



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 104Q THE BAYSWATER SCHOOL

DBN (i.e. 01M001): 27Q104

Principal: KATIE GRADY

Principal Email: KGRADY@SCHOOLS.NYC.GOV

Superintendent: MICHELE LLOYD-BEY

Network Leader: JOANNE BRUCELLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Katie Grady	*Principal or Designee	
Denise Johnson	*UFT Chapter Leader or Designee	
Shameeka Santiago	*PA/PTA President or Designated Co-President	
Maria Rivera	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Sakeha Bolden	Member/ Parent	
Denise Millard	Member/ Parent	
Cathy Denton	Member/ Parent	
Lashawna Smith	Member/ Parent	
Nicole Rhodan	Member/ Parent	
Lorraine McCarthy	Member/ Secretary	
Ellen Trachtenberg	Member/ IEP/SETSS Teacher	
Patricia Williams	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, 91% of all PS 104Q Grade K-5 students will make a minimum of one year's growth in reading based on the Teacher College benchmarking with a specific focus on Special Education students.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on a review of 09-13 NYSELA data, the NYS Report Card, the NYC Progress Report and formative data from the Teachers' College assessments, we have determined that an area requiring improvement is the number of students attaining a level 3 or 4 on the NYSELA exam. With the increased rigor of the Common Core Learning Standards and the increased accountability on the NYSELA, we have noted that our students' Teacher College Benchmarking growth is similar to the NYSELA growth. Therefore as a direct correlation, our focus will be to move students out of Levels 1 and 2 in TC Benchmarking into Levels 3 and 4. As a result, we hope to improve our NYSELA scores for all students including ELLs and SWDs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Core Knowledge Reading Program K-3: All students on Grades K-3 including ELL and SWD sub-groups will participate in the Core Knowledge Reading program that encompasses a balanced literacy approach to reading with a strong direct instruction phonics component. Program also has a targeted focus on building prior knowledge via content area instruction. Program was initially piloted by Tweed from 2008- 2012 and is now the selected NYSED Core Curriculum.

Expeditionary Learning Interdisciplinary Literacy Program Grades 4-5: All students on Grades 4 and 5 including ELL and SWD sub-groups will participate in the interdisciplinary Expeditionary Learning Reading program that encompasses a balanced literacy approach to reading with a strong non-fiction base. Program also has a targeted focus on building prior knowledge via content area instruction. Expeditionary Learning is the NYSED selected Core Curriculum.

Literacy Intervention Specialist: All students on Grades 1-5 including ELL and SWD sub-groups who are at risk for not meeting promotional standards will receive the services of one (1) literacy intervention specialist. On Grades 1-2, specialist will focus on basic reading skills such as decoding and fluency employing the Core Knowledge intervention models with infusions of Soar to Success. Upper grade 3-5 intervention specialist will focus on comprehension skills with a focus on metacognitive strategies instruction and vocabulary building through Success for All's "meaningful sentence" technique. Specialist will service students via both a push-in and pull out model depending upon student need.

Afterschool Program: All students on grades 1-5 including ELL and SWD sub-groups who are at risk for not meeting promotional standards will be invited to participate in a three month afterschool program that prepares students for the NYS exams in English Language Arts and Mathematics. The program will additionally be opened to all LEP and SWD students on Grades K-2 with a focus on improving ELA skills.

B. Key personnel and other resources used to implement each strategy/activity

Core Knowledge Reading Program K-3: All K-3 Teachers, Lower and Upper Grade Assistant Principals, Principal and Data Specialist.

Expeditionary Learning Interdisciplinary Literacy Program Grades 4-5: All 4-5 Teachers, Upper Grade Assistant Principal, Principal and Data Specialist.

Literacy Intervention Specialist: Intervention Specialist, all 1-5 SWD teachers, Assistant Principals, Principal and Data Specialist

Afterschool Program: Assistant Principals, ten (10) staff members selected to teach in the afterschool program and Data Specialist.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Targets that support the evaluation of progress, effectiveness and impact of each strategy/activity are based on the Teacher College Benchmarking system in which students are assessed four times a year in reading

Fall Performance Level

	Level 1	Level 2	Level 3	Level 4
	Far Below Grade Level	Below Grade Level	Grade Level	Exceeds Grade Level
K	No Letter Recognition	Some Sound/Letters	Knows Sound/Letters	A
1	-A - B	C	D-E	F+
2	A-F	G-H	I-J	K+
3	A-I	J-K	L-M	N+
4	A-L	M-N	O-P	Q+
5	A-N	P-Q	R-S	T+

Winter Performance Level

	Level 1	Level 2	Level 3	Level 4
	Far Below Grade Level	Below Grade Level	Grade Level	Exceeds Grade Level
K	NL - Some Sound/Letter	Knows Sound/Letters	A	B+
1	Non-Reader - D	E	F-G	H+
2	A-H	I-J	K	L+

3	A-K	L-M	N	O+
4	A-N	O-P	Q	R+
5	A-Q	R-S	T	U+

Spring Performance Level

	Level 1	Level 2	Level 3	Level 4
	Far Below Grade Level	Below Grade Level	Grade Level	Exceeds Grade Level
K	NL -Knows Sound/Letters	A-B	B-C	D+
1	NR - E	F-G	H-I	J+
2	A-I	K	L	M+
3	A-L	M-N	O	P+
4	A-N	O-Q	R	S+
5	A-P	Q-T	U	V+

End of Year Performance Level

	Level 1	Level 2	Level 3	Level 4
	Far Below Grade Level	Below Grade Level	Grade Level	Exceeds Grade Level
K	NL -Knows Sound/Letters	A-B	B-C	D+
1	NR - E	F-G	H-I	J+

2	A-I	K	L	M+
3	A-L	M-N	O	P+
4	A-N	O-Q	R	S+
5	A-P	Q-T	U	V+

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D. Timeline for implementation and completion including start and end dates

Core Knowledge Reading Program K-3: September - June

Expeditionary Learning Interdisciplinary Literacy Program Grades 4-5: September - June

Literacy Intervention Specialist: Early October - June

Afterschool Program: December - March

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Core Knowledge Reading Program K-3: Teachers will be programmed for up to three literacy periods per day inclusive of writing. Benchmarking will occur four times a year to track student progress. Additionally, students will participate in Common Core Aligned Performance Tasks with rubrics on a monthly basis in addition to teacher exams and Core Knowledge assessments.

Expeditionary Learning Interdisciplinary Literacy Program Grades 4-5: Teachers will be programmed for up to three literacy periods per day inclusive of writing. Benchmarking will occur four times a year to track student progress. Additionally, students will participate in Common Core Aligned Performance Tasks with rubrics on a monthly basis in addition to teacher exams.

Literacy Intervention Specialist: Depending upon need, students may be programmed up to four periods of pull out instruction per week. Groups will be formed on a level basis whereby multiple grades (for example, Grade 3, 4, 5) can be serviced in one group based on student need.

Afterschool Program: Program will begin in December and end in March. Materials to be used will be in house test preparation materials including Measuring Up on the NYSELA exam, Buckle Down, Skill Bridges and Continental Focus.

