

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M276

School Name:

BATTERY PARK CITY SCHOOL

Principal:

THERESA RUYTER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Battery Park City School School Number (DBN): 02M276
Grades Served: K-8
School Address: 55 Battery Place, NY NY 10280
Phone Number: 212-266-5800 Fax: 212-266-5802
School Contact Person: Terri Ruyter Email Address: truyter@schools.nyc.gov
Principal: Terri Ruyter
UFT Chapter Leader: Kristal Aliyas
Parents' Association President: Angie O'Reilly
SLT Chairperson: Christina Shapiro
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 2 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 Seventh Ave, NY NY 10001 Room 713
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan District 2 Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th Floor, NY NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Terri Ruyter	*Principal or Designee	
Kristal Aliyas	*UFT Chapter Leader or Designee	
Angie O’Reilly	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Melissa Berman	Parent	
Cristina Shapiro	Parent	
Gregory Owens	Parent	
Matthew Schneider	Parent	
Tammy Meltzer	Parent	
Carmen Robles	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jamie Christian	Teacher	
Ariel Dlugasch	Teacher	
Rachel Lewis	Teacher	
Tamar Goelman	Teacher	

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.

PS/IS 276, The Battery Park City School, is in its seventh year. We have grown quickly from a small early childhood program of 50 students to approximately 880 kindergarten through 8th grade students over our short history. As we have grown, our school's population has leveled out at approximately 14% students with IEPs and 5% students who receive ELL support. Each year the number of students in each grade has shifted as we add grades and classes to grades.

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

The mission of PS/IS 276 is to provide a public education for grades pre-kindergarten through 8 that fosters the intellectual, social, creative, and physical growth of each student in a safe and nurturing environment. We strive to empower each student to achieve his or her greatest potential and inspire students to use that potential for the benefit of others and the world.

At PS/IS 276, we work to develop foundational knowledge and skills – reading, writing, mathematics, and critical thinking – to enable each student to engage in intellectual inquiry. We guide students in their exploration of the broader world through direct and meaningful experiences while reinforcing their responsibilities and connections to it. In doing so, we strive to foster students' relationships with their peers, school, communities, and the natural world as we work together to create individual and shared knowledge. We promote the imagination as a crucial skill for conceiving the possible and the impossible, as we pose questions and solve problems. We also support growing bodies and growing minds by instilling healthy life habits including nutrition, physical exercise, and sports. Finally, as we recognize that learning happens both at school and at home, we seek to build strong partnerships with students and their families.

Teachers at PS/IS 276 are highly qualified and very dedicated to their students. They have developed our curriculum from scratch to be engaging to students, aligned to Common Core standards, and to integrate science and social studies with ELA. We offer an exceptionally rich curriculum for all students. In each grade, we have units of study that are truly universal in their design. The topics are engaging to all students. The studies are relevant, have a variety of resources in diverse formats and accessibility, and provide students with multiple paths to enter the study and to present their findings in personal and creative ways. Studies range from designing roller coasters in eighth grade science, to studying the ocean in fifth grade, to designing windmills as part of a study of Africa in third grade, to an in-depth study of New York Harbor which is at our doorstep in first grade. We have been working to document, revise, and enrich our curriculum as we have grown. As part of this documentation, we continuously reflect on and revise units for universal accessibility and to enhance formative and summative assessments.

Teachers eagerly engage in professional learning. They participate in study groups with colleagues during the year, attend training in math, special education, and history over the summer, and seek out an active role in participating in the decision making process in the school. Our school has partnered with several professional learning organizations. We work with two consultants from LitLife, an international literacy organization. These consultants have worked with our school for several years developing ELA curriculum that are Common Core aligned and build intellectual rigor for our students by helping teachers refine their use of effective practices. We also work with Metamorphosis, a math think

tank. Teachers, math coach, and administration all participate in professional learning opportunities with Metamorphosis. The third key consultancy we work with is the Teachers College Inclusive Classrooms Project. Staff developers from TCICP come to our school to work with teachers on co-teaching practices, learn Restorative Justice techniques, and use Japanese Lesson Study to develop accessible curriculum and lessons. Each of these organizations share our passion for developing pedagogical strategies and accessible curriculum that intellectually challenge all of our students.

This professional learning plan allows us to meet the needs of our special student populations as it is individualized to support teachers in different grades in creating truly accessible units of study and lessons. Support from math and literacy specialists allow teachers to look at students at all levels of learning proficiencies and design whole class and small group lessons that meet their needs.

The element of trust is the component of the Framework for Great Schools that binds our work together. Clear communication between all members of our school community is essential to our success in building a community based on trust. This communication is multi-directional and means that administration is be open to hearing from different stakeholders in the school. Our Professional Learning goals and the plan to achieve these goals are jointly established with teachers and administration. Parent involvement has been critical to our success. Our SLT and PTA work collaboratively to support and fund enriching programs for students and teachers. A unique and highly successful partnership, the SLT studies issues in our school and then presents their findings to the PTA to fund. In the past, this has led to an SLT proposal that the PTA fund a Spanish program for the elementary grades and enhance the middle school Spanish program and to fund a math coach. The math coach position provides needed support to teachers as they work to enhance differentiated instruction for all students. We also listen to our students and work to build trusting relationships with them.

02M276 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	859	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	8	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	0.8%	% Attendance Rate		95.6%
% Free Lunch	11.2%	% Reduced Lunch		0.6%
% Limited English Proficient	3.5%	% Students with Disabilities		13.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		4.5%
% Hispanic or Latino	12.6%	% Asian or Native Hawaiian/Pacific Islander		22.7%
% White	54.4%	% Multi-Racial		5.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.7%	% Teaching Out of Certification (2013-14)		3.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		2.27
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	57.2%	Mathematics Performance at levels 3 & 4		66.7%
Science Performance at levels 3 & 4 (4th Grade)	96.3%	Science Performance at levels 3 & 4 (8th Grade)		86.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
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	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Fall 2015 Baseline Fountas and Pinnell Benchmark assessments across grades K-5 are given 1:1 and reflect strong benchmark performance across grades with a majority of students at or above grade performance levels. Taken together with the Writing and Reading Assessment Protocol (WRAP) data (grades 5-8), these performance assessments allow teachers to note student literacy behaviors, develop goals for students, and note trends across the class and grade bands. Using this data, teachers group students into narrowly focused and flexible small instructional groups. This small group instruction a focus of our school wide differentiation and intervention strategy for reading instruction.

In 2015 61.8% of students scored at levels 3 and 4 on the state tests. This is an increase from 57.2% of students scoring at levels 3 and 4 across grades 3-8 on the 2014 ELA tests.

Part 2 – Annual Goal

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

By June 2016, teachers of literacy will give greater concentration to small group reading instruction. This will result in a 5% increase from 61.8% to 64% in the number of students scoring at 3 and 4 as measured by the Spring 2016 New York State ELA tests.

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>Professional Development- Professional learning is being implemented in response to teacher requests for training.</p> <ul style="list-style-type: none"> • Grades K-8 teachers will work with LitLife consultants to improve small group reading instruction through analysis of assessments and targeted skill instruction. • Grades 3-8 teachers will engage in close analysis of student work in relationship to released state test questions to guide small group teaching objectives. • Japanese Lesson Study with TCICP consultants will be used to provide teachers with opportunities to improve inclusive pedagogical practices. 	<p>All literacy teachers, K-8-general and special education teachers, ESL teachers</p>	<p>October 2015 – May 2016</p>	<p>Administration, LitLife literacy consultants</p> <p>Teachers College Inclusive Classrooms Project consultants</p>
<p>Instructional activities</p> <ul style="list-style-type: none"> • Classroom literacy teachers will provide small group reading instruction. • Classroom literacy teachers will implement differentiated instruction to support all students K-8 according to reading levels, interests, and behaviors. • Reading Recovery teachers will provide 1:1 support for students on grade 1 and support small group reading instruction across elementary grades • Administration will use Danielson Framework to provide productive feedback during formal and informal observations of literacy teaching. 	<p>K-8 students, teachers</p>	<p>September 2015-June 2016</p>	<p>Reading Recovery teachers, administration, classroom literacy teachers</p>

Parent Communication <ul style="list-style-type: none"> There will be two workshops for parents on how to support children at home in building reading skills. 	Parents	September 2015 to May 2016	SLT members

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.											
Teacher teams, administration, Reading Recovery teachers, LitLife literacy consultants, TCICP consultants.											
Reading Recovery intervention work											
The Danielson Framework and ADVANCE for teacher evaluation											
Engaging in intra/inter-visitations, teacher team meetings, common prep time, department meetings, Chancellor’s Conference Days, Japanese Lesson Study as a PD tool											
Professional texts; subscriptions to children’s magazines; authentic, high quality literature at multiple levels.											
Onsite PD Calendar days, off site PD days with substitute teachers, literacy coach support											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.
By February 2016, 60% of K-8 students will score at grade level as measured by the January benchmark on Fountas and Pinnell (K-5) or WRAP (5-8) Assessments.
Part 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.

