supported by Special Education teachers in collaboration with general education teachers in our ICT classrooms in all core content areas. All content taught, texts used, and instructional practices are at grade-level, as these classes also contain general education ELL and English proficient students of the same grade. In the English Language Arts classes, for example, the following instructional strategies are used to provide access to the content and

Chart

aid in accelerating English language development: read aloud, think aloud, shared reading, guided reading, literature circles, book partnerships/clubs, inquiry-based lessons (i.e. students traveling in groups to study model student notebooks and make observations regarding what makes a great reader’s and writer’s notebook), independent-writing projects, reading/writing conferences, peer revising/editing protocols, peer feedback protocols (i.e. the TAG strategy: Tell the writer something they did well, Ask the writer a question, Give the writer a suggestion). In terms of grade-level materials, we use grade-level shared-reading texts (i.e. “To Kill a Mockingbird” by Harper Lee for 8th grade). We also use Crosswalk Coach by triumphlearning and Ready New York CCLS by Curriculum Associates. To help support our students with content-area/domain-specific vocabulary, we teach all students the “55 words that make or break student understanding,” aligned with the CCLS, as identified in “Teaching the Critical Vocabulary of the Common Core” by Marilee Sprenger.

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

Our ELL-SWDs receive all instruction in the least restrictive environment. For their content area classes they are supported by a Special Education teacher and a content area general education teacher in an ICT classroom. For all other classes, including electives they are taught by general education teachers. These teachers review students’ IEP’s to ensure that they are addressing student needs and working towards guiding the students to achieve their IEP goals. Special Education, ENL and general education teachers have common planning periods where they discuss student work, progress, and needs. The academic progress of all students with IEP’s is monitored by an assigned case manager from the Special Education department. As with all other ELLs, the ENL Team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas) monitors their progress as well. In this way, teachers collaborate to ensure that the needs of ELL-SWDs are being met and all required supports are being provided to ensure academic success and achievement of IEP goals, while remaining in the least restrictive environment.

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 (Minimum)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> 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 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 DUALY 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.

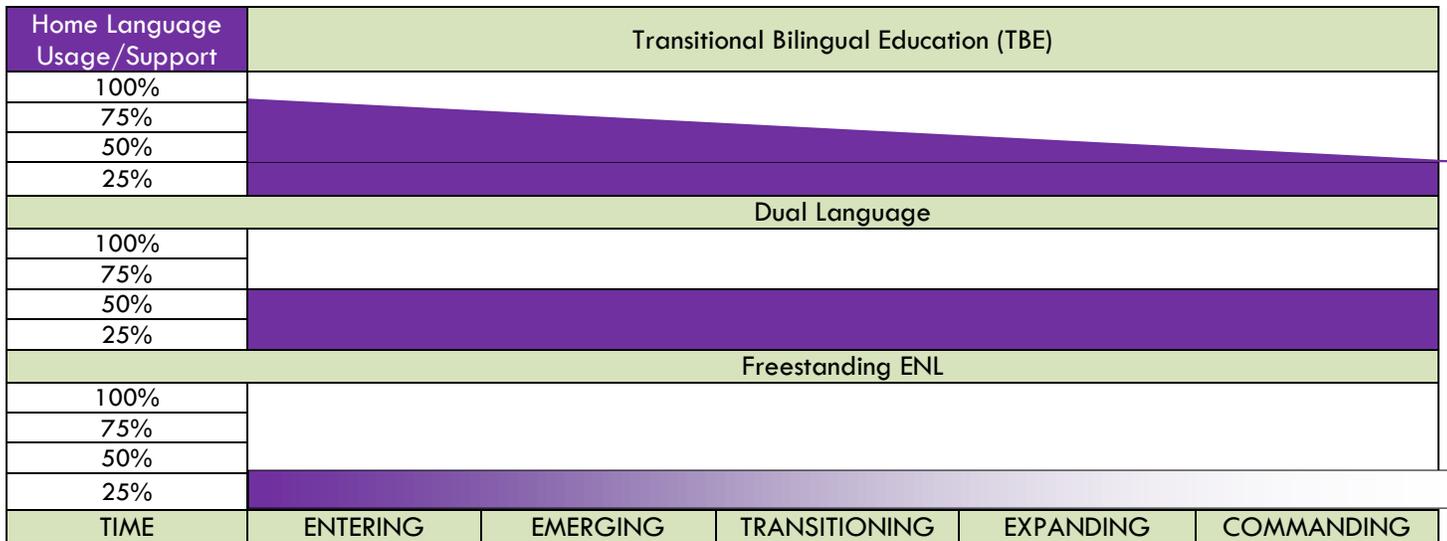


*Note: “other approved services” does not apply to New York City at this time.