- PreK Instruction - PS 104Q has an established all day PreK instructional program that includes a Universal class (general education) and a PreK Plus class (integrated co-teaching model for SWDs) that focuses on improving oral language abilities, emergent literacy skills that all students including ELLs and SWDs will need in order to ensure a successful transition to the lower elementary school grades.
- Community Based Organization – PS 104Q has established a partnership with the Safe Space CBO that operates Monday-Friday from 3:00 pm – 6:00 pm with additional days when school is on vacation and during the summer months. This program services 150 students daily and works hand in glove with our school in promoting homework help, anti-violence programs, individual and family counseling. The program offers a safe haven for students after school providing arts, academics, and sports activities.
- Community Based Organization- PS 104Q has established a partnership with the Rockaway Artist Alliance KidSmart Arts CBO that operates Monday-Thursday from 3:00 pm – 5:30 pm. This program services approximately 150 students with 75 of those students attending on Mon-Tues and the rest on Thurs-Fri. The program’s mission is to promote peaceful resolution to conflict through the arts. The program employs a strong youth program in that local teens are hired as “teen counselors” to support the program’s mission. Students participate in homework help and all forms of the arts including the visual and performing arts.

- **Cornell Nutrition Program** – PS 104Q has established a partnership with the Cornell Nutrition program that provides workshops to families in terms of providing information on shopping on a budget, healthy meals, cooking etc. This program supports our School Wellness initiative and promotes healthy living. This supports families in providing students the sustenance whereby learning is optimized.
- **PBIS (Positive Behavior Intervention Services)**- is a mainstay of our school culture. Also known as SAIL, students receive instruction and guidance on a daily basis in “**Showing Self Control, Acting Kindly, Independently Following Directions and Live Respectfully and Be Responsible.**” Through this program, students are recognized for positive behavior and that behavior is reinforced via reward on the individual and class levels via a ticket system. This program promotes peaceful resolution of conflicts and supports sustainable change in behavior.
- **NYCDOE Adult Education Partnership** – PS 104Q has established a partnership with the NYCDOE Adult Education Office to offer adult education classes to parents in English as a Second Language, GED (General Equivalency Diploma) classes and citizenship classes.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- ELA, ELL and SWD teachers will host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- PS 104Q will host a curriculum night and will create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host a number of workshops centered on family literacy that may include bookmaking, storytelling, thoughtful conversations that spark student thinking, techniques and strategies that parents can employ to promote literacy.
- Parents will be trained on how to use ARIS Parent link.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Project Serve Hurricane Sandy Grant for Afterschool Program

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, the number of PS 104Q students scoring Level 3 and 4 on the NYS Math exam will be 5% higher than in 12-13 with a specific focus on English language learners.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on a review of the 09-13 NYS Mathematics data, the NYS Report Card, the NYC Progress Report and formative, teacher generated data, we have determined that an area requiring improvement is the number of students attaining a level 3 or 4 on the NYS Mathematics exam. According to the NYC Progress Report, our Level 3 and 4 student performance decreased by 28.9% with the new Common Core alignment of the exams. We noted, additionally, that our Early Grade Progress needs to be improved upon. Our Early Grade Progress dropped from a 2.10 to a 2.04% from 11-12 to 12-13

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Harcourt Go Math Program: All students on Grades K-5 will receive mathematics instruction through the use of Harcourt Go Mathematics. Aligned with the Common Core Standards and developed for a May to May instructional program, Harcourt Go Math employs the workshop model of “to-with-by.” The program encompasses pre-assessments, post assessments and intervention/enrichment models. Additionally, students and teachers will employ Harcourt Go Math’s “Think Central” which is an

online component of the program to reinforce student learning at home for both remediation and enrichment.

Small Group Tutoring Drill focus: All students on Grades 1-5 including ELL and SWD sub-groups will participate in focused drill instruction during our small group instructional time. This initiative comes as a direct outgrowth of data indicating that many of our students not meeting Levels 3 and 4 do not have mathematics fluency in terms of addition, subtraction, multiplication and division. Thusly on NYS exams, students are spending too much time in calculation thereby slowing them down from completing the exam. As a result, students will participate in a 10 minutes daily drill through the use of flash cards in order to build fluency.

Afterschool Program: All students on grades 1-5 including ELL and SWD sub-groups who are at risk for not meeting promotional standards will be invited to participate in a three month afterschool program that prepares students for the NYS exams in English Language Arts and Mathematics. The program will additionally be opened to all ELL and SWD students on Grades K-2 with a focus on improving domain specific vocabulary essential in mathematical problem solving.

2. Key personnel and other resources used to implement each strategy/activity

Harcourt Go Math Program: All K-5 Teachers, Assistant Principals in charge of mathematics and SWD population, Network 210 staff developers and Data Specialist.

Small Group Tutoring Drill focus: All staff members including paraprofessionals involved in 37.5 minutes instruction, Assistant Principals in charge of mathematics and SWD population, and Data Specialist.

Afterschool Program: Assistant Principals, Principal, ten (10) staff members selected to teach in the afterschool program and Data Specialist.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Math Benchmarking

Benchmarking in mathematics is based on pre-chapter and post chapter assessments for individual units. Data is collected and collected looking for specific trends in questions that are incorrect in order to reteach and provide academic interventions where needed.

Level 4 Student exceeds the learning standards; performance shows superior understanding (100-90%)

Level 3 Student meets the learning standards; performance shows thorough understanding (89-80%)

Level 2 Students shows partial achievement of the learning standard; performance shows partial understanding (79-65%)

Level 1 Student does not meet the learning standards; performance shows minimal understanding (64% or less)

4. Timeline for implementation and completion including start and end dates

Harcourt Go Math Program: Responsible Staff Members: September – June with unit assessments

Small Group Tutoring Drill focus: September - June

Afterschool Program: December - March

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Harcourt Go Math Program: All K-5 classes will be scheduled for a minimum of two periods (90 minutes) of mathematics instruction per day.

Small Group Tutoring Drill focus: Students will receive 50 minutes per week in small group tutoring instruction for mathematics. 20 minutes per week of this time will be used for drill work with flash cards

Afterschool Program: Assistant Principals, Principal, ten (10) staff members selected to teach in the afterschool program and Data Specialist.

- PreK Instruction - PS 104Q has an established all day PreK instructional program that includes a Universal class (general education) and a PreK Plus class (integrated co-teaching model for SWDs) that focuses on improving oral language abilities, emergent literacy skills that all students including ELLs and SWDs will need in order to ensure a successful transition to the lower elementary school grades.
- Community Based Organization – PS 104Q has established a partnership with the Safe Space CBO that operates Monday-Friday from 3:00 pm – 6:00 pm with additional days when school is on vacation and during the summer months. This program services 150 students daily and works hand in glove with our school in promoting homework help, anti-violence programs, individual and family counseling. The program offers a safe haven for students after school providing arts, academics, and sports activities.
- Community Based Organization- PS 104Q has established a partnership with the Rockaway Artist Alliance KidSmart Arts CBO that operates Monday-Thursday from 3:00 pm – 5:00 pm. This program services approximately 150 students with 75 of those students attending on Mon-Tues and the rest on Thurs-Fri. The program’s mission is to promote peaceful resolution to conflict through the arts. The program employs a strong youth program in that local teens are hired as “teen counselors” to support the program’s mission. Students participate in homework help and all forms of the arts including the visual and performing arts.
- Cornell Nutrition Program – PS 104Q has established a partnership with the Cornell Nutrition program that provides workshops to families in terms of providing information on shopping on a budget, healthy meals, cooking etc. This program supports our School Wellness initiative and promotes healthy living. This supports families in providing students the sustenance whereby learning is optimized.
- PBIS (Positive Behavior Intervention Services)- is a mainstay of our school culture. Also known as SAIL, students receive instruction and guidance on a daily basis in “Showing Self Control, Acting Kindly, Independently Following Directions and Live Respectfully and Be Responsible.” Through this program, students are recognized for positive behavior and that behavior is reinforced via reward on the individual and class levels via a ticket system. This program promotes peaceful resolution of conflicts and supports sustainable change in behavior.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Strategies to increase parental involvement