As a school, we are committed to a safe and supportive school environment. We recognize that the social curriculum plays an important part in schooling. We use Second Step curriculum materials in grades K-5. In middle school, our teachers lead small group advisories weekly. We also weave restorative approaches into our discussions of discipline and student responses to peer interactions. All staff receives training in restorative approaches.

As a school, we recognize the importance of strong student/adult relationships in fostering a safe social emotional environment for students. Adults in the school are very conscious of the importance of building safe and trusting relationships with students. In the the School Culture section of the 2015 School Environment Survey, 80% of the responding students reported that there is at least one teacher that they can confide in and 87% of students report that teachers treat them with respect. While this data is reasonably good, we want to make sure that more students have the opportunity to establish strong, positive relationships with adults in the school.

Part 2 – Annual Goal

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

By June 2016, 85% of students will report having one adult with whom they have a strong positive relationship as indicated on the School Environment Survey.

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>Professional Development</p> <ul style="list-style-type: none"> • Teachers will participate in PD on racism, gender identity and Restorative Justice. • Teachers will participate in bi-weekly, cross grade "kid talk" problem solving conversations during which time they will discuss students and share strategies for supporting students. • A team of teachers will be participating in year long inquiry groups on positive discipline and restorative techniques through the Teachers College Inclusive Classrooms Project. 	<p>All staff</p>	<p>September 2015 to June 2016</p>	<p>Restorative Justice Working Group, TCICP consultant</p>
<p>Instructional Activities</p> <ul style="list-style-type: none"> • Advisory teachers will revise middle school advisory curriculum to be more responsive to social issues and concerns of student body. (i.e. taking advantage of current events and teachable moments). Advisories are small groups (approximately 15 students) taught by one middle school teacher each week. • The school staff will plan assemblies, grade level trips, and continue to refine community building activities. • All teachers will work to be more transparent and explicit in communicating with students about what we are doing and why. 	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Teachers, guidance staff, dean, administration</p>
<p>Parent Communication</p> <ul style="list-style-type: none"> • Parent presentations via workshops and posts to our website to build awareness, support and reinforce school's efforts to build a supportive environment. 	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Administration, counseling staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PTA funding for Teachers College Inclusive Classrooms Project training in Restorative Justice techniques. PTA funding for PD facilitated by Border Crossers, an organization that trains teachers on having conversations with students on race and racism and planning curricula and lessons that are respectful and inclusive of all students.											
Weekly scheduled advisory period.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.
During “kid talk” conversations in February, teachers will reflect on relationships with students to assess if any students need to be more personally supported in order to develop a close mentor relationship with an adult in the school.
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.

The results of the 2015 School Environment Survey indicate that teachers would like to have more sustained and focused professional development experiences. 80% of respondents indicated that PD is sustained and coherently focused and 87% of teachers indicate that the PD includes enough time to think about and evaluate new ideas. Teachers identified three structures to address their concerns. Teachers will be participate in inquiry groups on Mondays, participate in cross grade problem solving conversations about student concerns using shared protocols, and plan integrated student inquiry projects that will be part of the curriculum. Additional PD opportunities are arranged by administration and coaches. Teachers are offered these opportunities and are encouraged to sign up for workshops of interest. Close attention is paid to match teacher learning style, content, and interests with PD offerings.

Part 2 – Annual Goal

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

By June 2016, 90% of teachers as measured by responses on the School Environment Survey will report that PD is coherently focused and appropriately paced.

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 teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development</p> <ul style="list-style-type: none"> • Inquiry groups will be meeting weekly to explore topics identified from teacher interest. These inquiry topics will drive innovation in teacher practice. • Teams of teachers will participate in collaborative curriculum planning using a Japanese Lesson Study to refine differentiation • Cycles of study with the math coach and literacy consultants will positively impact teacher practice and will provide coherence in professional study. • Teachers will be given the opportunity to select off-site PD they would like to attend. • Cross grade groups of teachers will meet bi-weekly to discuss how to best meet student needs using a case study model. 	<p>Staff</p>	<p>September 2015 to June 2016</p>	<p>Teachers, TCICP, Lit Life, Math coaches, Metamorphosis, Math in the City PD, other external PD</p>
<p>Instructional Activities</p> <ul style="list-style-type: none"> • Tuesday Kid Talks • Student Support Team • Inquiry topics such as designing inclusive curriculum and lesson plans, • TCICP, LitLife and Metamorphosis professional development opportunities • Off site PD offered through the Department of Education, Office of Teaching and Learning and Urban Advantage. 	<p>Staff</p>	<p>September 2015 to June 2016</p>	<p>Staff, TCICP, LitLife and Metamorphosis trainers, NYCDOE sponsored PD.</p>
<p>Parent Communication</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>principal</p>

<ul style="list-style-type: none"> Principal blog will highlight professional learning teachers attend. 			

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.											
<p>All teachers will participate in inquiry groups TCICP inquiry groups and workshops, Metamorphosis math PD, Litlife training, Urban Advantage PD, PD organized through the Office of Teaching and Learning and the Manhattan Service Center. Collaborative planning time within the prep schedule and afterschool PD time, Chancellor’s Conference Days. Additional resources as requested by teachers.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 95% of teachers will have completed one inquiry cycle on a topic of choice. Teachers will share inquiry findings with colleagues in a structured setting.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		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.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		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.

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

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)	Fountas and Pinnell Benchmark Assessments, Reading Recovery assessment, Writing and Reading Assessment Protocol State test results	Reading Recovery Guided reading and small strategy group instruction	One on one and small group instruction	During the day
Mathematics	Math benchmark and diagnostic assessments State tests result	Small group remediation,	Small group	During the day
Science	Teacher made assessments	Small group work. non-fiction units in ELA are integrated into the curriculum	Small group	During the day
Social Studies	Teacher made assessments	Small group work. non-fiction units in ELA are integrated into the curriculum	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student Support Team will meet weekly with teachers to plan for supports for student at risk.	Social skills groups	Small group	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0
Describe the direct instruction supplemental program here and include the
<ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here:
Our Title III after school program will focus on the academic language of mathematics and on helping our ELL students move toward the Common Core Learning Standards in this subject area in all four

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

Part C: Professional Development

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

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

Begin description here: At the Battery Park City School, we recognize that professional educators require opportunities for on-going training. ELL teachers and teachers who work with ELLs in their classrooms will read a professional text on teaching ELLs mathematics and work with the school math consultant, Dr. Nicki Newton, who is an experienced ELL teacher and Common Core math specialist. The text, Teaching Mathematics to English Language Learners by Kersaint, Thompson and Petkova will be read and discussed over the course of two sessions in January 2014 and March 2014. Teachers will study this text on teaching mathematics to ELL students in K-8, with Dr. Newton. This work will focus on learning about the challenges faced by ELLs, strategies to support them, and incorporating these strategies into lessons that are taught by the classroom teacher alone or in collaboration with the ELL specialist.