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.

At Sunset Park Prep, we have a reading intervention program and a mathematics intervention program in which our ELLs participate along side their English proficient peers. At the start of each school year, all students are assessed using The Fountas and Pinnell Benchmark Assessment System to assess the literacy skills. We use this assessment three times a year to monitor reading accuracy, fluency, as well as comprehension. This data guides the grouping of students for reading intervention. ENL teachers collaborate with English and Language Arts and Special Education Teacher Support Service teachers to plan for this targeted small group and instruction and interventions. Reading intervention is provided during a 90 minute weekly block. Based on the needs of the students, this intervention may be provided by a reading specialist or by one of the ENL teachers.

Our Math intervention program meets twice a week throughout the school year. Students who are under grade level in the State Math exam are invited to participate. Additionally, all of our students are invited to our after-school studyhall, which meets daily, where students have use of laptops to complete assignments and have the support of various teachers.

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

One way we evaluate the success of our literacy, language acquisition and reading intervention programs for our ELLs, is by completing at least three reading-level assessments for all students each year to measure student reading-level growth. Another way is by using the grades 3-8 Writing Continuums and Student Facing Checklists produced by Teachers College to evaluate student writing progress for the three main genres of writing: information, opinion, narrative, as well as set individualized writing goals with students that align to the rubric/checklist. As a school, we also participate in collective grading of New York City Performance Assessments. During and after each grading session, teachers use an inquiry-based protocol to make observations on student work, specifically student argumentative-essay writing, identify areas of student writing strength and identify areas for student growth/progress. Teachers use these observations in common-planning meetings to set goals and write skill-specific teaching objectives for each content-area unit that will drive student progress. Another way we evaluate the success of our programs is by using diagnostic and post-unit assessments in our school purchased test-preparation curriculum (Crosswalk Coach by triumphlearning and Ready New York CCLS by Curriculum Associates). We use these assessments at the start and end of each unit in order to measure student progress based on the Common Core Learning Standards.

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

For this school year, we have implemented a Non-fiction Reading and Writing class taught by two of our ENL teachers in order to focus on the reading and writing needs of our ELLs and Former ELLs. We will evaluate the effectiveness of this course throughout the year and determine if to continue this course or develop a different type of course focusing on the needs of our ELLs for next year. We will also evaluate the effectiveness of the structure of the reading intervention block and make changes as necessary.

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

At this time there are no plans to discontinue any programs or services for ELLs.

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

At Sunset Park Prep, all students including ELLs are afforded access to all school programs, be they during the school day or after school. A variety of after-school enrichment opportunities are offered to all students. These include choir, rock band, crochet club, theater troupe, basketball, soccer, running, gardening, and game design. All students, including ELLs also have the opportunity to become student leaders through participation in Student Council and by training to be Peer Mediators.

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.

To support all of the needs of our varied student population, including ELLs and Former ELLs, the teachers at Sunset Park Prep use varied and grade-appropriate leveled texts, visually enhanced materials, word walls, graphic organizers, and technology to support language development. Classrooms are equipped with smartboards and teachers are encouraged to include visual details

and illustrations to support language and enhance student engagement and understanding. Students use laptops in the classrooms and at home to complete assignments. We use Google Classroom to provide the student leveled digital content, which can include illustrations, graphs and videos, to aid understanding and expand content experience, to demonstrate a concept and provide support through hyperlinks to dictionaries and glossaries. iPads are given to beginners to assist in translation and to advance language development using applications such as Duolingo.

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

At Sunset Park Prep, we understand that the more literate students are in their home language, the stronger their transition to English proficiency. We therefore support our students' home language as best we can in the ENL program. For newly arrived ELLs, we provide translated content, as well as content texts in the native language. Teachers and paraprofessionals use native language as an entry point when and where needed. Our classroom libraries contain texts in our students' home languages. ELLs with common home language also provide support for each other as they collaborate on tasks and translate for their less proficient peers.

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

At Sunset Park Prep, all students receive all instruction and services alongside their grade and age peers. All required services and resources support and correspond to ELLs ages and grade levels. Classroom practice is cognitively challenging and aligned to grade-level Common Core State Standards and classroom libraries contain age-, grade-, appropriate books and materials.

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).