- Mathematics, ELL and SWD teachers will host monthly Mathematics workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- PS 104Q will host a curriculum night and will create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host a number of workshops centered on family activities that promotes problem solving and mathematical reasoning including “Shopping on a Budget,” “Cooking: Applying Measurement Skills,” “Mathematics: Domain Specific Vocabulary” and others to supply families with techniques and strategies for promoting mathematics in the home.
- Parents will be trained on how to use ARIS Parent link.
- NYCDOE Adult Education Partnership – PS 104Q has established a partnership with the NYCDOE Adult Education Office to offer adult education classes to parents in English as a Second Language, GED (General Equivalency Diploma) classes and citizenship classes.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Project Serve Hurricane Sandy Grant

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, 100% of all teachers (exclusive of PreK, Speech) will be evaluated under the new NYSED and NYCDOE Teacher Evaluation System (ADVANCE) with a

focus on streamlining the PS 104Q procedures for conducting cycles of short, frequent observations in addition to formal observations if selected by the classroom teacher.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As part of the new NYSED evaluation system, teachers and supervisors need to be trained in the basics of the Advance system in addition to a deeper analysis and application of the Charlotte Danielson Framework for Teaching. With the NYSED requirements for Measures of Teacher Practice and Measures of Student Learning, the PS 104Q Learning Community will participate in professional development centered on all these items in order to smoothly implement the evaluation system.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

ADVANCE TRAINING: July: Team members selected by the UFT and the Principal will participate in Advance training in order to acquire an introductory knowledge to the Advance evaluation system inclusive of Measures of Teacher Practice (MOTP) via the Charlotte Danielson Framework for Teaching and the Measures of Student Practice (MOTP) outlined by NYSED and NYCDOE.

MOSL Selections: August-September The MOSL selections will be made in a committee that is comprised of UFT selected staff and Principal selected staff.

Charlotte Danielson's Framework for Effective Teaching: In September, Danielson's Framework will be revisited by the entire PS 104Q staff with a focus on the NYSED evaluation system. Work throughout the year will focus on a deeper understanding of the Danielson Framework and improvement of teacher practice.

Initial Planning Conferences: September – October Working with the grade assistant principal and/or principal, each teacher will select either Option 1 (1 formal and 3 informals) or Option 2 (6 informals) as their evaluation option.

Teacher Individualized Professional Development Plan: In September, each teacher will be required to discuss with the immediate supervisor individualized goals for teacher pedagogical improvement. The supervisor will then meet with each teacher in a 1:1 conference to discuss those goals and methods for attaining those goals. Supervisor will meet with each teacher a minimum of three times during the year to review the goals, review mid-point progress and to discuss plans for the following year.

Professional Development: PD will be provided on the following topics: citywide instructional expectations, curriculum mapping, unwrapping the standards, task and rubric creation, task and rubric creation, looking at student work, Charlotte Danielson's Framework for Effective Teaching.

2. Key personnel and other resources used to implement each strategy/activity

ADVANCE TRAINING: Principal, Assistant Principals, UFT Chapter Chairperson, Selected UFT members

MOSL Selections: MOSL Committee comprised of UFT Chapter Chairperson, UFT Chapter selected teachers, Principal selected teachers, Principal selected Assistant Principal.

Charlotte Danielson's Framework for Effective Teaching: Network 210, Talent Coach from the Office of Teacher Effectiveness, Principal, Assistant Principals, all teachers PreK – Grade 5 teachers, UFT paraprofessionals

Initial Planning Conferences: Principal, Assistant Principals, all PreK-5 teachers

Teacher Individualized Professional Development Plan: Principal, Assistant Principals, all PreK-5 teachers

Professional Development: Network 210, Talent Coach from the Office of Teacher Effectiveness, Principal, Assistant Principals, all teachers PreK – Grade 5 teachers, UFT paraprofessionals

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

ADVANCE TRAINING: Review with Principal's cabinet the effectiveness of the September roll out based on verbal, informal feedback from teachers.

MOSL Selections: Identification of MOSL selections in the ADVANCE system. Follow-up on MOSL selections by analyzing student learning outcome data including MOSL performance assessments and Teacher College benchmarking.

Charlotte Danielson's Framework for Effective Teaching: Monthly review of teacher observations with an emphasis on supporting teachers in moving from one category to the next on the Danielson Framework.

Initial Planning Conferences: The effectiveness of these planning conferences will be measured by how many staff members were able to correctly identify their strengths and weaknesses as compared to what is seen in the observation process.

Teacher Individualized Professional Development Plan: Progress will be measured via the ADVANCE evaluation process.

Professional Development: Workshop feedback forms, 1:1 conferences with staff members, teacher movement in the ADVANCE evaluation system.

4. Timeline for implementation and completion including start and end dates

ADVANCE TRAINING: June through September for initial roll out. Additional training to be provided to all staff including principal, assistant principal and all teachers throughout the year.

MOSL Selections: Initial selections will be made between July and September, 2013. Use of MOSL assessments such as Grade 3 performance assessments will be employed as a teaching tool throughout the year.

Charlotte Danielson's Framework for Effective Teaching: Monthly review of teacher observations with an emphasis on supporting teachers in moving from one category to the next on the Danielson Framework.

Initial Planning Conferences: Conferences will take place between September through third week in October.

Teacher Individualized Professional Development Plan: September - June.

Professional Development: September – June.

5.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

ADVANCE TRAINING: Resources include NYCDOE Office of Teacher Effectiveness Training in addition to TL Citywide Instructional Expectation money.

MOSL Selections: Resources include all NYCDOE materials prepared by Central to support understanding of MOSL and MOSL selections in addition to Tax Levy MOSL money.

Charlotte Danielson's Framework for Effective Teaching: Resources include the purchase and distribution of Danielson's Enhancing Professional Practice: A Framework for Teaching to all teachers on staff. Additionally resources include ARIS Learn and the Office of Teacher Effectiveness.

Initial Planning Conferences: NYCDOE centrally prepared materials for initial planning conferences in addition to the purchase of "Teachboost" online observation/goal

tracker purchased with Title I SWP money. "Teachboost" allows for open communication between teacher and evaluator.

Teacher Individualized Professional Development Plan: NYCDOE centrally prepared materials for initial planning conferences in addition to the purchase of "Teachboost" online observation/goal tracker purchased with Title I SWP money. "Teachboost" allows for open communication between teacher and evaluator.

Professional Development: Resources include Network 210 professional staff, Office of Teacher Effectiveness, and internal professional development services such as workshops, intervisitations, demonstration lessons, roundtable discussion, book clubs etc.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Strategies to increase parental involvement

- Parents will receive information on the citywide instructional expectations via PTA meetings, a curriculum night and newsletters.
- Provide parents with workshops centered on the CCLS in ELA and Mathematics.
- Survey parents for their needs regarding workshops, family engagement activities, homework help etc.
- ELA, ELL and SWD teachers will host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- PS 104Q will host a curriculum night and will create a parent resource library with user-friendly instructional materials and guides.
- Parent Coordinator will host a number of workshops centered on helping students achieve academic excellence and what families can do to support their child's academic growth. Parents will be trained on how to use ARIS Parent link.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

- 5.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 4. Timeline for implementation and completion including start and end dates**
 - 5.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at 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.