Part C: Professional Development

This program of professional learning is designed to have a positive and lasting impact on the teachers' performance in classrooms and to be aligned to the philosophy, pedagogical approaches, and curriculum currently in place at our school. As our ELL teachers have extensive training in literacy acquisition, we are targeting the bulk of the teacher's professional learning in mathematics this year. Reading professional literature and working with Dr. Newton over the winter and spring terms Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences. Activities must be used to support language development, English and native language instruction, high academic achievement in math.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$6,150.02	<u>After School Program:</u> <u>3 teachers x \$50.41 x 16 sessions=</u> <u>\$3,629.52 (Sessions are 1.5 hrs each)</u> <u>Parent Meetings:</u> <u>2 teachers x \$50.41 x 2 session=</u> <u>201.64</u> <u>Teacher Prep. for Meetings:</u> <u>2 teachers x \$50.41 x 2 sessions=</u> <u>\$201.64</u> <u>Teacher PD for Lang. Central:</u> <u>3 teachers x \$50.41 x 2 sessions=</u> <u>\$302.46</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Saturday Field Trip:</u> $3 \text{ teachers} \times \\$50.41 \times 6 \text{ hours} = 907.38$ $9 \text{ teachers} \times 50.41 \times 2 \text{ hours} = 907.38$</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1000</u>	<p><u>We will be working with Dr. Nicki Newton, a mathematics specialist, who has in depth knowledge of the Common Core math standards and an ELL background. This funding covers two sessions with Dr. Newton. Dr. Newton works through Cutting Edge Education, LLC. DOE vendor number 811961.</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	3,323.98	<p><u>Pearson Language Central for Math Class Sets (Grades 4-8)</u> $165.47 \times 10 = 1,654.70$ Notebooks, Binders, Paper, Pencils, Whiteboard Markers, Whiteboards, Bins, Pocket Charts, Take Home Resources for Students: \$1011.78</p> <p>Academic Texts for Teachers: 10 Texts x \$35.75= \$357.50 Snacks & Beverages for Parent Meetings: \$300</p>
Educational Software (Object Code 199)	\$_____	
Travel	\$	
Other	\$726	<p>Museum Trip Students: $\\$8 \times 13 = 104$ (2 times) Teacher/Parents $\\$14 \times 6 = \\84 (2 times) Program Fee = \$350 (1 time)</p> <p>\$726</p>
TOTAL	\$11,200	_____

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 02	Borough Manhattan	School Number 276
School Name Battery Park City School		

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 Terri Ruyter	Assistant Principal Claudine Jellison
Coach Nick Felts	Coach Ariel Dlugasch
ENL (English as a New Language)/Bilingual Teacher Gretchen Visser	School Counselor Rachel Goodman
Teacher/Subject Area Kristal Aliyas/1st Grade	Parent Trilce Mago
Teacher/Subject Area Jessica Kuhl/ Science	Parent Coordinator Susan Townes
Related-Service Provider Talar Galian/Speech	Borough Field Support Center Staff Member type here
Superintendent Bonnie Laboy	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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 arts teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	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	1	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]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	873	Total number of ELLs	19	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 checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input 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	19	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	18	0	1	1						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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			1		1									0
Chinese		1		1					1					0
Russian		1	2	2										0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						0
Korean			1											0
Punjabi														0
Polish														0
Albanian				1			1							0
Other		1		3	1	2	1	2						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	1		1									0
Emerging (Low Intermediate)				1		1								0
Transitioning (High Intermediate)						1								0
Expanding (Advanced)		2	3	4			2	1	1					0
Commanding (Proficient)				2	1			2						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total				2	1			2						0

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

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

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

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

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

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

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

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

Scores reflect the students' current grade level. All students in the primary grades are assessed using the same tools in math and reading (The Concepts about Print and Fountas and Pinnell Benchmark Assessments and MOSLs). For writing, writing on demand activities, MOSLs and Performance Task Assessments. In addition, ELL students are assessed using the Rigby ELL assessment Kit for Primary students. The Fountas and Pinnell assessments and the Rigby assessments indicate that some ENL students need additional support in literacy. Please see the following data for independent reading levels from September 2015.

Kindergarten: Currently there are no ELLs in Kindergarten
 1st Grade: Level A- 3
 2nd Grade: Level A-1 Level G-1 Level H-1 Level I-1
 3rd Grade: Level D- 1 Level I- 1 Level K- 2 Level L- 1(Commanding) Level M- 1 Level O- 1 (Commanding)
 4th Grade: Level D- 1 Level Q (Former ELL)
 5th Grade: Level J- 2

All students in the middle school are continually assessed for early intervention skills by the ENL teacher, ELA teachers and special educators. This collaboratively gained information is analyzed to best inform teachers' instructional goals for our ELL students. These assessments indicate that some ENL students need additional support in literacy, as well as modified texts that best fit the individual language needs of each student. NYS ELA tests results, NYS Periodic Assessment of ELL, as well as previous NYSESLAT scores are also examined so that instructional goals are most beneficial for our ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL and NYSESLAT data reveal that across all grade levels most of our students are at the Expanding or Commanding Level (~75%). The students who are at the Entering and Emerging levels are all newcomers.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The tool revealed that 58% (11) of current ELLs are not at any risk, 21% (4) of current ELLs are at Risk Level 1, 10% (2) of our ELLs are at Risk Level 2, 5% (1) of current ELLs are at Risk Level 4 and 5% (1) of current ELLs are at Risk Level 5. All of the students who are at risk showed great percentile growth from their NYSESLAT in 2014 to their NYSESLAT score in 2015. In addition, many of these students were also 2-3 points away to the next proficiency level. From the NYSESLAT 2015 scores, 3 students met AMAO 2 by moving to the commanding level.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. The NYSITELL and NYSESLAT reveal that usually as students progress through the grades, their performance levels also progress. Most often, when newcomers enter our school they are the students at the Entering and Emerging performing levels.
 - b. We did not utilize the ELL periodic assessments last year. This year, if we use the ELL periodic assessments we will use them to help us target the needs of our ELLs. These assessments will help us make informed decisions for lesson planning and creating instruction that builds on students' strengths and target their areas of challenge.
 - c. Once we have given the periodic assessments, we will be able to evaluate the needs of our students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Our school analyzes data from formal assessments (Fountas & Pinnell Benchmark Levels, mathematics assessments and Performance Task Assessments) as well as informal assessments such as one-on-one conferencing and student observations to create a learning profile for our ELL students to determine if RtI intervention is necessary. In addition, every other Tuesday the staff meets in small groups to brainstorm interventions for students. These interventions are put in place for students and then revisited by the team to evaluate their success. If it is determined that a student is in need of further interventions, the RtI team looks at this data and conferences about the student. The RtI team then creates an intervention plan for that student. The ENL teachers' expertise along with the ELL professional development given to staff insures that ELL specific strategies are implemented for our ELL students. Once an intervention plan is put in place we monitor progress over time to evaluate the effectiveness of the interventions and adjust as necessary.
6. How do you make sure that a student's new language development is considered in instructional decisions?

We make sure a child's second language development is considered in instructional decisions by initially assessing students whose second language is Spanish with the Spanish LAB. We also interview parents regarding information on a student's prior schooling and level of literacy in their native language. ENL teachers also consult language transfer guides for information on language transfer issues for students' native language and use this information to develop their lessons. Additionally, the school library, the ENL classroom and students' classrooms have books and resources available in multiple languages.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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

Part IV: ELL Identification Process

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

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.

During registration, the parents of all students who are new to the DOE public school system or who are reenrolling after a two year absence, will complete the Home Language Identification Survey. Completion of this survey includes an interview between the parents and the student with a school pedagogue and, if necessary, written and oral translation in the parents’ home language. The HLIS is available in 10 different languages. The qualified persons from the building ENL team responsible for conducting the interview are Gretchen Visser (ELL coordinator), Terri Ruyter (principal), Ariel Dlugasch (Math Coach) and Claudine Jellison (vice principal). The principal speaks French and German. These languages are used to translate as appropriate. The school also utilizes DOE-approved translation and interpretation services to provide support for ELL parents. All mentioned individuals have been trained on the proper way to conduct, interview and fill out the HLIS. A copy of the HLIS for each student is kept in the student’s cumulative record folder and also in the ELL coordinators’ records. If the HLIS and the initial interview determine that a child has a HL other than English, a more in-depth interview is conducted with the student as well as a review of his/her school work to determine if the NYSITELL should be administered.

