

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **31R059**

School Name: **THE HARBOR VIEW SCHOOL**

Principal: **CAROL MONGIELLO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 59 The Harbor View School School Number (DBN): 31R059
Grades Served: Pre-k through 2nd Grade
School Address: 300 Richmond Terrace SI NY 10301
Phone Number: 718-390-2190 Fax: 718-390-2195
School Contact Person: Dawn Irizarry Email Address: dirizarry@schools.nyc.gov
Principal: Carol Mongiello
UFT Chapter Leader: Karen Greenberg
Parents' Association President: Leticia Collins/Kristen Druda
SLT Chairperson: Dawn Irizarry
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Leticia Collins/Kristen Druda
Student Representative(s):

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace - Staten Island, New York 10301
Superintendent's Email Address: Alodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: District 31 Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace – Staten Island , New York 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

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) |
|-------------------------------|---|-------------------------|
| Carol Mongiello | *Principal or Designee | |
| Karen Cangelosi | *UFT Chapter Leader or Designee | |
| Leticia Collins\Kristen Druda | *PA/PTA President or Designated Co-President | |
| Anica Kvasic | DC 37 Representative (staff), if applicable | |
| Leticia Collins\Kristen Druda | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Cheryl Gonzalez-Thevenot | Member/ Parent | |
| Magda Carrero | Member/ Parent | |
| Junanya Shiel | Member/ Parent | |
| Jasmine Tillery | Member/ UFT | |
| Dawn Irizarry | Member/ UFT | |
| | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------|---|---------------------------------|
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Our school, P.S.59 The Harbor View School, prides itself in the diversity and individuality of its educational community. We are relentlessly committed to meeting the needs of our students and improving learning outcomes by making purposeful decisions about the school environment and curricula. Through an inquiry-based approach, children develop the skills of investigation, problem-solving, critical thinking, communication and creativity while exploring the richness of the world around them. It can begin with our youngest learners, and grow in complexity and scaffold student learning up through the grades. Our standards-based curriculum, teaching methodologies, and valuable partnerships with external organizations support students and families in promoting academic, social, and emotional growth. We work diligently to prepare our students with the high-level skills they need to succeed in an increasingly complex and interconnected world.

The Harbor View School is an elementary school with 188 students from grades pre-k through 2nd grade. The school population comprises 42% Black, 38% Hispanic, 11% White, 1% Asian, 5% multi-racial and 3% other students. The student body includes 0% English Language Learners and 18% special education students. Boys account for 45% of the students enrolled and girls account for 55%. The average attendance rate for the school year 2014-2015 was 92.1%.

Our school thrives on developing a culture of collaborative learning. Members of our learning community participate in frequent and varied professional learning opportunities. The focus and occurrence of our sessions are determined by the Professional Learning Committee. This team includes the Principal, Assistant Principal, UFT Chapter Leader and interested staff. At the beginning of the year, all staff members complete a survey to assess their individual professional learning needs and interests. These surveys are reviewed by the team and utilized to inform decisions made in planning professional learning. Throughout the year, the administrative staff conducts informal and formal classroom observations. They meet regularly with staff to read research articles, discuss best practices and participate in training, provided in-house and by external organizations. Teachers participate in videotaping of their instructional practices and engage regularly in conversations around curricular practices and student learning. Through their participation in collaborative learning teams, teachers are given the opportunity to learn together, apply learning to the classroom, and reflect on what works and why. Talking to other teachers, hearing different ideas, and reflecting on their own approaches is an important component to the teacher's continued development and implementation of any skill at our school. Just as learning improves for students when they have the structured opportunity to reflect on what they know and don't know, adults also benefit from intentional reflection on classroom practice. In addition, time is allotted during our Monday Extended Day Session for teachers to share their teaching experiences or their approaches to new ideas with other teachers. In teams, teachers plan strategically for interactive modeling, the school's instructional focus, in order to support the academic development of students.

Our teachers participate in professional learning through the Center for Emotionally Responsive Practice at Bank Street. Through their participation, they have developed and implemented curriculum that addresses the social-emotional needs of children. This is evident in their classroom environment. Centers throughout the room include literature in various languages, writing journals, and transitional objects to promote attachment, empathy and community. A cozy corner is available to students as needed to take a break or regroup before participating in the daily life of the classroom.

In addition, our teachers participate in Responsive Classroom Professional Development. As a direct result, teachers have created curriculum that is active, appropriately challenging, purposeful and connected to students' interests. Each day begins with a morning meeting that is meant to nurture a sense of belonging, significance, and emotional safety so

that students feel comfortable taking risks and working with a variety of peers. It sets the tone for the day and helps build community while addressing the individual needs of students. The success of our school is attributed to its culture.

Through the process of regular professional development, collaborative decision-making and shared-leadership, our staff have become reflective educators who pride themselves in leading high quality classrooms.

Our 2015-2016 Instructional Focus is to increase our ability to utilize interactive modeling as a tool to improve learning experiences at our school. This focus, which is directly aligned to our vision, allows us to develop inquiry skills with a focus on questioning and self-assessment in order to support our students in growing academically, socially and emotionally.

When planning for our work, the following questions serve as a guide:

- How did I interactively model this expectation?
- How did the questions I asked allow for investigation, problem solving, critical thinking, communication, creativity and exploration?
- How did I provide opportunities for self-assessment?

At the Harbor View School, we believe that learning is largely social in nature. At the core of our values and beliefs is our social studies themed project-based approach to learning, centered around an understanding of how people, places and events came about and how people can relate and respond to each others needs and desires. By focusing on academic as well as interpersonal skills related to our beliefs, we are able to grow our students' ability to question and self-assess, challenging their thinking, and stretching them to higher intellectual growth. This work will be evidenced in our observation feedback, our professional learning plans, our Morning Meetings and our interactions our colleagues, our students and their families each day.