Description

Type of Academic Intervention Service (AIS)	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.)
<p style="text-align: center;">ELA</p>	<p>Tier I Interventions</p> <ol style="list-style-type: none"> 1. 120 Minute Literacy Block 2. Differentiated instruction 3. Guided Reading 4. 1:1 conferencing addressing individual student need 5. Core Knowledge Literacy K-3 <p>Tier II Interventions:</p> <ol style="list-style-type: none"> 1. Foundations Phonics– K-3 2. Earobics Phonics – Grades 2-3 3. Great Leaps Fluency– 2-5 SWD 4. Early Success Comprehension - Grade 1-2 5. Metacognitive Strategies Comprehension Instruction 6. Grades 1-5 - comprehension instruction 7. CKLA/Reading in the Content Area Skills Work - Grades 1-5 8. ELA Skills Work/Reading in the Content Area/Test Preparation Afterschool program- Grades 3-5 9. Summer School - Grades 3-5- 10. At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students 11. Safe Space OST After school tutoring 	<p>Tier I Interventions</p> <ol style="list-style-type: none"> 1. Whole Class 2. Whole Class, Small Group, 1:1 3. Small Group, 1:1 4. 1:1 5. Whole Class, Small Group <p>Tier II Interventions:</p> <ol style="list-style-type: none"> 1. Small group pull out 2. Independent Computer Assisted 3. 1:1 4. Small Group push in/pull out 5. Small Group push in/pull out 6. Small Group pull out 7. Small Group push in 10:1 ratio 8. Small Group afterschool 9. Small Group Instruction 10. Small Group Instruction pull out 11. Small Group instruction afterschool 	<p style="text-align: center;">Tier I Interventions</p> <ol style="list-style-type: none"> 1. Daily during the day 2. Daily during the day 3. 3x per week during the day 4. Minimum of 1x per week during the day 5. Daily during the day <p>Tier II Interventions:</p> <ol style="list-style-type: none"> 1. 2-3x per week during the day 2. 2-3x per week during the day 3. Daily during the day 4. 2-3x per week during the day 5. 2-3x per week during the day by intervention specialist

			<p>6. 1x per week during the day by a teacher on their administrative period</p> <p>7. 1x per week for 50 minutes during 37.5 minutes tutoring time</p> <p>8. 2x per week for 2 hours per week for 6 weeks after school</p> <p>9. 4 days a week for six weeks with 2 hours per day</p> <p>10. Minimum of 2x per week depending upon student need</p> <p>Minimum of 2x per week depending upon student need</p>
<p>Mathematics</p>	<p>Tier I Interventions</p> <ol style="list-style-type: none"> 1. Grades K-5 : 90 minutes Math 2. Differentiated instruction based on need with Tiered assignments 3. Remediation/Enrichment Harcourt Go Math <p>Tier II Interventions</p> <ol style="list-style-type: none"> 1. Math Skills Work - Grades 1-5 2. Math Skills Work/Test Preparation - Grades 3-5 3. Administrative Period Skills instruction 4. Summer School - Grades 3-5 Instruction 5. At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students 6. Safe Space OST After school tutoring 	<p>Tier I Interventions</p> <ol style="list-style-type: none"> 1. Whole Class, small group, 1:1 2. Individualized 3. Small Group and 1:1 <p>Tier II Interventions</p> <ol style="list-style-type: none"> 1. Small Group 10:1 ratio 2. Small Group afterschool 3. Small Group, 1:1 4. Small Group 5. Small Group 6. Small Group 	<p>Tier I Interventions</p> <ol style="list-style-type: none"> 1. Daily 2. Daily 3. 2x per week <p>Tier I Interventions</p> <ol style="list-style-type: none"> 1. 1x per wk for 50 minutes during 37.5 minutes tutoring time 2. 2x per week for 2 hours per week for 6 weeks after school

			<p>3. 1x per week</p> <p>4. 4 days a week for six weeks</p> <p>5. Minimum of 2x per week depending upon student need</p> <p>Minimum of 2x per week depending upon student need</p>
<p>Science</p>	<p>Tier I Interventions</p> <p>1. Reading in the Content Area instruction through Core Knowledge with a focus on strategies</p> <p>Tier II Interventions</p> <p>1. Administrative Period Skills instruction - Grades 1-5 1:1 or small group instruction based on student needs</p> <p>2. At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students</p> <p>3. Safe Space OST After school tutoring</p>	<p>Tier I Interventions</p> <p>1. Whole Class, Small group</p> <p>Tier II Interventions</p> <p>1. Small Group</p> <p>2. Small Group</p> <p>3. Small Group</p>	<p>Tier I Interventions</p> <p>1. Daily</p> <p>Tier II Interventions</p> <p>1. 1x per week</p> <p>2. Minimum of 2x per week depending upon student need</p> <p>3. Minimum of 2x per week depending upon student need</p>
<p>Social Studies</p>	<p>Tier I Interventions</p> <p>1. Reading in the Content Area instruction through Core Knowledge with a focus on strategies</p> <p>Tier II Interventions</p> <p>1. Administrative Period Skills instruction - Grades 1-5 1:1 or small group instruction based on student</p>	<p>Tier I Interventions</p> <p>1. Whole Class, Small group</p> <p>Tier II Interventions</p> <p>1. Small Group</p> <p>2. Small Group</p> <p>3. Small Group</p>	<p>Tier I Interventions</p> <p>2. Daily</p> <p>Tier II Interventions</p> <p>4. 1x per week</p>

	<p>needs</p> <ol style="list-style-type: none"> 2. At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students 3. Safe Space OST After school tutoring 		<ol style="list-style-type: none"> 5. Minimum of 2x per week depending upon student need 6. Minimum of 2x per week depending upon student need
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Attendance Intervention</p> <ol style="list-style-type: none"> 1. Monitor attendance of At Risk students (less than 90%) 2. Conducts outreach services 3. Family counseling 4. Attendance teacher 5. Referrals to Support Agencies 6. Attendance Team 7. Attendance bulletin board for perfect attendance and most improved with awards <p>Alternative Instruction Suspension Program</p> <ol style="list-style-type: none"> 1. Superintendent Suspension 2. Uninterrupted Academic Instructional Support 3. Counseling Provided 4. Reduced Teacher ratio enabling small group and individualized instruction based on assessed needs. <p>In School Suspension (SAVE) Program</p> <ol style="list-style-type: none"> 1. Uninterrupted Academic Instructional Support 2. Counseling 3. Removal to alternative setting within school <p>Conflict Resolution Program</p> <ol style="list-style-type: none"> 1. In class lessons in conflict 	<p>Attendance Intervention</p> <ol style="list-style-type: none"> 1. Targeted Students 2. 1:1 with family 3. 1:1 with family by outside agency 4. Visits targeted families and works with attendance team 5. 1:1 with family 6. Small group of outreach personnel (AP, secretary, school aides, guidance counselor, Attendance teacher) 7. Whole School <p>Alternative Instruction Suspension Program</p> <ol style="list-style-type: none"> 1. Small group alternative site 2. Small group alternative site 3. Small group and 1:1 4. Small group alternative site <p>In School Suspension (SAVE) Program</p> <ol style="list-style-type: none"> 1. Small group 2. Small group and 1:1 3. Small Group <p>Conflict Resolution Program</p> <ol style="list-style-type: none"> 1. Whole class, small group 	<p>Attendance Intervention</p> <ol style="list-style-type: none"> 1. Daily 2. As needed 3. As needed 4. Case by case basis 5. Case by case basi 6. 2x a month 7. Monthly <p>Alternative Instruction Suspension Program</p> <ol style="list-style-type: none"> 1. Case by case basis 2. All under Supt. Suspension 3. Case by case basis 4. All under Supt. Suspension <p>In School Suspension (SAVE) Program</p> <ol style="list-style-type: none"> 1. Case by case basis 2. Duration of suspension and after 3. Case by case basis <p>Conflict Resolution Program</p>