If a student enters the DOE from a school within New York State, our school requests that child's ELL status information from their previous NYS school. If it is not obtained, the NYSITELL is administered for students who have a HLIS survey and interview conducted which determined that they have a Home Language other than English and the ELL Identification Process continues as stated above. If ELL status information from the previous school is obtained, the school continues services according to their placement.

If a student with a HL other than English enters with an IEP, a Language Proficiency Team (LPT) meets and reviews the IEP and other evidence of the student's English Language Development. The LPT either recommends the student take the NYSITELL or not take the NYSITELL. If it is determined that the student should take the NYSITELL the ELL Identification Process continues as stated above. If the LPT recommends that the student should not take the NYSITELL, the recommendation is sent to the principal to review. This recommendation is determined within 20 days of enrollment. The principal reviews the recommendation and then determines whether the students should take the NYSITELL or not. If the principal determines the child should take the NYSITELL, the ELL Identification process continues. If the principal determines that the that the child should not take the NYSITELL, that determination is sent to the superintendent or designee for review. The parent/guardian is notified of the the decision within 3 days. If the superintendent determines the child should not take the NYSITELL, the parent is notified within 10 school days and ELL Identification Process ends. If the superintendent or designee determines the student should take the NYSITELL, the student takes the NYSITELL within 5 additional calendar days and the ELL Identification Process continues.

If the student meets the requirements for NYSITELL testing, as indicated on the HLIS, one of the ELL teachers will administer the NYSITELL within 10 school days of the registration. The ENL teachers will administer the NYSITELL to those students in a separate location either individually or in a small group as appropriate. Students who score below the cut-off point on the NYSITELL will be identified as English Language Learners and be placed in a program that supports their linguistic needs. If the student’s home language is Spanish and has fallen below the LAB-R cut-off, that student is given the Spanish LAB by one of the two Spanish teachers in the building. That test is then scored and stored appropriately.

Within 5 days, all parents of students who take the NYSITELL receive the appropriate non-entitlement or entitlement letters along with an invitation to the ELL Parent Orientation or as an alternative, to make an appointment with the ELL teacher. Each spring, all ELLs will take the NYSESLAT to assess their progress and proficiency in English. ATS reports, including RLER, are run to ensure that all ELLs are tested. The four components of the NYSESLAT are administered by the ELL coordinator in the Spring. ELLs will continue to be classified as such until they pass out of the program as determined by their score on the NYSESLAT.

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).

A child's assessment for SIFE status begins upon initial enrollment and must be determined within 30 days of enrollment and input into the DOE's data collection system. During registration the parent/guardian completes the HLIS form which includes a section on prior school. This information along with the information a parent provides during the initial interview are used to help assess if a student is SIFE.

Once the NYSITELL has been administered to a child with a HL other than English, if that child is a newly identified ELL and in grades 3-8 and at the beginner/entering or low Intermediate/emerging level of proficiency on the NYSITELL and the HLIS information indicates that a child has been in US for less than 12 months and is 2 or more years below grade level in literacy in their home language and/or 2 or more years below grade level in math due to inconsistent schooling prior to arriving then the SIFE identification process continues.

The student then administers the oral questionnaire and for those students with a HL of Arabic, Bengali, Chinese, Haitian Creole, or Spanish the LENS is administered. If this information indicates the child is SIFE, that information is input within 30 days of enrollment and maybe modified for up to one year.

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

For students with an IEP, the LPT will convene to determine eligibility based on assessments above as well as review of history of language use in school and at home. Results of individual evaluation CR Part 200.4 (b) (6), and all data/ information provided by CSE regarding the student's disability and the impact this LD may have on demonstrating proficiency in English.

The team will make a decision as to whether the student may:

- Have second language acquisition needs, and therefore is eligible to take the NYSITELL
- Or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English, and therefore the team recommends that the student not take the NYSITELL .

The principal then decides to either reject or accept the committees decision regarding the latter. If the principal rejects the decision, the student is assessed. If the principal accepts the recommendation, then the recommendation is sent to the Superintendent or designee for final decision. This recommendation must be submitted within 20 days. The parent/guardian is notified within three school days of the decision in the parents/ guardians preferred language. All communication (interpretation and translation) in this process is communicated with the parent in their language of preference.

Our LPT consists of the following personnel:

ENL Teacher / Coordinator

Current General Education and Special Education Teachers for the student

Principal and/or Assistant Principal

Parent/Guardian of student

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.

Once a student's NYSITELL documents have been scanned by the ENL teacher and their scores appear in ATS, entitlement and non-entitlement letters are sent home by the ENL teacher within 5 days in the parents' preferred language. Two copies of these letters are sent home, one for parents to sign and return and the second for parents to retain. Parents are notified via email, in their preferred language, that they will be receiving these letters. The original signed letter is kept in the child's cum folder and copies of these letters are kept on file in the ELL office. Placement letters are sent home by the ENL teacher to entitled parents once the parent has attended the ELL Parent Orientation and completed their Parent Selection Form. Continued Entitlement letters are distributed in the fall to parents of students who will remain in the ELL program. All communication (translation and/or interpretation) of this information and these documents is done in the parents preferred language. These letters are sent home by the ENL teacher within the first 5 days of school. Copies of these letters are stored in the ELL office and original, signed documents are kept in the child's cum folder.

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).

Upon registration, while completing the HLIS form, the qualified personnel inform parents of students with a HL other than English of their right to request Re-Identification of ELL Status. The student's parent, guardian, teacher (along with a parent/guardian) may request the initiation of the Re-Identification process. The Re-identification process must be completed within 10 school calendar days of receipt of notice (except if the CSE is consulted, then the process can be completed within 20 school calendar days).

A team of qualified personnel will convene to determine if a student may have been misidentified. This team reviews documents related to initial identification, student work in HL and in English, assessments of the student's abilities in listening, speaking, reading and writing in English. The committee also consults with the child's parent/guardian and possibly the Committee on Special Education. This team then makes a recommendation to the principal regarding the ELL status.

The parent is then notified in their preferred language. If the recommendation is to not change the ELL status, the process ends. If the recommendation is to change the ELL status the process continues. After a parent has been notified and signed off on the recommendation, the relevant documents are sent to the superintendent for review and final decision.

Written notification of this is sent to the principal, parent and guardian within 10 days. Modification to the child's program will be made accordingly. All documentation is kept in the child's cum and in the ENL office.

After 6-12 months the principal then must review the decision to determine if the decision has negatively impacted the student. If it has the student must provide additional support services and may choose to reverse the determination within the 6-12 months period. If the principal reverses the decision this must be done along with the superintendent. Final decisions will be given in writing to the parent/guardian within 10 days of determination.