31R059 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|--------------|------------------|---|---|
| Grade Configuration | PK,OK ,01 | Total Enrollment | 129 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| | | | | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | | 120.0% | % Attendance Rate | 91.9% |
| % Free Lunch | | 61.3% | % Reduced Lunch | 6.3% |
| % Limited English Proficient | | N/A | % Students with Disabilities | 21.3% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | | 2.5% | % Black or African American | 47.5% |
| % Hispanic or Latino | | 33.8% | % Asian or Native Hawaiian/Pacific Islander | 1.3% |
| % White | | 13.8% | % Multi-Racial | 1.3% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | | 1.34 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | N/A |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | 14.3% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.1% | Average Teacher Absences (2013-14) | 12.5 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | | N/A | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | | Recognition | |
| In Good Standing | | | Local Assistance Plan | |
| Focus District | | | Focus School Identified by a Focus District | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | | N/A | Multi-Racial | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | | N/A | | |

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

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

Part 1 – Needs Assessment

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

P.S. 59 The Harbor View School is a third year school with three pre-kindergartens, two kindergartens, two first grade classes and two second grade classes. Our school’s philosophy is centered around an inquiry and project-based approach to learning. To support our school’s vision, our instructional team meets regularly to write a curriculum that meets the needs of our learning community as well as addresses our school’s mission and vision.

- There is curricula coherence across grades and subjects and disciplined inquiry and student successful demonstration of new learning through imagination and persistence on the part of all students.
- Four to six-week project-based units of study infuse big ideas from the Social Studies Framework and are centered around the interconnectedness of people, places and events, as well as how people relate and respond to each others needs.
- To emphasize rigorous work habits, teachers create units of study that include interactive modeling, investigation, creativity, and exploration. For example, a Kindergarten unit entitled “The History of Me” includes an overarching question that explores what makes individuals unique, enduring understandings around opinions, feelings, and life experiences, and unit subtopics that require students to make connections across all social sciences including geography and economics.
- Teachers participate on structured teacher teams targeting the school’s instructional focus and lead professional learning for colleagues around the implementation of the C CLS and research-based teaching practices.
- In teams, teachers plan strategically for interactive modeling, the school’s instructional focus, in order to support the academic development of students. For example, in pre-kindergarten, teachers work within 7-10 focus standards that serve as the foundation for each unit and are effectively designed to support students in asking and answering questions, responding to text, and making predictions.
- School leaders promote an environment whereby teacher team decisions drive the work of school improvement efforts through input in the development project-based curricula across grades.
- Across units, anchor texts include a combination of literary and informational texts as well as text-based questions designed to advance student understanding of the overarching question, enduring understandings, and unit sub-topics. Close reading of books require students to use text-based evidence to answer the essential question through the development of an authentic work product.

Priority needs:

- As a growing school, there is a need to develop a curriculum for the incoming second grade classes that aligns to our mission, philosophy and expectations.

- There is a need to continue to revise, edit, enhance and further develop the existing curriculum developed by our team of teachers and staff members over the last two years in pre-kindergarten, kindergarten and first grade.
- Ensure that there is vertical alignment across all grades and a strong integration of the instructional shifts and CCLS.
- Develop strong formative assessments.

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, our Kindergarten, First and Second grade teams will design CCLS aligned literacy curriculum and assessments which incorporate the 5 social sciences; history, economics, current events, international studies and geography, utilizing the Social Studies Scope and Sequence, Principles of Backwards by Design and Universal Design for Learning.

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) <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>Major pieces of the curriculum are being designed during planning sessions including;</p> <ul style="list-style-type: none"> • Summer professional development with new teachers to our school community to foster understanding of our school’s approach to instruction, school culture and expectations. • Summer per-session opportunities to develop the second grade curriculum, select and order anchor and supporting texts, create rubrics and write performance tasks for each unit. • Two-hour weekly after-school curriculum planning sessions for all grades. | <ul style="list-style-type: none"> • New teachers • Existing teachers and assistant teachers | <p>Ongoing</p> | <ul style="list-style-type: none"> • Administration • Lead teachers |

| | | | |
|---|---|---------|--|
| <ul style="list-style-type: none"> • Teachers will meet regularly at different times throughout the week to reflect and adjust curriculum needs based on daily interactions with content and assessment data. • Professional development on Monday afternoons as part of our extended day for all teachers and paraprofessionals in deepening their knowledge around literacy standards, differentiated instruction for all learners, approaches to instruction, inquiry and project-based learning and assessment. | <ul style="list-style-type: none"> • | | |
| <p>Teachers will engage families and support their understanding in multiple ways including;</p> <ul style="list-style-type: none"> • Family workshop series providing them with an in-depth look at the curriculum, focusing on reading, writing and math, as well as how to support their children at home. • Send frequent newsletters home and/or post on website, information regarding what they are focusing on, what they have learned and what is happening in the future. • As part of the extended day on Tuesdays, teachers will use 30 minutes every week to communicate with families via/phone in writing or in person. This time is allotted specifically for family engagement. • Once a month, every family will receive a student progress note identifying an area of strength and/or an area for growth and a family friendly goal to work on at home. • At the end of each unit of study, every class will have a learning share where families are invited to experience and learn what their children learned throughout the unit. | Families | Ongoing | <ul style="list-style-type: none"> • Administration • Teachers |
| <p>As part of our school mission, partnering with outside organizations will enhance the curriculum and deepen student's content knowledge. Each residency begins with a planning session with teachers and paraprofessionals to ensure alignment to the curriculum and a connectedness to the topics being explored.</p> | Teachers | Ongoing | Administration |
| | | | |

Part 4 – Budget and Resource Alignment

| |
|--|
| <p>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> |
| <ul style="list-style-type: none"> • Staffing of new teachers for second grade and an additional cluster position. • Per session opportunities in the summer and after school for teachers. • Purchasing of instructional materials such as class sets of anchor texts, supporting texts and supplies to support centers. |

- Allocating funds for field experiences connected the units of study.
- Allocating funds for parent workshop series.
- Allocating funds for residencies to enhance the curriculum for all grades.
- Allocating funds for professional development outside vendors.