All newly enrolled students and their families are invited to attend an orientation before the school year begins. The Principal (J. Spalding), Assistant Principal (E. Pinckney), Parent Coordinator (E. Deliz), Guidance Counselor (S. Tabb), Dean (T. Santiago), ELA Coach (L. Scott), Math Coach (K. Herrador), Access/Special Education Corrdinator (M. Fiedler), ENL Team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas) and various content area teachers are all present at this event.

19. What language electives are offered to ELLs?

All students are offered Spanish as a language elective.

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)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

At Sunset Park Prep all teachers are teachers of ELLs. The teaching of ELLs and former ELLs is therefore always a consideration in all of our professional development activities. Our professional development plan for our ENL teachers, and our entire staff, includes the following:

- Professional Development time every Monday which includes focused PD cycles, committee work, and data teams studying specific sub-groups, including ELLs and SWDs.
 - A Common Planning period programmed as part of teachers' 25 teaching periods.
 - Frequent Department Meetings and Grade Meetings.
 - Teacher-led Professional Development series during a monthly "UnConference."
 - Collaborative time to plan across content and grade during "Planning for the Month."
 - Focused literacy and language development work for ENL and ELA teachers with a Teachers College staff developer who is on site 25 days this year.
 - Workshops on SEL provided by a Morningside Center for Social Responsibility staff developer who is on site for 20 days this year.
 - Workshops run by our technology coach on enhancing instruction through the use of technology, to promote greater student engagement and support the needs of all students.
- A variety of subject area teachers and service providers, including ENL teachers, Special Education teachers, Speech Therapists, and Paraprofessionals, will attend workshops at Teachers College for a total of 25 calendar days.

In addition to the above, while we have two staff developers who spend a total of 45 days with us each year working on literacy and social-emotional learning, we also have two in-house coaches in ELA and Math. We have a Dean who supports and offers development on discipline techniques. Every new teacher receives an in-house mentor, as well as tremendous guidance from department teams, grade teams, committees, data teams, and nearby classrooms. Additionally, much of our teacher support is funneled through Danielson.

Staff members collaborate to plan differentiated units of instruction; analyze data and student work to ascertain instructional effectiveness and accessibility to ELLs, former ELLs and SWDs; examine student progress; develop goals; and determine the need for, and success of, academic interventions. Through these varied Professional Development offerings and opportunities for professional collaboration, we ensure that all staff members, including administrators, teachers, service providers and paraprofessionals, are cognizant of the needs of our students, including ELLs, former ELLs and SWDs; develop expertise in differentiation; are intentional about the use of scaffolds so that students experience rigor and struggle productively; and gain knowledge of language acquisition, ENL methodologies, and instructional strategies and best practices for working with ELLs and former ELLs.

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?

We have a comprehensive support system to help teachers and staff meet the CCSS and support ELLs as they engage in the CCSS. At the ground level, teachers spend time working with co-teachers and content teams to develop curriculum maps in Common Planning meetings. They collaborate to examine CCLS standards, share best practices, devise common strategies, study student work and progress, and actively collaborate. Teachers also use curriculum maps in grade teams to plan cross-curricular projects and experiences to meet a variety of learning standards set out in the CCSS. Teachers and staff receive PD on CCSS at the beginning of the year, Election Day, and Brooklyn-Queens Day.

All of our teachers, who are all teachers of ELLs, including our ENL teachers, regularly participate in a number of Professional Development Workshops and Series offered by the NYC DOE's Brooklyn North Borough Field Support Center and the Division of Language Learners & Student Support, as well as those offered by other educational organizations and institutions throughout NYC, such as the NYC Regional Bilingual Education Resource Network (R-BERN), and Bank Street College of Education. Among those, for which an ENL teacher (C. Klapuri) is already registered, is the Bank Street College of Education's Language Series. The focus of the 2015 Language Series, taking place on November 6th and 7th, is on creating learning environments that are aligned

to the way the brain works. This alignment positively impacts students' learning and their understanding of the world, making use of all of our mental capacities and the multiple pathways of access to content and concepts. This series explores the learning environments that support all learners for academic success, including methods and strategies to enhance instructional practice by maximizing its potential to serve ELLs and students who have difficulties acquiring or developing language.