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 ELL coordinator, certified in ENL, and the Parent Coordinator hold a parent orientation within the first ten days of the school year for parents of newly identified ELLs. The objective of this meeting is to inform parents of the program options that are available to ELLs in New York City. The three programs (English as a Second Language, Dual Language, and Transitional Bilingual Education) are explained in detail.
- Parents are shown the DVD from the NYC DOE website. Parents have the right to choose which program they think is most appropriate for their children. Parents indicate their choices on the Parent Selection Form, copies of which are kept on file in the student's cumulative record folder and in the ELL coordinator's records. At this orientation, parents are provided with written and oral translation as necessary. Parents are given the contact information of the ELL coordinators and the Parent Coordinator and are encouraged to email or call with any concerns or questions. Surveys and Parent Selection Forms are distributed at this meeting, and parents are given time to fill them out. Parents are also asked to complete a Language Preference Sheet, noting which language they prefer information to go home in. The ENL teachers collect all forms at the meeting.
- The ELL Coordinators assume the responsibility for distributing and collecting all entitlement letters and Parent Survey and Selection forms. Parents must return their form within 5 calendar days. Parents are informed that if the selection form is not returned, the default program option is TBE (as per CR Part 154), if TBE is not available the student is placed in ENL. Parents fill out the selection form at the Parent Orientation. Those who cannot attend the orientation are asked to make an appointment with the ELL coordinator to get program information and fill out the paperwork. Upon completion of the Parent Choice and Selection forms, the ENL Coordinators input this information into the ELPC screen on ATS. If a student who is identified as an ELL enters the school during the year, the same protocol is followed during a one-on-one meeting with the parent or guardian.
- An ELL must be placed in the program of choice within 10 school calendar days of enrollement. If the parent choice is not available at the school, the ENL teacher and Parent Coordinator inform the parents of two options: keeping the student enrolled at PS/IS 276 and the child will be placed in the program available immediately or transferring the student to a different school where the parent choice is available. The Division of English Language Learners and Support provides support for this process. While awaiting the transfer the student is placed in the program currently available at the school. If a program becomes available at the school (TBE require 15 students of the same language in 1 - 2 contiguous grades) parents are informed about the program and given the option for their child to enter the newly available program. All communication and information is given in the parents' preferred home language.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Placement letters in the parents' preferred home language are distributed by the ENL teacher once information from the Parent Selection form is received. Copies of these letters are kept on file in the ENL office. Continued Entitlement letters are distributed in a the parents' preferred home language by the ENL teacher in the fall to parents of students who will remain in the ENL program. Copies of these letters are stored in the ENL office. Parent Survey and Program Selections forms are copied and stored in the ENL office and originals are kept in students' record folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ENL teacher maintains spreadsheets to track each stage of the ELL identification and program placement process. These spreadsheets are updated as parents complete each form, including the Parent Survey and Program Selection form. Electronic and paper copies of these spreadsheets are maintained in the ENL office. If a form has not been completed and returned we contact a student's guardian or parent via email, at pick up, phone calls, meetings and or letters sent home.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Our ENL teacher ensures that placement parent notification letters are distributed in the parents' preferred home language by sending paper copies home with students with a copy attachment for parents to return and sign. This signed sheet acknowledges that a parent has seen the letters and is returned to school. We also inform parents via email. The ENL office also maintains spreadsheets to track each stage of the ELL identification and program placement process. These spreadsheets are updated as parents receive different notifications letters, including the placement letters. Electronic and paper copies of these spreadsheets are maintained in the ENL office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- The ENL teacher ensures that our school retains all documentation in relation to the ENL program. All students' original HLIS form remains in their cumulative folder as well as the preferred language selection form. These forms are accessible to those that check out a students cum folder. In addition a copy of all ELL documentation is kept in the ENL office by the ENL teacher and is accessible to

staff. If a child is identified as an ELL, a copy of that child's HLIS, interview, preferred language selection form, non-entitlement, entitlement letters and parent selection form are maintained in the ENL office.

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.

In the spring, all identified ELLs take the NYSESLAT and parents are informed of the testing dates for the assessment. Prior to testing, the ELL coordinator holds a meeting to inform parents of the testing dates and familiarize parents with the NYSESLAT assessment. In addition, testing dates are added to the school calendar and letters are sent home to parents with information on the NYSESLAT. All ELLs will take the NYSESLAT to assess their progress and proficiency in English. ATS reports, including RLER, are run to ensure that all ELLs are tested. All booklets of the NYSESLAT are administered by the ELL teacher, as well as other teachers and coaches. The ELL teacher, other teachers and coaches administer the NYSESLAT to all ELL students. The Speaking modality of the NYSESLAT is administered by the ELL teacher and scored by a teacher that does not directly teach any of the ELLs. All tests are given according to ELL accommodations and IEP testing accommodations permitted on the NYSESLAT. ELLs will continue to be classified as such until they pass out of the program as determined by their score on the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our ENL teacher ensures that continued entitlement and transitional support parent notification letters are distributed to parents in their preferred language by sending paper copies home with students with copied letters for parents to return and sign. This signed sheet acknowledges that a parent has seen the letters and is returned to school. We also inform parents via email in their preferred home language. The ENL office also maintains spreadsheets to track each stage of the ELL identification and program placement process. These spreadsheets are updated as parents receive different notifications letters, including continued entitlement and transitional support parent notification letters. Electronic and paper copies of these spreadsheets are maintained in the ENL office.
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).

This year and the previous year, all parents of newly admitted ELLs completed the Parent Survey and Program Selection forms choosing ENL as their 1st choice. This year we have had 3 new entrants and they all selected ENL as their first choice. Last year we had 8 new entrants throughout the year, the first choice selected by these parents/guardians was also ENL. However, in years prior the trend has been, Dual Language as their 1st Choice. The parents who selected Dual Language in the previous years came from various linguistic backgrounds including: German, French, Arabic, Portuguese, Japanese, Spanish, and Cantonese. Despite their Dual Language choice, all parents have chosen to keep their students enrolled at PS/IS 276 in the ENL program for reasons of convenience and consistency. At this point we do not have enough students to form any bilingual or dual language classes.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

According to CR Part 154.2 Entering level students receive 360 minutes of ENL. 180 minutes of these minutes are stand alone ENL and 180 minutes are integrated ENL. Currently we have 3 students who are at the Entering level. Two of these students are in contiguous grades (First and Second) and receive their standalone minutes together in the ENL classroom. One of these students is in 4th grade and receives their integrated ENL minutes in his classroom in a co-teaching model with the ENL teacher and his content area certified classroom teachers. The other Entering level student receives his Integrated ENL minutes with a dually certified ENL 2nd grade classroom teacher. The other student who is at the Entering level receives her Integrated ENL minutes in a co-teaching model with the ENL teacher and her content area certified classroom teacher.

Our 1st grade students at the Expanding level receive their 180 minutes of integrated ENL/ELA minutes in a co-teaching model with the ENL teacher and their content area certified classroom teachers.

Our 2nd grade students at the Expanding level receive their 180 minutes of integrated ENL/ELA minutes from a

dually certified ENL 2nd grade classroom teacher.

All but 1 of our 3rd grade students are at the Expanding or Commanding levels. These students receive either their 180 minutes of integrated ENL/ELA minutes or their 90 minutes of ENL in a co-teaching model with the ENL teacher and their content area certified classroom teachers. The 3rd grade student who is at the Emerging level receives his additional 180 minutes of ENL in the standalone model with the ENL teacher in a heterogeneous group of students.

As previously mentioned, the Entering student in 4th grade receives their 180 minutes of integrated ENL/ELA in a coteaching model with the content area certified classroom teacher and the ENL teacher. The additional 180 minutes of standalone ENL are given in the ENL classroom with a heterogeneous mix of ELLs.

Our 5th grade students are at the Transitioning and Emerging levels. These two students receive their 180 minutes of Integrated ENL/ELA in a coteaching model with the content area certified classroom teacher and the ENL teacher. The student who is at the Emerging level receive an additional 180 minutes of standalone ENL in the ENL classroom.

Our 6-8th grade students are currently all at the Expanding or Commanding levels of ENL. In order to meet the 90/180 minutes of ENL/ELA the ENL teacher is able to provide pull-out services while co-planning with the middle school ELA teachers.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We use the guidelines from CR Part 154 and we program class schedules and student schedules accordingly in STARS, ensuring that all mandated minutes are explicitly accounted for and that these are integrated within content area instruction as well as English language skills. We have a literacy block of a minimum of 180 minutes, which is inclusive of all components of balanced literacy. In addition ENL is taught in small group instruction as for Entering, Emerging and Transitioning students for the total mandated minutes. In addition ENL integrated instruction is included as part of the literacy block and the content area instruction as teachers plan for content and language goals using data and CCLS standards (inclusive all 4 modalities).

Mandated number of minutes for students in ENL Integrated and Standalone programs, are also tracked and scheduled using the guidelines from CR Part 154, into the STARS Classroom Programming. ENL instruction and ELA instruction is provided during the 180 minutes literacy blocks and an additional block for ENL for students who are in the Entering, Emerging and Transitioning stages. The students receive targeted instruction that builds upon oral language development and English literacy skills through explicit teaching addressing all four modalities.

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.

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

Scaffolds for ELLs include:

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

-Integration of all language skills (reading, writing, speaking, and listening)

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

Upon entering our school, all English Language Learners are given the opportunity to produce work in their native language, as an assessment of their academic ability to analyze when possible by a staff member who is literate in that language. Students with a home language of Spanish are tested with the Spanish LAB-R. When students first enroll in the school they are provided with the opportunity to write in their native language so their teachers may assess their literacy skills and language proficiency. Throughout the year students are given opportunities to use books, dictionaries and materials to support their home language development. The ENL teacher and classroom teachers conference with the students throughout the year to evaluate their home language needs as their English language skills progress.