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

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

Part 5 – Progress Monitoring

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

To ensure the development of the curriculum is ongoing, reflective and meeting our goals, teacher teams will engage in the following;

- Document weekly minutes of additions, edits and changes made to the curriculum. Submit updated curriculum map to administration once a month.
- Units are mapped out in advance with dates for baseline assessments and performance tasks.
- Fountas and Pinell to be administered by teachers three times a year (October, January and April).
- Weekly documentation of student progress using Work Sampling System. Work Sampling S Online Checklists completed in the Fall, Winter and Spring cycle. Families in pre-k, kindergarten and 1st grade receive progress narrative reports and in addition, grades 1 and 2 receive a STARS report card.
- MOSL will provide data regarding student progress in the fall and in the spring.
- Teacher and family surveys will be provided after professional development sessions.

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.

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.

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) <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> |
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Part 4 – Budget and Resource Alignment

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

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

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|--|----------|--|--------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| | C4E | | 21 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.

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.

Our school’s focus is to get to know our community and all of NYC through rich units of study, experiencing many authentic experiences all while integrating the arts. Through partnerships with external organization, teachers and students will have varied opportunities to engage in rich and authentic experiences art experiences. In addition, these partnerships will afford our school community the opportunity to build capacity within our school so our teachers can continue to support the arts within their classroom environment and curriculum.

Strengths:

- Teachers engage in frequent professional learning focused on high expectations for all students through modeling, inter-visitation, and ongoing feedback, allowing them to meet the school’s rigorous set of expectations for teaching and learning.
- School leaders provide direct coaching inside the classroom as well through individualized meetings around specific needs.
- Teachers participate regularly in learning walks and inter-visitation designed to promote professional dialogue and reflection around instructional practices and curriculum and increase outcomes for student learning and curriculum mapping.

Priority Needs:

- As a growing school community, ensure that all new members are provided varied opportunities for professional development aligned to the vision and mission of the school.
- Secure planning time for staff and the resident artists to meet and plan a program that aligns to the work and vision of the school.
- Continue to collaborate with external partnerships in integrating the units of study and align the arts in a meaningful way to what students are learning.

Action Plan:

Teachers will work with a resident artist to develop an arts curriculum to be implemented by the classroom teacher once a week. At least 6 teachers will have curriculum outlined after the second teacher professional development session. Our schedule block provides one session every 5th day for direct arts instruction by the classroom teacher. Teachers will work collaboratively to design instruction, facilitate learning and assess student work during this scheduled time.

All students in pre-kindergarten through second grade will receive weekly instruction in visual art through our partnership with Studio In a School and music from a Department of Education music teacher. All of our students will participate in a dance residency. Our pre-kindergarten will participate in a music and movement residency.

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 2015, all students in grades Pre-Kindergarten through Second Grade will have the opportunity to develop their creativity by participating in rich instruction in the visual arts, music, and performing arts. Teachers will engage in weekly professional development and work alongside a resident artist in planning units, aligning the work to their units of study and develop a performance task at the end of each unit.

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) 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> |
|--|---|--|---|
| <ul style="list-style-type: none"> • Summer professional development with new and existing teachers in our school community to foster understanding of our school’s approach to instruction, school culture and expectations. • Teachers will work alongside a resident artist weekly to plan instruction, facilitate rich art experiences and evaluate student learning. • Teachers will meet weekly with resident artist to debrief observations, plan curriculum and assess student learning. • Monthly professional development on Monday afternoons as part of our extended day for all teachers and paraprofessionals. | <p>New teachers Existing teachers Paraprofessionals</p> | <p>Ongoing</p> | <p>Administration Lead Teachers</p> |

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| • Two- hour weekly after-school curriculum planning sessions for all grades. | | | |
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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.

- Staffing of cluster position
- Partnership with external organizations
- Purchasing of instructional materials such as, arts materials and supplies to support center work in the classroom.
- Allocating funds for substitute coverage
- Allocating funds for residencies to enhance the curriculum for all grades.
- Allocating funds for professional development through external vendors.

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 | 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.

To ensure the collaboration between instructional staff and resident artists is ongoing, reflective and meeting our goals, teacher teams will engage in the following:

- Document monthly participation in professional development with resident artists.
- Work with resident artist to develop an arts curriculum to be implemented by classroom teacher once a week.
- Units are mapped out in advance with dates for baseline assessments and performance tasks.
- At least 6 teachers will have curriculum outlined after the second teacher professional development session.
- Teachers will collaboratively plan a learning share as the culminating activity at the end of each unit.
- Review weekly documentation of student progress using the Work Sampling System. WSS Online Checklists completed in the Fall, Winter and Spring cycle.
- Use information from WSS to plan, modify and adjust curricular decisions.

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

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| <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. |
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Part 2 – Annual Goal

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| <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> |
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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> |
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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.