Additionally, a number of our teachers, including two of our ENL teachers (M. Gonzales-Rojas and C. Klapuri) will participate in the NYC DOE's Brooklyn North Borough Field Support Center, Office of Teaching and Learning's Instructional Practice Series: Differentiating Instruction for ELLs and SWDs in the Content Area Classroom, taking place on October 23, 2015, November 30, 2015, December 18, 2015, January 22, 2016, and February 26, 2016. This Instructional Practice Series will utilize the key elements of Understanding by Design (UbD) to produce units that are rigorous and engaging for ELLs and SWDs. Teachers will unpack Common Core Learning Standards for skills to be addressed in unit plans, establish language and vocabulary development objectives, design high-quality formative and summative assessments for a range learners, draft learning plans that integrate scaffolds, address different learning styles, and provide extensions to engage, challenge and support all learners. The participating teachers will take part in on-site coaching, and lead this work with teacher teams at Sunset Park Prep and partner schools to ensure all learners have access to engaging, rigorous, standards-based curriculum, that will support ELLs as they engage in the CCSS.

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

The Social Emotional needs and development of our students is a priority at Sunset Park Prep. We aim to provide all students and their families with a safe, supportive and nurturing environment. All of our staff members therefore participate in Professional Development on Social Emotional Learning (SEL). We understand that students require assistance through the transition from elementary school to middle school and then from middle school to high school. To assist in this transition, all students, in groups of less than 15 on the grade, receive one period of advisory per week. Through our partnership with Morningside Center for Social Responsibility, our staff developer provides Professional Development and support to our team of advisory teachers, and also conducts observations with all teachers, using an SEL rubric and provides feedback.

To ensure that the Advisory Team meets the needs of our subpopulations, an ENL Teacher (C. Klapuri) and Access/Special Education Coordinator (M. Fiedler) are members of the team, and both teach advisory. Additionally, to ensure that all students are appropriately supported through the transition from middle school to high school, the guidance counselor (S. Tabb), is also a member of the Advisory Team.

Our Guidance Counselor (S. Tabb), Social Worker (E. Falanga), Parent Coordinator (E. Deliz), Dean (T. Santiago), and Principal (J. Spalding), are also available to guide teachers and assist students and families through any socio-emotional issues, including transitions, the acculturation process, peer pressure, bullying, stress, etc. We also maintain a partnership with Lutheran Medical Center, which supports students through a social work office, in-house health clinic, and a dental office.

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.

The professional development requirements as per CR Part 154.2 are met in a variety of ways. Our ENL teachers meet for weekly department meetings and share a weekly Common Planning period. This time is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. During this time they may meet with our in-house literacy coach or our Teacher's College literacy staff developer, our technology coach, or may collaborate to plan differentiated units of instruction; analyze data and student work to ascertain instructional effectiveness and accessibility to ELLs and former ELLs; examine student progress; develop goals; and determine the need for, and success of, academic interventions. ENL teachers also work on data teams studying specific sub-groups, including ELLs. ENL teachers also participate ELL-specific Professional Development Workshops and Series offered by the NYC DOE's Brooklyn North Borough Field Support Center and the Division of Language Learners & Student Support, as well as those offered by other educational organizations and institutions throughout NYC, such as the NYC Regional Bilingual Education Resource Network (R-BERN), and Bank Street College of Education, as described above.

As all teachers at Sunset Park Prep are teachers of ELLs, we meet the Professional Development requirements as per CR Part 154.2 easily, as most of our Professional Development offerings include some element of emphasis on best practices for co-teaching strategies

and integrating language and content instruction for English language learners. Through collaborations with the ENL teachers in common planning, grade team meetings, department meetings, as well as through work with the in-house literacy coach and the Teacher's College literacy coach, all staff members, including administrators, teachers, service providers and paraprofessionals, learn about language acquisition, the needs of ELLs and former ELLs; develop expertise in differentiation; the use of scaffolds so that students experience rigor and struggle productively; ENL methodologies, and instructional strategies and best practices for working with ELLs and former ELLs.

In addition to the above, content area teachers participate in learning communities with a focus on ELLs. This year, the Data Team's work will focus on aligning data and unit and lesson planning in an effort to leverage research and peer support to better questioning, discussion, and student practice techniques while also studying specific student sub-groups, such as ESL students and students with disabilities. Various content area teachers will work along side, and learn from, ENL Team as part of our ESL Research Team, which will serve to identify and address issues affecting ELLs at our school. To inform these undertakings, teachers will relay information attained at out of school PDs as well as information gathered through published materials focused on language pedagogy. Our monthly sessions will allow teachers to think critically about the issues facing our ELLs as they research and discuss various topics related to language pedagogy and acquisition. Participating educators will discuss the latest books, articles, and other related materials focused on effective teaching strategies that can be implemented when teaching ELLs. Actionable steps and techniques will be identified and distributed to all teachers at our school after each meeting. All teachers and service providers are encouraged to attend these monthly sessions.