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

Throughout the year our ELLs are continually evaluated in all four modalities in the small group setting and within the whole class. Our ENL teachers keep data on informal and formal assessments evaluating the students' development in each of the four modalities. Our ELLs in the primary grades are assessed using the Rigby Assessment Tool which evaluates reading, writing, listening and speaking.

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

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

A) Plan for SIFE students:

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

After a student is identified as SIFE that student's academic skills are further assessed by the school's reading coaches, math coach, ENL teacher and classroom teachers. In addition, the guidance counselor meets with the student to get a better understanding of the child. This gives us a more wholistic picture of that student and gives us the ability to create an individualized, differentiated learning plan for that student. When possible, we will pair a SIFE student with a classmate who speaks the same native language. We also utilize follow-along audio tapes and online books with print and picture support. We also have picture dictionaries and other picture books and texts in a variety of languages as well as with no text at all, to facilitate early literacy skills. SIFE students will also meet regularly with the classroom teacher, ENL teacher and other specialists for small group and one-on-one support. We will also meet regularly with the child's parents/guardians to communicate student progress. All ELLs receive testing accommodations throughout the year.

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

For our Newcomers, who tend to be the majority of our students, we provide differentiated instruction as classroom teachers and the ENL teacher intentionally co-plan for literacy, content, and language objectives. Newcomers to this country receive mandated 360 minutes or 180 minutes of ENL instruction per week (based on level) in the Standalone and/or Integrated ENL model. Entering, Emergent, and Transitioning students are provided with daily explicit language instruction in heterogeneous and homogeneous grouping through shared reading and inquiry based tasks that support the targeted linguistic need. This is in addition to the integrated ENL instruction. Teachers differentiate by planning for language demands based on analysis of text complexity and student needs for all ELLs. ELLs who are in the Advanced and Commanding Stages, are also provided with targeted integrated ENL instruction based on literacy, and linguistic data, throughout the content areas and literacy periods.

Teachers also utilized proven ENL strategies such as TPR, interactive lesson plans and realia support. Teachers focus on developing both BICs and CALP in their instruction and targeting comprehension strategies. All ELLs receive testing accommodations throughout the year.

C) Plan for ELLs receiving service 4 to 6 years (Developing):

For students who are Developing ELLs, receive additional targeted instruction / intervention provided by the ENL teacher according to the RTI for ELLs model- Tier 2 services. These students receive ENL instruction in the Standalone and/or Integrated ENL model (based on level). Developing ELLs receive targeted individual instruction according to their results in the various modalities identified on the NYSESLAT. Students are taught in small group settings as well as one-on-one to increase their opportunity to utilize the different modalities. Students in grades 2-8 receive additional instructional support in small groups from their classroom teacher. The ENL teacher focuses on increased vocabulary and comprehension strategies. All ELLs will receive testing accommodations throughout the year.

D) Plan for Long-term ELLs (completed 6 years):

Students who are Long-term ELLs receive ENL instruction according to their proficiency levels in the Integrated and/or Standalone ENL model. Additionally, Long-term ELLs will receive targeted individual instruction according to their results on the various modalities identified on the NYESELAT and the results of their other NYSAA assessments. These students are taught in whole-class, small group and one-on-one conferences to increase their opportunities to utilize the different modalities of the English language and get targeted instruction. Long-term ELLs will receive increased academic vocabulary instruction, weekly word work, targeted comprehension strategies and receive at risk services with the appropriate specialists (based on individual student needs). All ELLs will also receive ELL testing accommodations throughout the year.

E) Plan for Former ELLs (In years 1 and 2 after testing proficient):

Former ELLs will receive 2 years of continued ENL Standalone or Integrated ENL for 90 minutes a week. The ENL teacher is also in constant communication with the classroom teachers to provide supports and scaffolds for FELLs. These supports include modifications for assignments, resources in the child's native language and small group work with the ELL teachers when they meet with other students at a similar proficiency level in terms of literacy skills and language acquisition. FELLs also receive ELL testing modifications on assessments.

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.

Upon registration, while completing the HLIS form, the qualified personnel inform parents of students with a HL other than English of their right to request Re-Identification of ELL Status. The student's parent, guardian, teacher (along with a parent/guardian) may request the initiation of the Re-Identification process. The Re-identification process must be submitted within 45 days of enrollment and be completed within 10 school calendar days of receipt of notice (except if the CSE is consulted, then the process can be completed within 20 school calendar days).

A team of qualified personnel (ENL teacher, classroom teacher, special education teacher/specialist, principal, guidance counselor) will convene to determine if a student may have been misidentified. This team reviews documents related to initial identification, student work in HL and in English, assessments of the student's abilities in listening, speaking, reading and writing in English. The committee also consults with the child's parent/guardian and possibly the Committee on Special Education. This team then makes a recommendation to the principal regarding the ELL status.

The parent is then notified in their preferred language. If the recommendation is to not change the ELL status, the process ends. If the recommendation is to change the ELL status the process continues. After a parent has been notified and signed off on the recommendation, the relevant documents are sent to the superintendent for review and final decision.

Written notification of this is sent to the principal, parent and guardian within 10 days. Modification to the child's program will be made accordingly. All documentation is kept in the child's cum and in the ENL office.

Academic progress for this student will be ensured by the ENL teacher meeting on a regular basis throughout the year with the student's teachers to discuss the student's progress, challenges and how to meet the student's academic needs. If the Re-Identification process appears to adversely effect the student, the principal will be informed immediately.

After 6-12 months the principal then must review the decision to determine if the decision has negatively impacted the student. If it has the student must provide additional support services and may choose to reverse the determination within the 6-12 months period. If the principal reverses the decision this must be done along with the superintendent.

Final decisions will be given in writing to the parent/guardian within 10 days of determination. As per the ELL Policy and Reference Guide, the principal will review the students academic progress to review decision made with input from classroom teachers, providers, parents and LPT team. From the onset of the phase 1 determination, these students will be flagged and monitored by teachers and LPT teams to track student progress.

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

We have one student with an IEP in our ENL program. This student and any other ELL-SWDs have individualized instruction goals and are working with several staff members, including the special education teachers, literacy specialists and speech specialists to help them reach those goals. These teachers and staff collaborate together to plan for language and literacy outcomes for ELL-SWDs that align with their IEP goals while supporting their English language acquisition. These students receive

Chart

additional services and support in content areas through SETTS and ICT programming which also include language goals.

All teachers utilize the appropriate grade level, school developed curriculum based on the CCLS to plan their units and differentiate instruction based on these units of studies. Teachers utilize grade level texts, native language supports (books, dictionaries and translations), guided reading based on the Japanese Lesson Study and individualized literacy instruction based on F&P benchmark levels. Teachers utilize Smartboard technology, computer based literacy and math programs as well as ipads to enhance student learning. These students are also offered the opportunity to meet with the ENL teachers for extra instruction and language support either before or after school.

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

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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <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.