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> |
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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) | <ul style="list-style-type: none"> • Teacher recommendation • Fountas & Pinnell • Work Sampling • MOSL | Targeted instruction designed to remediate skill, strategy and learning deficits of identified students (ie: Foundations, intensive instruction targeted toward students' specific area of need. | One to one instruction, small group- 1:1, 1:3 | During the school day as pull- out intervention. |
| Mathematics | <ul style="list-style-type: none"> • Teacher recommendation • Fountas & Pinnell • Work Sampling • MOSL | At risk students receive differentiated instruction using the following: a multi-sensory approach, the use of manipulatives, remedial math strategy/skills lessons. | One to one instruction, small group-1:1, 1:3 | During the school day as pull- out intervention. |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | N/A | N/A | N/A | N/A |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> • AIS Teacher • Classroom teacher/staff • Individualized meetings with school social worker, guidance counselor, OT, PT, SP) | N/A | One to one instruction, small group-1:1, 1:3 | During the school day as pull- out intervention. |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

In an effort to ensure the recruitment and hiring of highly qualified teachers a variety of strategies and activities were implemented. Teachers applied through New Teacher Finder. A rubric was created by a committee consisting of the principal, UFT representative and Network 401 staff members. After careful review and evaluation, the candidate's resumes and cover letters interviews were conducted through the 18-D Process. In addition to the interview, candidates are encouraged to bring artifacts that demonstrate best practices of their teaching experience and pedagogy. New teachers are provided support and guidance through the New Teacher Mentoring Program.

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).

Administrative and Instructional staff will engage in:

- Summer Professional Development focused on the alignment of curriculum to the Common Core State Standards
- Weekly Professional Development and Inquiry Work
- Training on Work Sampling System Online (Assessment)
- Grade Planning meetings
- Partnership with community based organizations to create learning experiences outside of the classroom that support learning and enable students to meet the standards

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.).

- We designed a Pre- k unit of study in collaboration with Bank Street Center for Emotionally-Responsive Practice entitled, Building Bridges that is introduced the last month of school. It provides students with many opportunities to engage in activities that prepares them for the transition to kindergarten. It includes reading stories, visiting classrooms, engaging in cooperative activities with kindergarteners and many more.
- Families are invited to attend a Stepping-Up ceremony where they participate in the sharing and celebration of the learning and transition to kindergarten.
- Incoming families are invited to attend our Family Day event in August. It is a day of getting to meet their teachers, other staff members, visit their classrooms, get to know other families and students in their classes and meet with representatives from local community organizations.
- Our school secretary assists families with the kindergarten registration process. She sends out reminders, makes appointments to meet with families or calls them to offer support.
- Our pre-k social worker meets with families and provides workshops to support the transition.

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.

- Teachers are a regular part of the decision making process in our school. Assessment decisions are made when meeting to design and align curriculum to meet our school goals and standards. They develop performance tasks aligned to the units of study. Our school believes in authentic assessment so the process for data collection is curriculum embedded and ongoing daily.
- We provide on-site professional development through a Learning Series on Work Sampling System. Teachers are involved in implementing a time-line for assessing students, how they collect their data and document, deciding how they use this information to improve practice and how they communicate information to families. There are school-wide consensus and we meet regularly to reflect and implement changes as necessary.

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 | 63,565.00 | x | Rigorous Instruction Collaborative Teachers |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 0 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,011,335.00 | | |

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 59 The Harbor View School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 59 The Harbor View School 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-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-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)

P.S. 59 The Harbor View School, 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-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.

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 31 | Borough Staten Island | School Number 059 |
| School Name The Harbor View 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 Carol Mongiello | Assistant Principal Valerie Sanchez |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor |
| Teacher/Subject Area Tara Tranchina | Parent Leticia Collins |
| Teacher/Subject Area type here | Parent Coordinator type here |
| Related-Service Provider Caryn Matula | Borough Field Support Center Staff Member |
| Superintendent Anthony Lodico | Other (Name and Title) |

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ENL teachers currently teaching in the ENL program | 0 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|----------|---|--------------|
| Total number of students in school (excluding pre-K) | 139 | Total number of ELLs | 0 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|----------|---|--------------|

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 type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
|---|---|

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| SELECT ONE | 0 | 0 | 0 | | | | | | | | | | | 0 |
| SELECT ONE | 0 | 0 | 0 | | | | | | | | | | | 0 |
| SELECT ONE | 0 | 0 | 0 | | | | | | | | | | | 0 |
| TOTAL | 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 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 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 |
| SELECT ONE | 0 | 0 | | | | | | | 0 | 0 |
| SELECT ONE | 0 | 0 | | | | | | | 0 | 0 |
| SELECT ONE | 0 | 0 | | | | | | | 0 | 0 |
| TOTAL | 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 | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Chinese | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Russian | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Urdu | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Arabic | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Haitian | 0 | 0 | 0 | | | | | | | | | | | 0 |
| French | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Punjabi | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Albanian | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Other | 0 | 0 | 0 | | | | | | | | | | | 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) | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Emerging (Low Intermediate) | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Transitioning (High Intermediate) | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Expanding (Advanced) | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Commanding (Proficient) | 0 | 0 | 0 | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We currently do not have an ELL population attending our school however; if this were to change we would use Fountas Pinnell for all assessments of early literacy skills for our ELLs. We would also utilize teacher made assessments. Information from these assessments could help teachers stay focused, measure progress and plan for targeted instruction to support students in moving forward. If we had ELL students, we would administer the NYSESLAT exam once a year to assess the progress of the ELL population. The results of the LAB-R would be used to drive instruction. In addition, P.S. 59 would use the end of year benchmarks and the item analysis to determine ELA teaching points.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
During the 2015 registration period, we did not have any family identify a language other than English on the Home Language Survey. The previous year data patterns in proficiency levels on the LAB-R revealed that students who had identified a language other than English on the Home Language Survey scored higher than the score which entitles Bilingual/ESL services. This signified that most of the children entering our school were already bilingual.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We are a new school with a gradual rollout of a grade a year. We currently have three pre-kindergarten classrooms, two kindergarten classrooms, two first grade classes and two second grade classes. However, being that there is a tool to measure student achievement in schools, we would use this tool to inform our curricular decisions and enable us to make programming adaptations to support all learners. The AMAO 1 would enable us to determine how many students have made increases in their proficiency levels and AMAO 2 would help us to identify how many ELLs have tested out.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We are a new school with a gradual rollout of a grade a year. We currently do not have data that can be aggregated and analyzed.