	<ul style="list-style-type: none"> resolution 2. Resolving conflict/anger management 3. Peer mediation 4. Family outreach and problem solving <p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> 1. Group and Individual Counseling 2. Students not meeting promotional/performance standards 3. Students experiencing behavioral, emotional, family issues negatively impacting on learning 4. Referral to support agencies 5. Whole class/small group guidance lessons <p>ELL Support Counseling</p> <ul style="list-style-type: none"> 1. Guidance Counselor Support Services 2. Additional Educational Assistants or individualized Attention <p>Social Worker/Psychologist Intervention</p> <ul style="list-style-type: none"> 1. Counseling 2. Consultation with classroom teachers for development of behavior intervention plans 3. Crisis intervention/crisis counseling as needed 	<ul style="list-style-type: none"> 2. Whole class, small group, 1:1 3. Whole class, small group 4. 1:1 with family <p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> 1. Small group, 1:1 2. Small group, 1:1 3. Small group, 1:1 4. 1:1 with family 5. Whole class, small group <p>ELL Support Counseling</p> <ul style="list-style-type: none"> 1. Small group, 1:1 2. Small group, 1:1 <p>Social Worker/Psychologist Intervention</p> <ul style="list-style-type: none"> 1. Small group, individual and family 2. 1:1 with teacher 3. Small group, 1:1 	<ul style="list-style-type: none"> 1. Monthly 2. As needed 3. As needed 4. Case by case basis <p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> 1. Based on need 2. Based on need 3. Based on need 4. Based on need 5. Monthly <p>ELL Support Counseling</p> <ul style="list-style-type: none"> 1. Based on need 2. Based on need <p>Social Worker/Psychologist Intervention</p> <ul style="list-style-type: none"> 1. Based on Need 2. Based on Need <p>Based on Need</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified common branch and Special Education teachers. • The payroll secretary and principal will work closely with Network's 210 HR Director to ensure that all non-HQT meet all required documentation and assessment deadlines. • Mentors are assigned to support struggling and un-qualified teachers

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Activity #1

Citywide Instructional Expectations in ELA: In September via professional development, all staff will continue to work with the citywide instructional expectations that have been developed over the past few years. The PS 104Q foci that align with these expectations include an ELA focus on reading/analyzing informational texts and then writing an opinion/argument in response in addition to problem solving in mathematics. Administration will ensure that all grades have a minimum of one common planning period in addition to an Inquiry team period and also a professional development period for professional learning communities. The principal in collaboration with staff will continue its system for the creation of a yearly ELA overview that is aligned with content, genre and CCLS on a monthly basis. As an outgrowth of the alignment, PLTs will select the content/genre that best aligns with citywide instructional expectations. The PLT will then create a curriculum map that outlines the required skills for CCLS task completion via mapping backwards from the standards. After professional development on unwrapping the standards, the PLTs will create a rigorous, standard driven task and rubric that is a direct outgrowth of the curriculum map. Staff will then design mini-lessons that will support student learning necessary for task completion. PLTs will then implement the unit of instruction resulting in rigorous tasks. PLTs will then analyze the student work and look to improve strategies and techniques that will further support student learning.

Professional Development: PD will be provided on the following topics: citywide instructional expectations, curriculum mapping, unwrapping the standards, task and rubric creation, looking at student work, Danielson Framework for Teaching, questioning and discussion techniques, close reading in addition to other as needed topics.

Target Populations: All classroom teachers on Grades K-5.

Responsible Staff Members: Principal, Assistant Principals, all K-5 classroom teachers including teachers of SWDs, Network 210 staff developers and Data Specialist.

Activity #2

Citywide Instructional Expectations in Mathematics: Same as Activity #1 with the focus on mathematics. Grade specific foci are as follows: PreK-K: Operations and Algebraic Thinking; Grades 1-2: Number and Operations in Base Ten; Grade 3: Operations and Algebraic Thinking; Grades 4-5: Number and Operations - Fractions

Professional Development: PD will be provided on the following topics: citywide instructional expectations, curriculum mapping, unwrapping the standards, task and rubric creation, task and rubric creation, looking at student work.

Target Populations: All classroom teachers on Grades K-5.

Responsible Staff Members: Principal, Assistant Principals, all K-5 classroom teachers including teachers of SWDs, Network 210 staff developers and Data Specialist.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a conceptually consolidated school, all monies are used together to meet the needs of all students within PS 104Q. Federal monies in line with State and local services provide supplemental educational services to all of our students including those who are not high poverty. We coordinate the services so that all students receive the benefit of them. We have set asides in our budget for students in temporary housing, provide universal PreK to those that qualify, provide supplemental afterschool programs for at risk students etc.

- **PreK Instruction** - PS 104Q has an established all day PreK instructional program that includes a Universal class (general education) and a PreK Plus class (integrated co-teaching model for SWDs) that focuses on improving oral language abilities, emergent literacy skills that all students including ELLs and SWDs will need in order to ensure a successful transition to the lower elementary school grades.
- **Community Based Organization** – PS 104Q has established a partnership with the Safe Space CBO that operates Monday-Friday from 3:00 pm – 6:00 pm with additional days when school is on vacation and during the summer months. This program services 150 students daily and works hand in glove with our school in promoting homework help, anti-violence programs, individual and family counseling. The program offers a safe haven for students after school providing arts, academics, and sports activities.
- **Community Based Organization**- PS 104Q has established a partnership with the Rockaway Artist Alliance KidSmart Arts CBO that operates Monday-Thursday from 3:00 pm – 5:00 pm. This program services approximately 150 students with 75 of those students attending on Mon-Tues and the rest on Thurs-Fri. The program’s mission is to promote peaceful resolution to conflict through the arts. The program employs a strong youth program in that local teens are hired as “teen counselors” to support the program’s mission. Students participate in homework help and all forms of the arts including the visual and performing arts.
- **Cornell Nutrition Program** – PS 104Q has established a partnership with the Cornell Nutrition program that provides workshops to families in terms of providing information on shopping on a budget, healthy meals, cooking etc. This program supports our School Wellness initiative and promotes healthy living. This supports families in providing students the sustenance whereby learning is optimized.
- **PBIS (Positive Behavior Intervention Services)**- is a mainstay of our school culture. Also known as SAIL, students receive instruction and guidance on a daily basis in “**Showing Self Control, Acting Kindly, Independently Following Directions and Live Respectfully and Be Responsible.**” Through this program, students are recognized for positive behavior and that behavior is reinforced via reward on the individual and class levels via a ticket system. This program promotes peaceful resolution of conflicts and supports sustainable change in behavior.

SWP Schools Only

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.).

Our students transition smoothly from preschool into elementary school due to our already having two prek classes in PS 104Q. For those students who are coming from other preschool sites, our transition services include:

- 1) Parent involvement activities that include workshops, trips, in school activities;
- 2) Sharing of records/information from the preschool to PS 104Q;
- 3) Following up on early intervention services and providing similar services if mandated;
- 4) Articulation with the local community based organizations that provide services to prek students.
- 5) “Welcome to PS 104Q Curriculum Night” which is an overview of PS 104’s mission, vision, curriculum

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.