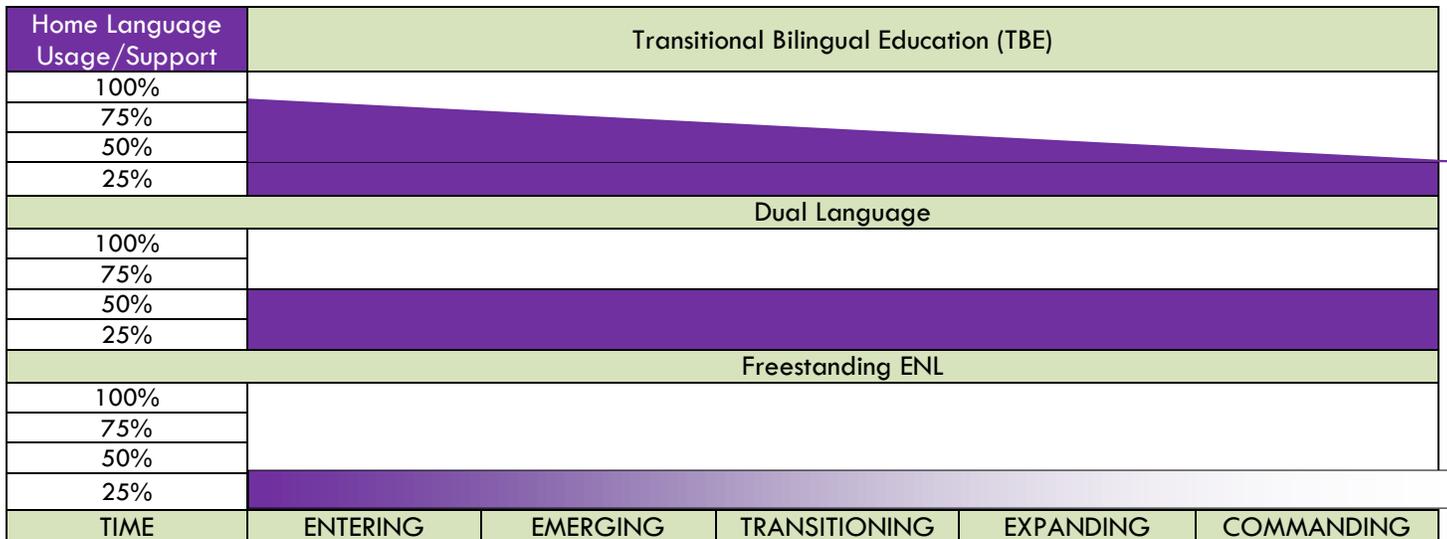


*Note: “other approved services” does not apply to New York City at this time.

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.
Data used to identify students for targeted intervention programs include: NYSESLAT data, state testing data in ELA and Math, and student performance on curriculum-based in-class assessments. Currently, NYSA data shows that ELLs are performing better in Math (especially when they take the state assessment in their native language) than they are in ELA. We only had one current ELL take the Science exam last year. They received a 2. This data shows us that our ELLs are in need of targeted instruction in literacy to impact their performance in all core content areas, including math.
ELLs receive targeted interventions in Math, Science, Social Studies and ELA. These interventions include: small group instruction, one-on-one support, glossaries and direct vocabulary instruction, organizational supports such as checklists and reminders in a prominent and consistent location in the classroom, homework help, alternate assessments and assignments, graphic organizers, and specific lessons on skills and strategies. These interventions are used across all content areas for all ELL students. When necessary, students who need extra support in reading and writing are assigned to work with a reading intervention teacher. All instruction is in English with native language supports.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We continue to modify and build our ENL program based on experiences and feedback from teachers, parents, and students. We have concentrated the ELLs into one or two classes on each grade level so that the ENL teacher can meet the ENL/ELA Integrated model service minutes. We will also continue to work on creating co-teaching models that are effective and include appropriate co-planning time. Our program includes both the Integrated and Standalone models of ENL which is effective in meeting both content and language development for ELL students.

The formal assessments we use to evaluate the effectiveness of our current program and growth of our ELL students are the NYSESLAT assessment, on demand writing pieces, student projects in Science and other content area, the Rigby ELL Assessment Tool Kit, classroom content area assessments and NYSAA assessments (Science, Math, ELA). For state assessments, this data is evaluated annually while in-class assessments, projects and the Rigby Assessment Tool Kit are analyzed tri-annually. The effectiveness of our program is evident in the performance levels of our ELL students as well as their social and emotional growth and participation in the school environment.
12. What new programs or improvements will be considered for the upcoming school year?
We are continuing to improve our co-planning, co-teaching and communication strategies so that ENL methodology is incorporated into all lessons even when the ENL teacher is not present. We are also improving our use of technology as a tool in the classroom and to communicate and collaborate with teachers and parents. Towards the end of the school year we will be looking at student data to make appropriate programmatic and staffing decisions for next year. We will seek out dual licensed (ENL/General Ed, Special Ed) and AIS teachers as necessary.
13. What programs/services for ELLs will be discontinued and why?
We are constantly reflecting on our practice. We are solution oriented based on formal and informal assessments. ELLs are an integral part of the school. The Integrated ENL/ELA model affords ELLs the opportunity to experience all aspects of classroom instruction. When we placed students in classes, we made a collaborative decision to place ELLs in inclusive classrooms based on anticipated English proficiency to ensure an inclusive school environment. At this time, we do not have plans to discontinue any of programs or services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
As a result of our collaborative decisions, ELLs are afforded the same opportunities as all students in the school and are invited to participate through classroom notices and emails that are provided in the parents' preferred home language. These programs including participation in the after school program run by Manhattan Youth, newspaper, student government, class field trips, including trips to Frost Valley and the 7th and 8th grade overnight class trips and participation in the Battery Park Urban Farm. All students also participate in the Science Fair and Music Show. Most of our ELLs participate in all of these activities. In addition a variety of lunch clubs are available for students, including ELLs to participate in. These include: library club, board game club and chess club.
The Standalone ENL class is scheduled during a time of the day when students do similar work in their classroom such as word study and literacy activities. The students who are pulled out are receiving instruction similar to what they would receive in the classroom in a smaller, more focused setting. The ENL teacher coordinates pull-out lessons with the classroom curriculum. The students are not missing special activities or other content classes. When necessary, students who need extra support in reading and writing are assigned to work with a reading intervention teacher. ELLs are also afforded the opportunities to participate in band, Spanish, flag football, various afterschool clubs including environmental club, cooking and chess amongst other possibilities.
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.

We have purchased bilingual books and materials for our classrooms that reflect the multilingualism and multiculturalism of our school community. Classroom books and materials are available in the following languages: Spanish, French, Portuguese, Korean, Arabic, Albanian, Russian, Japanese, Korean, Lithuanian, Tagalog, and Chinese.

We use Rigby's On Our Way to English and English in my Pocket programs for Kindergarten newcomers as well as Gear Up Guided Reading with ELL support. Teachers also use Leveled Literacy Instruction books and Foundations for children who need additional support in reading. We also utilize the Rigby, On Our Way to English guided reading instructional kits.

We also have two Reading Recovery teachers that provide additional support in reading. All classrooms are equipped with Smartboards, iMac desktops and laptops, iPads and speakers for the students' use. The technology is used throughout lessons for direct instruction and independent and group work.

The ENL teachers and classroom teachers also create many materials to scaffold instruction for ELLs and bilingual students. These materials include: vocabulary cards, sight word cards and rings, individual sight word folders, graphic organizers, checklists and reminder sheets, games and other materials that are specifically designed to meet each students' needs.

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

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

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

All services and resources used correspond to the age and grade level of students. The ENL teacher work closely with the content teachers to align their work to the grade-level and age appropriate materials. This collaboration allows teachers to create supports that are appropriate for students' grades, ages and proficiency level. Our school also has special education teachers on every grade level to provide support within the classrooms.

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).

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

19. What language electives are offered to ELLs?

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

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)?

Paste response to question here:

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.)

There are a variety of professional development opportunities for personnel that work with ELLs. These include: OELL workshops, BETAC workshops, and PDs provided by PS/IS 276 and other organizations advised by the OELL and District 2 ELL Support Team. These workshops include workshops for secretaries and other support staff personnel. The administration greatly supports professional development and ongoing learning opportunities for staff. Teachers are able to turnkey what they have learned from attending various PD workshops so other teachers may implement some of those strategies into their own lesson planning. The ENL teacher collaborates with a variety of ENL teachers from different schools. These teachers share best practices and assist one another in implementing them at their individual schools. Common branch and content area teachers receive ELL PD at PS/IS 276 on Monday afternoons during Professional Development based on Pauline Gibbons book, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Parent coordinators, secretaries and other staff are invited to attend these PDs.