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](#).]

Not applicable

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

Classroom teachers implement the use of specific TESOL methodologies which include picture support, preferential seating and giving the student allotted wait time for responding.

7. For dual language programs, answer the following:

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

Not applicable

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

Not applicable

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.

When parents come to enter their children into our school, they immediately are asked by our school secretary and assistant principal to produce paperwork that proves their address: bills, letter from landlord. Once this is established, this team also asks the parents for birth certificate and immune records. A licensed pedagogue assists the parent in filling out the Home Language Identification Survey. If the parent is having a difficult time understanding what is requested of them, we seek out a translator to conduct the interview. All paperwork is then given to the parent in their home language. During this informal interview with the parent, it is determined which language they are dominate in. If the parent writes down that the child speaks, reads and writes in English, the teacher conducting the interview will assign a language OTELE code on the HLIS form that is NO (which means English only). If the parent indicates that the child speaks, reads and writes in a language other than English the interviewer will assign a language OTELE code and notify the principal immediately so that accommodations can be made. As a second procedure, the interviewer will also give written notification that this child speaks another language to the principal. The Language Proficiency Team (LPT) will determine eligibility to take the NYSITELL by reviewing student work and interviewing the student. If eligible the NYSITELL is administered no later than ten days after initial enrollment. If the student is not an ELL, we might request re-identification within 45 days. The Assistant Principal runs a report on the ATS to determine which students have a home language other than English. In our school, the principal and assistant principal speak both English and Spanish. We also have a paraprofessional that is fluent in Arabic .

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).

During completion of the Home Language Identification Survey at registration, parents/guardians are asked to indicate prior schooling. We follow all of the same steps outlined to identify an ELL. If there were indications within the ELL Identification Process that a student had an interruption or inconsistency in their formal schooling, we would administer the oral interview questionnaire. The initial SIFE Status would be indicated in the DOE's data collection system within 30 days from the initial enrollment.

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

For students entering our school with an IEP and Home language other than English, the Language Proficiency Team (LPT) would review evidence of the student's English language development to determine whether or not a recommendation to take the NYSITELL is needed. If needed, the student would take the NYSITELL to determine ELL status and the Identification Process would continue as with all students. A qualified intrepretor or translator must be present at all times.

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.

Upon scanning the NYSITELL and determining the scores, parents are notified of their child's results within five days. Depending on their screening results an entitlement or non-entitlement letter is to the parents or guardians. Letters are placed in an enveloped addressed to the parents or guardians. Letters are also sent via mail to the parents and guardians. We would conduct a parent

orientation meeting for all parents of ELL students. During this orientation, we would have parents complete Parent Survey and program selection forms. All documents would then be secured in the building and kept on file for as long as the student attended the school. During this time, we would share the Parent Orientation video. Attendance records, staff members present and languages used other than English would be recorded.

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).

In the case that a student attending our school would be identified as an ELL after having been administered the NYSITELL, the parent would be invited to attend a parent orientation meeting. During this meeting, they would be asked to complete an initial parent choice survey documented in ELPC. They would also be informed of the options for programming available to them and notified that they may change their choice at any time by writing to the principal or assistant principal. These changes would be made on the BNDC screen. In addition, they would be informed that they have the right to appeal the ELL status decision within forty-five days from the initial date of enrollment. All this information would be shared through a power-point presentation and handouts in English and in their home language.

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.

We currently do not have any students identified as an ELL student. If we did, we would conduct a Parent Orientation Meeting for English Language Learners with parents in the first ten days of school, right after drop off. At this meeting, a teacher would carefully explain the process of identifying children. The teacher would also present a DVD from the Department of Education that is in either English or their home language. If a translator is needed to explain the different options to the parents, at least one of the following staff, Ms. Abbas or Ms. Sanchez, would attend the Parent Orientation Meeting. If the parent spoke another language other than Spanish or Arabic, the Assistant Principal would contact the appropriate translator from the DOE for this meeting. After this meeting, the parents would be welcomed to take home the DVD for their perusal. The parents also would have an opportunity to ask any questions. Lastly, the assistant principal would offer information to the parents for adult ESL classes in the area, including adult education facilities and local public libraries.

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.

We would conduct a parent orientation meeting for all parents of ELL students. During this orientation, we would have parents complete Parent Survey and program selection forms. All documents would then be secured in the building and kept on file for as long as the student attended the school. In addition, Ms. Sanchez and Ms. Abbas would reach out to families and offer their assistance in completing the forms and returning to school in a timely manner.

Every effort is made to ensure that parents are informed about the three program choices. If parents do not respond in a timely fashion, another entitlement notification is sent to the parents or guardians. Additionally phone calls are made. If parents do not respond, then the student will be placed in the default program, which is bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Assistant Principal and School Secretary would communicate regularly to monitor and ensure the forms are completed and returned and that the necessary assistance and support are available to families. In the event that the forms have not been completed and returned, a notification is made and attached to the copy of the entitlement letter that is kept in the main office. Also, all attempts to notify parents or guardians are recorded.

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

The Assistant Principal and School Aide would work collaboratively to ensure that placement parent notification letters were distributed. We would develop systems to monitor the distribution of these letters.