As part of the new NYSED and NYCDOE evaluation system, UFT and administration both selected staff members to participate on a Measures of Student Learning Team in which the assessments were chosen that would serve as part of the evaluation system for teachers. The team met regularly to discuss the various MOSL options and made selections. The

selections were then presented to the principal for supervisory approval.

Teachers additionally have limited choice as to the use of informal assessments within their classrooms. As a whole, the staff selected Teacher College Benchmarking as a school-wide literacy measure and chose Harcourt Go Math monthly assessments also.

TA Schools Only

Use of Program Resources

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

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).

PS 104Q 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 our school. Therefore, our 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 our school and the families. Our 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 our school community. Our 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 our school community;

Ps 104Q'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. Our 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 our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our 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 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 schools 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 our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our 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, Progress 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our 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 and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with 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 will 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 learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 quality ELL programs. 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 CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 104
School Name PS 104Q The Bayswater 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 ESL teacher, and one parent.

Principal Katie Grady	Assistant Principal Deirdre Mcshane
Coach type here	Coach type here
ESL Teacher lauren Saposnick	Guidance Counselor Marie Rella
Teacher/Subject Area Amanda Skiba	Parent Aisha Lopez
Teacher/Subject Area type here	Parent Coordinator Gilda Quijije
Related Service Provider Ellen Trachtenberg/SETSS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please 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 ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	603	Total number of ELLs	49	ELLs as share of total student population (%)	8.13%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														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	49	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	8
SIFE	4	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ 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		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	38	4	3	11	0	5	0			49
Total	38	4	3	11	0	5	0	0	0	49

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second 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	9	9	3	4	8	6								39
Chinese														0
Russian														0
Bengali														0
Urdu					1	1								2
Arabic	1		1	1	2	1								6
Haitian	1			1										2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	11	9	4	6	11	8	0	49						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	1	1	1	1	4								13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	4	2	2	7	3								19
Advanced (A)	5	4	1	2	4	1								17
Total	11	9	4	5	12	8	0	0	0	0	0	0	0	49

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2	1	0	9
4	6	0	0	0	6
5	4	0	0	0	4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		2		2		0		12
4	5		1		0		0		6
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		2		0		7
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools that are used to assess early literacy skills of the ELL's in our building is TCRWP on Grades K-5. Also, in grades 3 - 5 we use the baseline assessments in both ELA and Math. Throughout the year, our ELL's are assessed using TCRWP four times during the following months: October, December, March, and June. This allows for us to monitor student progress. Each child is tested independently. At the end of the assessment the child is given an independent reading level as well as an instructional reading level. The data allows for us to see the next steps of where students need to improve in terms of reading, fluency, and comprehension. This reading assessment drives our instruction in the proper places. It allows us to see different patterns and trends in their fluency along with their comprehension. Having such data gleaned from the running records enable teachers to see areas of strengths/weaknesses and areas that need improvement when concerning basic literacy skills of our ELL students. At this time, our ELL TCRWP indicates that on average our ELL students are scoring at a 1.2 level which includes all beginners, intermediates and advanced.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Reviewing the data for both LAB-R and the results of the NYSESLAT exam, the majority of our students are at the intermediate level. Out of our 49 ELL students present at P.S.104, 13 children are at the beginner level, 19 are at the intermediate level and 17 are at the advanced level of proficiency. A trend noticed in the results of both the LAB - R and the the NYSESLAT results are that if the student does not move out of beginner/intermediate after Grade 2, the students tend to remain in intermediate in Grades 3-5. We additionally note that our ELLs with disabilities rarely if ever test out with proficient on the NYSESLAT. Obviously instruction needs to be rigorous in every grade but especially in the grades lacking advanced proficiency. We must make sure that building background knowledge is incorporated in instruction along with best practices in order to achieve ELL success in all grades especially 1st through 4th. Over the years another trend that the data speaks to is that the majority of our beginner level students shows that they are either new to the school as well as the country. As students progress to the next band of the NYSESLAT, ELL's find the higher level of skills assessed much more difficult (ex: 2nd graders take the same text as the 3rd graders). Overall, student progress is seen as they move up to the next grade level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NOT APPLICABLE DUE TO THE SCORES NOT BEING RELEASED TO NYC SCHOOLS IN COMBINED MODALITIES.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Due to the fact that we have a sole model of ESL for PS 104Q, the patterns across proficiencies is noted in Question 2 above. As to ELLs faring in exams taken in English as compared to the native language, we find that even though students on testing grades are supplied with both a copy in English and a copy in the native language, students tend to use the English copy almost exclusively. As to the periodic assessments, this exam is given twice a year. This assessment allows for administrators along with other service providers of ELL students (regular education teachers and ESL teacher) to hone in on the results of the assessment and drive their instruction. As a team, we study the data and create an action plan in order to help each child become stronger in that particular area. Based on these assessments, we create long and short term goals for our students. Goals drive and motivate to do better and make room for improvement to take place. Through data, our ELL students are lacking progress specifically in ELA, both reading and writing. Out of our 49 ELL students, 10 students have special needs which indicate that they have additional learning issues. Having the results from the periodic assessment, we can analyze the assessment and hone in on the areas we need to. Therefore, as a whole we feel it is imperative to make our goals reasonable along with measurable. ELL native language becomes secondary to the acquisition of English language skills. In our ESL program, English only is emphasized. Native language is only used when translation from native language to English language is absolutely necessary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Looking at data not only amongst ELL's in our school but across all grades in the building we are aware that the RTI framework is

something that must be implemented in the regular schedule for our students. In order to better support our ELL's and focus on improving their academics, we use various interventions. Our main focus is to make student success happen on his/her grade level. RTI is a researched based intervention system. When using the following interventions our children seem to grasp concepts better.

- 1.) Small Group Instruction
- 2.) Differentiated Instruction
- 3.) Extra instruction in the Wilson Program (Phonics Program)
- 4.) Guided/support practice
- 5.) Use of graphic organizers to help aid in note taking and writing
- 6.) Hands on learning
- 7.) Technology/visual learning styles

We are additionally researching various computer assisted instruction programs for ELLs such as "Imagine" and "Oral Language: Let's Talk About It." We have worked with Rosetta Stone, but inconsistently across the grades. We have also purchased ELLIS, but find independent learning with it challenging for our students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
For our ELL's we make sure that second language development is targeted in order for our ELL students' success. We have a strong foundation for our children in literacy instruction which is aligned to the Common Core Learning Standards. This instruction is delivered through rigorous lesson plans which align themselves to the Common Core. Daily, children receive approximately over 200 minutes of direct literacy instruction through phonics, reading, and writing. However, literacy is taught across all content areas (math, science, and social studies) every day. This allows for students to transition smoothly into acquiring a second language (English) fluently. Assessments that we employ include Teacher College reading and Writing Project benchmarking, NYCDOE periodic assessments, NYCDOE baseline assessments, Harcourt Go Math unit assessments, teacher informal assessments in addition to others. Each of these assessments generates data/reports that we analyze to track student progress.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