The ENL teachers and all teachers of ELLs also attend professional development workshops that focus on The Common Core Learning Standards and teaching ELLs. The ENL teachers and all teachers, including those that teach ELLs attend regular PDs with the literacy consultant where we discuss ways to support ELLs across the literacy curriculum for each grade.
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 many new staff members as well as continuing staff members. New teachers will be provided with professional development on how to meet the needs of ELLs in their classrooms. This professional development will take place on Mondays during the afternoon Professional Development time and are based on Pauline Gibbons book, *Scaffolding Language, Scaffolding Learning: teaching Second Language Learners in the Mainstream Classroom* as well as other best practices. These PDs will also include trainings on the CCLS and instruction for ELLs. The ENL teachers also work closely one-on-one with teachers to address specific needs in each classroom and subject area. All staff, including subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators are given specific training on how to work with ELLs and their families.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The middle school teachers are included in the work with the ENL teachers. The ENL teacher works with the middle school and provides them with resources and guidance in their teaching practices. The middle school teachers are provided with supports that can help them transition ELLs into middle school. The school leadership, guidance counselors and parent coordinator are involved in the support process. The guidance counselor confers with the ENL teacher to make decisions about ELL students. The guidance counselors also participate in the Monday afternoon professional development sessions on ELLs, so they are familiar with ELL teaching best practices and methodologies and are able to help ELL students find schools that are the best fit for them. The ENL teachers suggest activities and groupings for ELLs who should work with the guidance counselor. Because of the cohesive nature of our staff and the relatively small number of ELLs, we are able to provide individualized supports for ENL students who are new to our school. As students look towards the transition to high school, the ENL teacher along with the dean and the guidance counselor assist students and their parents in the decision making and application process.
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 ELL Coordinator and principal will provide school-based PD sessions based on the text by Pauline Gibbons, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, for all faculty members throughout the school year. These PDs will focus on analyzing resources to identify language barriers and adapting lessons to provide linguistic scaffolding, strategies for making instruction in English accessible for all learners, and planning lessons and units that follow the SIOP (sheltered instruction) model with both content and linguistic objectives. These PDs will take place throughout the year on Mondays during our Professional Development sessions. These in-school workshops will also address models of co-teaching as a method of maximizing the benefits of our push-in model of support. We will also provide teachers with information on ELL workshops outside of the school. The principal maintains a record of all Professional Development provided on Mondays by retaining the agendas and attendance for meetings. These are documented and kept in the principal's office.

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?

Our school provides the annual individual meetings with parents of ELLs during our Parent Communication time, which takes place every Tuesday and Thursday morning from 8:00-8:20am. After winter recess, The ENL teacher will email or call using the interpretation services (if necessary), an invitation to parents/guardians to schedule individual meetings during this time. Parents/guardians will then schedule a time for their meeting, indicating if translation and/or interpretation is needed. If needed, translation or interpretation will be provided by DOE approved vendors.

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.

Teachers maintain the data and goals for each individual student in the student's portfolios. Information on student progress is shared with parents/guardians throughout the year during parent teacher conferences and individual meetings with parents. Teachers will record the parent attendance for this annual individual meeting along with the letter of invitation to the meeting. Individual parent meetings will be scheduled after winter break during our Parent Communication time on Tuesdays and Thursdays from 8:00-8:00am. In addition to this meeting, parents can schedule an individual meeting throughout the year. All outreach via phone call will be documented in the form of a log. Teachers maintain a copy for their records. All communication is done in parents' preferred language.

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

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school utilizes DOE-approved translation and interpretation services to provide support for ELL parents. No other community based organizations are currently used by the school for ELL support.
5. How do you evaluate the needs of the parents?

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

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

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

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: Battery Park City School		School DBN: 02M276	
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)
Terri Ruyter	Principal		10/27/15
Claudine Jellison	Assistant Principal		10/27/15
Susan Townes	Parent Coordinator		10/27/15
Gretchen Visser	ENL/Bilingual Teacher		10/27/15
Trilce Mago	Parent		10/27/15
Kristal Aliyas	Teacher/Subject Area		10/27/15
Jessica Kuhl	Teacher/Subject Area		10/27/15
Nick Felts	Coach		10/27/15
Ariel Dlugasch	Coach		10/27/15
Rachel Goodman	School Counselor		10/27/15
Bonnie Laboy	Superintendent		10/27/15
	Borough Field Support Center Staff Member _____		1/1/01
Talar Galian	Other <u>Related Service</u>		10/27/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M276** School Name: **Battery Park City School**
Superintendent: **Bonnie Laboy**

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.

In the main office a Language Identification Guide is posted to help staff identify the language of a limited-English-proficient parent and a multilingual Welcome Poster is posted in our Parent Room where parents register their child.

At registration, parents are required to fill out the HLIS form where they indicate their preferred language of communication in Part III. Additionally, parents complete a Preferred Language form, a copy of which is kept on file in the ENL Coordinators office as well as in the child's cum folder.

After a parent has completed their HLIS form, entries for preferred language are entered on ATS to indicate the language commonly used at home and for which all communications should be provided by the school. Based on parent responses on the Blue Card, the ATS RAPL report and parent surveys, a spreadsheet is maintained of parent/guardian preferred languages, child, class and grade, that is available to all staff to reference.

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, Albanian, Chinese, Russian, Romanian, Spanish, Hebrew, Turkish, Korean, Serbo-Croatian, Nahuatl, Georgian, Japanese.

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.)

In accordance with the Chancellor's Regulations A-663 PS/IS 276 will provide timely written translation to parents during registration periods, workshops, conferences and special events according to the assessed language needs described in Part A of this document.

Staff members and parent volunteers proficient in other languages are utilized to provide written translation or interpretation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academic/behavioral issues, as well as other other meetings. If a staff member or volunteer is not available, the NYC Department of Education's Translation and Interpretation Unit services will be used. Written translations will also be obtained from officially translated DOE documents from the DOE website.

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

- Annual handbooks (September or upon registration)
- Curriculum night (September)
- Registration, application, and selection (Throughout the year)
- Standards and performance (e.g., standard text on report cards) (Three times a year, Fall, Spring and June)
- Conduct, safety, and discipline (September or upon registration)
- Special education and related services and transfers and discharges (Throughout the year)
- Parent Coordinator Newsletter (monthly)
- Parent Teacher Conferences (Two times a year, Fall, Spring and Winter)
- Testing Dates for NYSA
- Parent Engagement (Family Fridays- 1x/month)

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/Curriculum Night (October 1 st , 2015 or September/October)
PTC 1 (November 10 th , 2015 or Fall)
PTC 2 (March 17 th , 2015 or Spring)

Family Fridays (1x per month)
Music and Arts Festival (May 26th, 2016 or May/June)
Science Fair (June 8th, 2016 or May/June)
Parent Communication Time (Tuesdays and Thursdays 8:00-8:20am)
Additional ELL PTC (January/February)
NYSESLAT Meeting (March/April)
ELL Parent Orientation (September)

Informal interactions occur throughout the year and the DOE approved over the phone translation/interpretation services are utilized.

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.

Our school engages a variety of resources available to meet the translation needs indicated in Part B. For documents that are distributed, if the DOE provides the language needed, then those materials are used. The DOE provides many templates for school holidays, PTC and other DOE notices. If that is not available, staff members that are proficient in the language needed translate materials. If neither of these options is available, then the document is sent to the DOE approved translations services.

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

Our school engages a variety of resources available to meet the interpretation needs indicated in Part B. For scheduled in-person meetings a staff member that is proficient in the language of the parent interprets, if a staff member is not available, than a DOE approved interpreter is requested ahead of time for the meeting. If neither of these options are available, then we use the NYC DOE's over-the-phone interpretation services. For unscheduled meetings or phone calls a staff member is brought in to interpret or over-the-phone interpretation is used.

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.)

The information provided by the DOE regarding translation & interpretation services is disseminated to staff members during a staff professional development during one of the Monday PD meeting times as

well as via email. In addition, the office staff is trained in how to use the Language ID Guide. The ENL teacher is also able to assist staff with any questions they have using the translation or over-the-phone interpretation services.

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

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

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)

Our school will gather both formal and informal feedback from parents on the quality and availability of services. After a translation or interpreter is used the teacher/staff/administration will informally inquire about the quality of the services provided. At the end of the year, the school will send out a survey to parents via email (translated as needed) to more formally analyze the quality of the services provided. In addition, the ENL teacher will invite parents in for a focus group to gather feedback on best practices for meeting parents' needs, as well as translation and interpretation services provided.