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

The Principal and Assistant Principal would verify all data entered for accuracy. These records are retained in a secured file, which is kept throughout the students' tenure at our school. The ELPC screen is also completed on the ATS system. Original copies of documents such as the HLIS and Parent Survey and Selection forms are kept in the students' cumulative records folder. Copies of these documents are kept in the main office. Original copies of notifications such as entitlement letters and placement letters are sent to parents and copies are kept in the main 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.

The Assistant Principal, teacher and speech provider would administer the NYSESLAT. The Assistant Principal attends yearly testing meetings and turnkeys information to staff. When scoring the NYSESLAT the above referenced staff would meet. The Assistant Principal would access data of the ELL students and their NYSESLAT scores through the following functions on the ATS system: RLAT,RLER,RLAB and RMSR. Through these functions, the team would determine which students are eligible for the NYSESLAT.

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

The Assistant Principal and School Aide would work collaboratively to ensure that the continued entitlement and transitional support parent notification letters were distributed in a timely manner. These letters would be backpacked or hand delivered to families at dismissal. As per the ELL Policy and Reference Guide, notifications are to be sent to parents no later than September 15. Documentation is made that these letters have been sent to parents and copies of each notification is kept in the main 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).

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.
As per the CR Part 154.2, students in the Freestanding ENL program, Entering and Emerging students will receive 180 minutes of stand-alone English as a New Language service and 180 minutes of Integrated English as a New Language service. Transitioning and Expanding students receive 90 minutes of Integrated ENL service and 90 minutes of either Stand-Alone ENL service or Integrated ENL in a content area. Commanding students receive 90 minutes of Integrated ENL in ELA or another content area. Students in the ENL program are grouped homogeneously and heterogeneously. Groups also include students in two contiguous grade levels.
 - b. TBE program. *If applicable.*
Not Applicable
 - c. DL program. *If applicable.*
Not Applicable
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)?
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.
In the event that we needed to deliver content and standards-based curriculum for the Freestanding ENL program model, we would make use of a pacing calendar, aligned with the Common Core State Standards. The ENL teacher would receive a copy of the curriculum and materials to tailor the instruction in order to support students' content acquisition. The ENL teacher also would collaborate with classroom teachers enabling instruction to be delivered in the areas of Math, Science, Social Studies as well as ELA.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
When students enter the NYCDOE school system for the first time and LAB-R eligibility has been established, the NYSITELL is then administered. Eligible students who are Spanish speakers are administered the Spanish LAB-R.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher consistently evaluates the ELL student in their four modalities (speaking, reading, writing and listening) of English acquisition throughout the year. This is done throughout the year in written assessment, one-to-one conferences, and informal observations as well as being embedded into the instruction throughout the year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

All programs for ELLs must be aligned to the Common Core Learning Standards. In other words, programs must use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Also, ELL materials used within ELL programs must be age- and grade-appropriate supporting ELLs in meeting the CCLS. ELLs in the advanced level of English proficiency also receive ELA instruction.

In the event that Students with Interrupted/Inconsistent Formal Education (SIFE) become a part of our school, P.S. 59-The Harbor View School has a plan to ensure that their emotional and educational needs are addressed. Students will receive the mandated amount of ENL instructional minutes as per CR Part 154.2, according to their proficiency level. Additional ENL minutes may or may not be implemented, which will be at the discretion of the school and according to the needs of the SIFE student. Content standards and curriculum will be adapted to meet the challenges of SIFE students. Since SIFE students may come to school with emotional strain (i.e. as refugees, or without many of the necessary early skills such as reading or writing which can cause frustration in students) our School Based Support team (SBST) is prepared to be a part of any specific counseling that may be necessary. We also have a number of bilingual staff members at our school who have agreed to be a part of the supportive team for SIFE students (in the case that they speak the same language). SIFE students will also be paired with another student (the "buddy system"). Buddy system students will be paired from same NL groups when possible.

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.

Some instructional strategies and grade-level materials that teachers of ELL_SWDs could use to both provide access to academic content areas and accelerate English language development are the increased use of technology in the classrooms. Teachers could use a variety of smart boards, lap tops and listening centers to help increase the visual and listening dimension essential to language development. In addition, PS 59 recognizes that ELLs require specialized materials. Books that are rich in content will be used to promote language and conceptual development, and will be made accessible through the pictures or the print so that students at all levels can benefit. Large visuals, graphic organizers, and other materials essential to making content comprehensible will also be accessible. To ensure the effectiveness of ESL instructional delivery, the teacher will administer periodic assessments in which the students' products are compared with the standards. This information will be shared with the classroom teachers in an effort to create a support team for effectively meeting the needs of ELLs. The instructional materials used to support the learning of ELLs will vary depending on grade and level. With the more advanced ELLs, we will use the same classroom materials as the mainstream classes and supplement with graphic organizers and varied literature. Beginning ELLs will use lower level books and various programs to increase language development. Numerous language games, visuals, music and computer programs will be used to focus on beginning and ending sounds, rhyming words and basic phonic

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?

PS 59 will use curricular, instructional and scheduling flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment by placing students in the same classes.

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 targeted intervention programs for ELLs in ELA, math, and other content areas will align to the curriculum. An intervention teacher will work with our students with IEPs to perform direct, differentiated instruction to our intermediate ELLs. When necessary material is translated into other languages.