NOT APPLICABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of the ESL program for ELL's at P.S. 104 by how children score on the ELA, Math and NYSESLAT exam. We take into consideration the progress they make on their TCRWP running records. Assessments that we employ include Teacher College reading and Writing Project benchmarking, NYCDOE periodic assessments, NYCDOE baseline assessments, Harcourt Go Math unit assessments, teacher informal assessments in addition to others. Each of these assessments generates data/reports that we analyze to track student progress. The results of the assessments determine their reading level from the beginning of September until June. This allows for teachers to see their progress in all areas of reading throughout the school year. We additionally evaluate the ELL program by evaluating the success of the ELL teacher through the NYS Measures of Teacher Practice aligned with the Danielson Teaching framework and the selected NYS and Local Measures of Student Learning.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps us identify students who may have limited English language proficiency. This survey (HLIS) at PS 104Q is administered by Lauren Saposnick, NYS/NYC certified ESL teacher. Our bilingual Parent Coordinator, Gilda Quijije, supports our families by translating any questions that our non-English speaking parents may have during this process. Translation services are available throughout the entire process for families through either in house translators (Spanish, French) or the NYCDOE Translation Office if a family speaks a language for which no translator is available. Lauren Saposnick, ESL teacher, is responsible for submitting completed “office” copies of the HLIS to Lorraine McCarthy, pupil personnel secretary, for entering the appropriate language codes into ATS. Within ten days of admittance and if the HLIS indicates that the student uses a language other than English, Lauren Saposnick, ESL teacher, conducts an individual, 1:1 oral, informal interview in English with native language supports for each flagged student. Interviews are conducted in this manner due to the fact that Ms. Saposnick is primarily an English speaker with conversational Spanish. After the informal interview is conducted in English with native language supports and the child is found eligible, Ms Saposnick then conducts a formal assessment using an English proficiency test called the Language Assessment Battery-Revised (LAB-R) The LAB-R is administered in a 1:1 setting with the teacher using a script to ensure consistency of administration. If the LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must be administered the Spanish LAB to determine language dominance. Though Ms. Saposnick’s native language is English, the script supports her conversational Spanish while she administers the Spanish Lab in a 1:1 setting. Performance on this test determines the student’s entitlement to English language development support services. Once tested with the Lab-R and Spanish LAB (eligible students only) and after the parent orientation, all students who qualify are then scheduled for ELL services based on parental choice. The details of our Parent Orientation are explained in Question #2.

In addition to identifying newly enrolled ELLs to the public school system, we also review our student data for any ELLs new to our school and who have been previously enrolled in a NYS school by reviewing all NYSESLAT data. We run the RNMR (NYSESLAT Modality Report) and the RBPS (BESIS Summary Report) to cross check for each student the number of years serviced and eligibility for services. We then analyze the NYSESLAT data to identify students’ program placement.

This process is repeated throughout the school year for any new admit to PS 104Q to ensure that all eligible students receive the appropriate, mandated services.

In the Spring, we assess our ELL students’ growth by administering the New York State English as a Second Language Test (NYSESLAT). This exam, developed by the NYS Education Department, measures English Language Arts proficiency levels (i.e. beginning, intermediate and advanced). Proficiency levels determine the appropriate ratio of English to native language use in educational bilingual programs as well as requirements for ESL instruction. This exams assesses for student proficiency in listening, speaking, reading and writing in English. With support from Marybeth Maiorano, Testing Coordinator, and Maritza Williams Jones, Assistant Principal in charge of Testing, Ms. Saposnick creates a testing schedule whereby all eligible students are scheduled to take each part of the exam. Families of eligible students are notified of the dates of the exams to ensure that their child is present. The assessment is administered by Lauren Saposnick, ESL teacher. Ms. Saposnick administers the NYSESLAT in a 1:1 setting for speaking and in small groups for the listening, reading and writing portions of the exam. If a student is absent for any one of the four components, a make up exam is scheduled for that student and administered within the testing window. Data from this exam is disseminated to the ESL teacher, all classroom teachers and families. The LAP team, in conjunction with the staff, analyze the data for individual areas of strength and areas for improvement for each ELL child. ESL and classroom instruction is then differentiated accordingly. The data examined include the RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2) In September or within the first 10 days of admittance, all parents/families of eligible, new public school ELL students are invited to the PS 104 ELL Parent Orientation regarding their right to a program of choice. The Parent Orientation takes place after all students are screened for eligibility and within the first ten days of school as mandated by NYSED and NYCDOE. Parent outreach is conducted by Lauren Saposnick , ESL Teacher, under the supervision of Deirdre McShane, Assistant Principal, and with the support of Gilda Quijije, Parent Coordinator. Ms. Saposnick sends letters home via mail and by book bag in the native language and English explaining parental rights to either choose a Transitional Bilingual Program, a Dual Language Program or a Freestanding ESL Program and that information about all three programs will be given at the Parent Orientation meeting. During this meeting, parents view a video in their native language that explains the difference between the three program choices and the

parental right to choose which program in which their child will be serviced. Ms. Saposnick explains, with translation support from Gilda Quijije, bilingual Parent Coordinator, the difference between each of the three programs. Ms. Saposnick explains that a Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. A transitional program of instruction includes: an ESL component designed to develop skills in listening, speaking, reading, and writing in English; content-area instruction in the native language and English designed to teach subject matter to ELLs; and a Native Language Arts (NLA) component designed to develop listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. In a TBE program, as students develop English Language skills, time in the native language decreases. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English. When explaining a Dual Language program, Ms. Saposnick informs parents that Dual Language programs are designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, Ms. Saposnick explains that monolingual English students are given the opportunity to learn a second language in the same class. Parents learn that Dual Language programs have a very clear language policy: students receive half their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. Dual Language programs serve both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language. Lastly, Ms. Saposnick explains to the families about the Freestanding English as a Second Language (ESL) program. This program provides instruction in English with native language support, emphasizing English language acquisition. Students in freestanding ESL programs come from many different native language backgrounds, and English is the only common language among them. Ms. Saposnick further explains that there are three organizational models for ESL including "push in", "pull out" and "self-contained".

If a parent is unable to make the meeting, a tear off on the bottom of the invitation letter allows for parents to choose the program that they want for their child. Our bilingual Parent Coordinator, who co-hosts the Parent Orientation with the ESL teacher, works with individual families in their native language who have additional questions. Parents who attend the orientation are able to submit their program choice that day or soon thereafter.

Afterwards, outreach continues to ensure that all program choice letters are returned. This outreach includes follow-up letters, phone calls and emails (if applicable). Staff involved in this outreach are: Lauren Saposnick, ESL teacher, Gilda Quijije, Parent Coordinator, Maria Rivera, School Aide, Lorraine McCarthy, Pupil Accounting Secretary. Parent Program Selection forms are sorted first by program and then by grade in order to determine appropriate placement for ELL students. A list is then created of parental choice for the current school year. That list is then added to lists from previous years and analyzed for numbers of students by program selection and grade. As a result of analyzing this information and in line with CR Part 154 mandates, we notify parents if a program that they had previously chosen is now available at our school. Methods of notification include postal mail, book bagged letters, phone calls and email (if applicable). If there are 15 or more ELLs of the same language in two contiguous grades, we are required under CR Part 154, as amended by the ASPIRA Consent Decree, to form transitional bilingual classes.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 - 3) PS 104Q ensures that all entitlement letters are distributed and Parent Survey and Program Selection forms are returned through a systematic approach to record keeping. Ms. Lauren Saposnick, ESL teacher, is responsible for the entire process with supports from a variety of staff members. To determine entitlement, Deirdre McShane, Assistant Principal, works with Lauren Saposnick, ESL teacher, in analyzing data from the LAB-R (Language Assessment Battery-Revised), Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science). After determining entitlement to services by analyzing the aforementioned data, Ms. Saposnick with the assistance of Lorraine McCarthy, Pupil Accounting Secretary, mails and bookbags the entitlement letters in addition to invitations (in both English and native language) to the Parent Orientation meeting where program choice is discussed and the video is viewed. After the meeting, parents then submit their program choice and sign off on the "entitlement" letter that is written in both English and the native language. Entitlement letters are then copied and the originals are placed in the student's cumulative record card folder. Photocopies are maintained by both Ms. Saposnick, ESL teacher, and Deirdre McShane, AP. Additionally, Lorraine McCarthy, Pupil Accounting Secretary, enters all information into ATS using the ELPC function. This function includes: date of LAB-R administration and questions regarding