Furthermore, during our monthly teacher-led Professional Development series, as well as during Professional Development days such as Election Day, and Brooklyn-Queens Day, the ENL Team (A. Tepfer, C. Klapuri, M. Gonzalez-Rojas) will lead a variety of workshops, planned topics include: Research-Based Strategies for Teaching ELLs, Maintaining Rigor while Scaffolding Instruction for ELLs, Principles of Quality Teaching for English Learners, Developing Academic Literacy in ELLs, and Language Development and the Brain.

Agendas, attendance records, and meeting notes for all Professional Development meetings and workshops are submitted to the instructional coaches and maintained by Principal Spalding.

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 addition to parent-teacher conferences and initial parent orientations, we conduct individual meetings with the parents/guardians of English language learners to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. These meetings are scheduled individually and occur within the first three months of the school year and take place during designated parent engagement time. ENL teachers gather progress reports from all of the students' teachers to share with the parents. However, during this designated parent engagement time, all teachers are present in the school and therefore available to meet with parents as necessary.

For Spanish-speaking parents, meetings are conducted in Spanish. Staff members translate for meetings with Chinese-speaking parents. We use the services of the Translation and Interpretation Unit as necessary. Additionally, ENL teachers contact parents to report on their child's progress periodically throughout the school year.

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.

Parents are initially invited to schedule these meeting via a letter, in the parents' home language, sent home with the student. For parents who do not reply, outreach is made by the ENL teachers, along with the parent coordinator (E. Deliz), via phone and email. Arrangements to meet with parents at different times of day or to conduct the meeting via phone are made as necessary. Attendance to individual meetings with the parents/guardians of English language learners is recorded by the ENL teachers and maintained in the ELL Folder of Critical Documents.

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

At Sunset Park Prep, we are always looking for ways to increase opportunities for parents to be engaged in our school community. Among our first activities of each school year is Back to School Night, an opportunity for parents to learn about curriculum in each subject area and provide support to students at home. To keep parents abreast of their child's progress, we use an online grade system called PupilPath, which parents and students can check on a weekly basis. This allows parents and student to measure progress, communicate with teachers, and see if they are properly preparing for high school and beyond.

We continue to expand our work with parent engagement, for all parents, including parents of ELLs. We make regular calls using School Messenger (in English, Mandarin, and Spanish), send home a monthly calendar (in English and Spanish), and call with attendance, lateness, and discipline issues. All calls are made in English and in the parent's home language, with the assistance of our staff members who speak other languages, as necessary. Our Parent Coordinator, in partnership with the PTA, SLT, and the administration offered workshops regularly on a variety of topics, including those of particular interest to our parents of ELLs. The topics range from technology and protecting children online to immigration, domestic abuse, and health, with various experts throughout the community presenting, and translation provided. We also provide workshops on the use of PupilPath, so that parents can access their child's grades and gage their progress, High School Information workshops, provided by our Guidance Counselor (S. Tabb) to assist parents is guiding their child's High School choices, and ELA and Math workshops, provided by our instructional coaches (L. Scott and K. Herrador). Additionally, we provide regular parent events such as International Night (a culminating event of Global Awareness Week), Arts Showcase, and Community Day.

In the 2014-2015 school year, we added a very important committee – The Parent Engagement Committee – consisting of our parent coordinator and teachers, including ENL teachers. This committee planned a first annual Family Soccer Night, which pitted students against parents in our gymnasium. With the PTA selling treats and a teacher soccer team relieving the parents for a match or two, the event was a huge success. Among our school goals is to continue to build a school culture where parents are not only involved, but engaged in the school community and knowledgably support student academic achievement, by doubling our offerings of celebratory, academic student events, community building events, and parent workshops. For previously existing events, we aim to increase parent attendance by at least 15 percent.

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

We partner with Center for Family Life, which is our CBO, to support our student's families and provide services and workshops to all parents, including parents of ELLs. The Center for Family Life is a family focused, neighborhood-based social service agency serving the Sunset Park community. They run our afterschool, summer, and in-school arts programs. They have a parent advisory council that assists in the development of programs to best serve the community. They provide English language classes, family cultural outings, parent-youth art events, and community-building dance classes. They also provide opportunities for parents to collaborate with the organization's administration, teachers, and artists in the development of their annual visual and performing arts productions performed for our community.