Chart

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

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

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

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



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

Chart

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

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

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

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

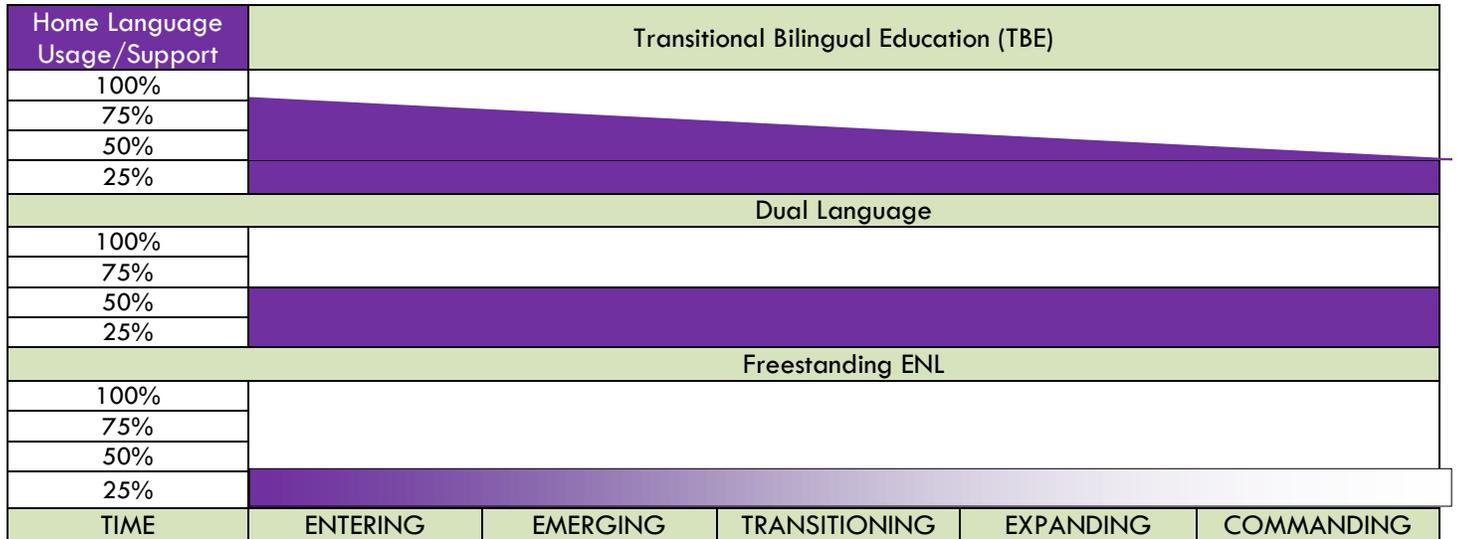


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We are a new school with a gradual rollout of a grade a year. We currently have three pre-kindergarten classrooms, two kindergarten classrooms, two first grade classes and two second grade classes. We currently do not have students identified as ELLs in need of a targeted intervention program.
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 are a new school with a gradual rollout of a grade a year. We currently have three pre-kindergarten classrooms, two kindergarten classrooms, two first grade classes and two second grade classes. We currently do not have students identified as ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
Upon review of the NYSESLAT results, determination will be made as to which students will receive English language support services and which students need transitional support services. As per the ELL Policy and Reference Guide, notifications are to be sent to parents no later than September 15. Documentation of these letters will be sent to parents and copies of each notification is kept in the main office.
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Students identified as ELLs would be grouped with children in their grades with similar academic needs with a focus on specific areas of literacy.
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.
Instructional materials, including technology would be used to support ELLs: smart boards, lap tops, ipads, listening devices in mainstream classes. Students would also be provided with dual language dictionaries and glossaries to assist in language acquisition.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The home language will be supported through the use of classroom libraries. In addition, english would be used as the medium for classroom instruction and in the Free Standing ESL program. Native Language would be used with the teacher during specific moments when working with intervention of students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The required service support and resources will correspond to ELLs ages and grades as they will be grouped by ages in their small group. Materials will be made available to correspond with each level of instruction.
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).
19. What language electives are offered to ELLs?
Currently we do not offer any language electives at PS 59.
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)?Our school does not offer any dual language programs at this time.

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.)
In addition to professional development for offered through the Office of English Language Learners, we would develop ways to incorporate more training for staff. Throughout the year we would offer in house professional development and meetings to disseminate information obtained at trainings to the staff. Paraprofessionals, guidance counselors, special education teachers, psychologist, occupational therapist, physical therapist, speech therapists, secretary and administration would participate.
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?
As teachers engage in the Common Core Learning Standards they will receive training to help assist them in this transition. The schools provide on-site PDs as well as turn keying information presented in specific training sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We are a new school with a gradual rollout of a grade a year. We currently have three pre-kindergarten classrooms, two kindergarten classrooms, two first grade classes and two second grade classes. We will eventually grow until fifth grade. We realize that transitioning from elementary to middle school can be a challenging time. We will encourage our to families work with our guidance counselor to determine the best choices for their students. Orientations will include interpreters. Translators will provide to assistance with filling out the necessary paper work.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.
Our staff members are encouraged to attend numerous conferences and professional development that address the needs of ELLs and/or other special need children in their classrooms. Our ESL teacher provides professional development (7.5 hours) to the staff to inform them of the needs and requirements for the ELL population. These workshops are given mainly in the begining of the year, with follow-up meetings throughout. Records are maintained for these workshops.

C. Parental Involvement

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

In addition to regular parent teacher's conferences, P.S. 59- The Harbor View School will hold annual individual meetings with parents of ELLs. The purpose of these meetings is to discuss the goals of the programs in which the students are placed. At these meetings, language development progress, language proficiency assessment results, and language development needs will be discussed. Parents will be invited to attend a face to face meeting. If parents are unable to attend, then a meeting will be held via phone calls. These meetings will take place during the parental involvement time.

Additionally, meetings will be scheduled in advance to ensure the procurement of translators.

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.