To help provide for the health and mental health needs of our students and their families, we also maintain a partnership with Lutheran Medical Center. They provide services directly to our families through a social work office, in-house health clinic, and a dental office.

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

One of the ways in which we evaluate the needs of our parents is through a survey that parents are encouraged to complete in the beginning of the school year. Parents have the option of completing the survey online or on a hardcopy that is sent home. Our parent coordinator, (E. Deliz) follows up with phone calls and answers any question that may arise. Surveys are generated in the parents home language, and the Translation and Interpretation Unit is contacted when assistance is needed.

Additionally, to evaluate the needs of our parents, we carefully analyze the results of the NYC School Survey, which parents are asked to complete every Spring. The survey collects information about parents' views on the extent to which the school incorporates the six essential elements of the DOE's Framework for Great Schools— rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family and community ties, and trust—that drive school improvement and develop students to compete in the 21st century. Furthermore, we encourage parents to participate in our PTA and attend monthly meetings. This is a great opportunity for parents to get to voice their interests and concerns. Parents are also invited and encouraged to become members of our School Leadership Team.

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

When teachers, administration, parent coordinators, CBOs, or our Lutheran Medical Staff learn of issues affecting parents, we make referrals to the Parent Coordinator, discuss at SLT or PTA meetings, and create activities to serve those needs. For example, we spend the first months of Advisory class in 8th grade learning about and researching high schools. While students feel confident in selecting schools, we know that parents often want support in this process. As a result, we spoke about this need with the Guidance Counselor and Parent Coordinator, who spoke with the PTA, and we decided to host a parent workshop during the day and evening for parents interested in receiving hands-on help with the high school application process.

D. Additional Information

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

Paste response here:

School Name: Sunset Park Prep

School DBN: 15K821

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)
Jennifer Spalding	Principal		1/1/01
Elaine Pinckney	Assistant Principal		1/1/01
Evelyn Deliz	Parent Coordinator		1/1/01
Caroll Jimenez	ENL/Bilingual Teacher		1/1/01
Lisandra Rivera	Parent		1/1/01
Myrna Gonzalez-Rojas	Teacher/Subject Area		1/1/01
Avi Tepfer	Teacher/Subject Area		1/1/01
Lauren Scott	Coach		1/1/01
Keith Herrador	Coach		1/1/01
Shari Tabb	School Counselor		1/1/01
Anita Skop	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 15K821 School Name: Sunset Park Prep
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) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

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

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

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

At the beginning of every year we offer a survey in the languages spoken by our students based on their home language designation in ATS. We ask parents which language and method of communication they most prefer (letter home, phone call, email, or text message).

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.

English
Spanish
Mandarin
Cantonese
Arabic

Part B: Creating a Communications Calendar

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

At the beginning of the school year, we provide all students with the following items, translated into parent's preferred languages:

- An agenda book which includes our policies and information in the front few pages
- A welcome letter from the principal
- A welcome letter and final supply list from the teachers
- A "Clubs and Activities" pamphlet
- Medical forms, blue cards, lunch forms, general permission slips, registration survey
- A PupilPath registration letter
- A Welcome Letter from the PTA

Throughout the year, we provide all students with the following items, translated into parent's preferred languages:

- A monthly calendar
- PupilPath grades
- Letters on updated policies, half days, etc
- Access to our website
- Flyers about family events

At the end of the year, we provide all students with the following items, translated into parent's preferred languages:

- State Test Briefing
- End of the Year Letter
- June Calendar of Events

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
- IEP Meetings, all year
- Attendance Meetings, all year
- Parent Teacher Conferences, November
- Family Science Night, December
- STEM and Literacy Night, February
- Parent Teacher Conferences, March
- International Night, April
- Parent Night, May
- Community Night, May
- New Student Orientation, June
- Graduation, June

Part C: Providing Language Assistance Services

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

All written documents are translated in-house for per session by teachers with specific language skills.

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.

For meetings and events, we have staff members who provide translation for most events. We occasionally use a translation company on Parent Teacher Conference nights, and train student translators to serve as ambassadors for events. We use the translation line for parent phone calls.

Part D: Training Staff on Policies and Procedures

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

We have included translation procedures in our Staff Handbook, which includes lead time for in-house translation, how to get in-house interpretation services, and the number for the Translation Unit to provide over-the-phone translation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We use all of the above, as well as provide a welcome letter with key information, translated into many languages.

Part F: Monitoring and Quality Control

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

We frequently survey parents, both formally and informally, to assess our accessibility. We use a mid-year survey, PTA meetings, and school messenger to solicit parent feedback.