Records of the annual individual parent meetings will be kept in the main office. All records of correspondences with parents will be maintained in the school's main office. Records include, mandated correspondences such as entitlement letters, non-entitlement letters, placement letters. Records of phone calls will also be maintained by the school secretary and school aide

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. P.S. 59 is fortunate to have a strong parental involvement component. All parents, including parents of ELLs would be invited to volunteer and participate in monthly activities including learning shares, art exhibits and parent meetings . Many parents currently assist with lunch in Pre-k and Kindergarten. Parents are invited at the end of each unit to visit their children's classrooms to interact with them in their learning environment and students have the opportunity to share their learning experiences . Parents are invited to our annual art and music festival. Parents are also involved in maintaining the school's community garden. At the end of the school year, all classes participate in an end of year ceremony. All families are invited to take part in this celebration. Additionally, parents are involved in the PTA .

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We currently partner with local Community Based Organizations such as New York Public Library and Children's Aid Society at the Goodhue Center . Through these collaborations we would provide workshops and services to ELL parents.

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

In an effort to evaluate the needs of parents, our school conducts parent surveys, informal conversations and a suggestion box is available to parents in the main lobby. In addition, the Principal hosts two meet and greet with parents are provides them the opportunity to share and express their concerns, ideas and needs.

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

As we continue to grow and expand the grades if we had an identified ELL population, we would support the needs of parents of ELL students by: encouraging them to attend monthly events in classrooms to learn more about curricula and ways to support their children at home. In addition the PTA would host multiple events where all parents and students would be encouraged to participate. We also would encourage involvement of parent volunteers in our school. The parents could contribute in many ways to our school. Once a month, parents would be welcomed to come in and read to the children in their children's classrooms. We would encourage our ELL parents to also read to their children in their native tongue in their children's classrooms. Parents are invited to attend many school/community building events such as learning shares, parent workshops and performances by our students. We would strongly encourage parents to be actively involved in their children's academic life. We would design parent workshops around the supporting the individual needs of the students.

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.

Part VI: LAP Assurances

School Name: **Th**

School DBN: **31R059**

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) |
|-----------------|---|-----------|-----------------|
| Carol Mongiello | Principal | | 7/27/15 |
| Valerie Sanchez | Assistant Principal | | 7/27/15 |
| | Parent Coordinator | | 1/1/01 |
| | ENL/Bilingual Teacher | | 1/1/01 |
| Leticia Collins | Parent | | 7/27/15 |
| Tara Tranchina | Teacher/Subject Area | | 7/27/15 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| Anthony Lodico | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 31R059 **School Name: The Harbor View School**
Superintendent: Anthony Lodico

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.learn DOE.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.

PS 59- The Harbor View School distributed the Language Preference Survey created by the NYCDOE (available on the NYCDOE website) to every child's parent in order to assess our school's written translation and oral interpretation needs and to ensure that parents are provided with information in a language they can understand. Surveys were completed and the data was compiled. In addition to the surveys, teachers also lend information that they've learned about the language in which parents prefer to communicate through parent interviews, meetings, conversations, etc. The parents' language of preference is also indicated on the child's blue emergency card, as well as the Home Language Identification Survey.

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 and Spanish

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.)

Parent Handbook
Parent_Teacher Conferences
Student Narratives
Letters from teachers and school leadership
School Announcements (Invitations to events such as learning shares, performances and workshops)

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.

Parent Teacher Conferences- November 4 &5, March 2&3, May 12th
Curriculum Night- September 17th
Open School Week- November 16- 20 th
Every Tuesday afternoon

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.

PS 59 provides translation for the following information:

- Letters home
- Permission slips
- Flyers
- Newsletters
- Memos
- Program invitations
- Notices about parent involvement activities
- Surveys
- Homework

The translation of these documents will fulfill parents' requests to receive information in the native language and/or English, and will ensure clear communication with parents in important issues pertaining to their child's education. Various procedures are in place to ensure timely provision of translated

documents to parents determined to be in need of language assistance services. Documents will be submitted to the NYCDOE's Translation and Interpretation Unit in advance in order to ensure that they are received with enough time to send out to parents. Additionally, form letters may be translated once and used from year to year, with updated information filled in each time the letter is used in order to ensure timely distribution. Lastly, in order to acquire timely translation of documents, we utilize bilingual school staff members for translation, as well as select bilingual parent volunteers to translate non-sensitive material.

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.

PS 59 provides oral translation for the following information and meetings:

- Phone calls home to parents
- Parent orientation
- Parent teacher conferences
- Informational meetings and social gatherings
- PTA meetings
- IEP conferences
- Other teacher-parent contact

Oral interpretation services are provided by the Translation and Interpretation Unit using over-the-phone interpretation, by bilingual parent volunteers to translate regarding non-sensitive topics, and by various bilingual school staff. The translators used are as follows: Valerie Sanchez and Carol Mongiello for Spanish and Hoda Abbas for Arabic.

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.)

PS 59 administrative staff will provide staff members information and resources regarding these services. Throughout the year we will review the list of upcoming events and activities to ensure that the necessary supports are in place for teachers to access and use the translation services and the over-the-phone interpretation service as needed.

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

PS 59 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services in the following ways:

- Important documents are translated and sent home with children at the beginning of the year and in a timely fashion throughout the rest of the school year.
- Our school provides services such as translation, assistance, welcoming, and kindness to parents in need of language access services in order to ensure that they are not prevented from reaching the school's administrative offices solely due to language barriers.

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)

PS 59 distributes a parent survey twice a year to gather feedback on existing programming and services. The information gathered in through this survey is analyzed and aggregated by the administrative staff and members of the instructional staff and P.T.A. In addition, our school implements an open door policy which encourages our families to communicate regularly with administrative and instructional staff to provide feedback and suggestions.