parent choice orientation, parent's choice of program and in which program the child was placed. For families who are unable to attend the Orientation meeting, we continue our outreach via mail, bookbag, phone calls and email (if applicable). We strongly encourage all families to view the orientation video prior to making a program choice because informed decisions are essential in educating a child. If a child is enrolled after the September informational meeting, the parent is contacted via phone and invited to school for a meeting. If the parent is unable to attend in person, a written notice is given and the parent/guardian makes their selection. Our parent coordinator collaborates with the ESL teacher in following up on Program Selection forms that are not returned. The parent coordinator and ESL teacher will send second and third notices with follow up phone calls if Program Selection forms are not returned. Thus far, we have had no issues with parents not returning the program choice form. However for those families who do not return the form after repeated attempts, we notify the family that their child must participate in a transitional bilingual program as per CR Part 154 regulations.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Once ELL students are identified as eligible through HLIS, informal interview and then the LAB-R assessment or NYSESLAT, parents make their program selection. All procedures for program choice are outlined in the previous answer (#3). Parental program choices are then categorized by grade and student's level (beginner, intermediate, advanced). If a significant number of parents choose either Transitional Bilingual or Dual Language, a multi-grade class is created and a certified bilingual educator is hired. The rationale for a multi-grade class is that we have a small ELL population. Thus, we do not have enough ELL students on each grade for a single grade class. If parents choose a Freestanding ESL program, students are serviced via a push in/pull out homogenous model. ESL instruction is delivered by our NYS/NYC ESL teacher on staff. If a parent chooses a program that the majority of parents do not choose, we contact that parent regarding various options including finding a seat in another school that offers the chosen program. This contact is in the form of mail, bookbagged notices, phone calls etc. in both English and the native language. If the parent agrees, we then contact that school via email, phone and in writing to expect this child's enrollment based upon parent program choice.

Once parental choices are categorized by grade, Deirdre McShane, Assistant Principal, works with Lauren Saposnick, ESL teacher, in analyzing data from the LAB-R (Language Assessment Battery-Revised), Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science) in order to appropriately place the student in an ELL instructional program. All families are notified in writing (english and native language) as to their child's placement. These letters are sent via mail and bookbag. Placement letter records are maintained by Ms. Saposnick, ESL teacher, and Deidre McShane, AP. Additionally, Lorraine McCarthy, Pupil Accounting Secretary, enters all placement information into the ELPC function in ATS.

For those students who have previously received ELL services, Ms. McShane with Ms. Saposnick review the data including the LAB-R (Language Assessment Battery-Revised), Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science) in order to appropriately continue or discontinue services for the ELL child. "Continued Entitlement" letters are then bookbagged and mailed in both English and the native language. When returned, records of these letters are maintained by Lauren Saposnick, ESL teacher, and Deirdre McShane, AP.

Distribution of all entitlement letters (new and continued) are both book bagged and also mailed home to the family. Ms. Lauren Saposnick keeps those returned entitlement/program choice letters on file.

5. 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.

Prior to the administration of the NYSESLAT, Pupil Accounting secretary Lorraine McCarthy runs an RLAT for the current year to ensure that all children will be tested. She then gives copies of this to the Lauren Saposnick, ESL teacher, Marybeth Maiorano, Testing Coordinator and Deirdre McShane, ESL supervisor. Maritza Williams Jones, Testing Supervisor, works with Marybeth Maiorano, Testing Coordinator, to create a schedule in which each child is tested in all four NYSESLAT components under the NYSESLAT guidelines.

6. 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? (Please 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? Describe specific steps underway. ①

Our program model is a direct result of parental choice. With 100% of ELL families choosing a freestanding ESL program, we provide services accordingly. Thus, our services offered are in line with parent requests. All program choice letters are on file. With a full-time ESL teacher there is flexibility to schedule students for a homogeneous pull out program for mandated ESL instruction without interfering with all other daily academic areas. After reviewing the 13-14 parental choices, we have determined that no parent chose either a Transitional Bilingual Education or Dual Language Program opting instead for a freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (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])?

ESL instruction is delivered in a homogeneous, ungraded pull out model with the exception of our Kindergarten/Grade 1 push in program for 360 minutes a week. Students are grouped according to proficiency level (beginner, intermediate, advanced) keeping in mind age appropriate instruction. Depending on the number of ELL students, ESL instruction is delivered to ungraded ESL groups. For example, PS 104 currently has a Grade 3-5 beginner/intermediate group and another Grade 3-5 advanced group. The program model is a freestanding model where students are in their regular class all day and then are pulled for ESL instruction based upon their proficiency level. The literacy program used by the ESL teacher is Balanced Literacy and includes read aloud, shared reading, guided reading etc. The teacher self selects materials based upon the genre of the month model in our school. Ms. Saposnick, ESL teacher, plans instruction aligned with the common core learning standards.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2) Since Ms. Saposnick is our only ESL teacher, Deidre McShane, AP, helps create the teacher's program. This is to ensure that all students receive their mandated minutes of instruction. Due to the fact that no parent has opted for any program other than a Freestanding ESL program in the past six years, explicit NLA instructional minutes do not apply. Currently, Ms. Saposnick has four different, pull out groups: K-2 Beginners, K-2 Intermediate/Advanced, 3-5 Advanced and 3-5 Beginners/Intermediates. All of our beginners and intermediates receive 360 minutes of explicit ESL instruction per week with a minimum of 50 minutes a day in ELA. Advanced students receive 180 minutes of explicit ESL instruction over the course of a week with a minimum of 50 minutes a day in ELA. ESL instruction is delivered by the ESL teacher. ELA instruction is delivered by the classroom teacher. We additionally use Title III funds to support an ESL afterschool program that focuses on literacy and math for all grades. The program generally takes place in the spring prior to the NYSESLAT testing.

3. Describe how the content areas are delivered in each program model. Please 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.

Since we do not have a Transitional Bilingual nor a Dual Language program for the 13-14 school year, delivery of content area instruction in these models is not included in our 13-14 LAP. Currently content area instruction is delivered through our regular classroom setting and during ESL instructional periods. All students receive ELA instruction within the balanced literacy setting. Students participate in read alouds, shared readings, and guided reading. Explicit ESL is delivered by the following methodologies and strategies: repetition, facial expressions, gestures, visuals, auditory, and tactile tasks are used. The listening, speaking, reading, and writing skills are also implemented. Instructional materials used to support ELLs include: the CALLA book, Rigby guided reading books, picture books, large type books, non-fiction books, fiction books, books across the content areas, Harcourt Go Math materials books, a multi-grade/multi genre classroom library, and Math Matters books. In addition, the ESL classroom is near the P.S. 104 professional development library that houses over 10,000 leveled guided reading books, Making Meaning read aloud kits and a wealth of professional development resources. The ESL teacher uses these materials on an ongoing basis.

As with literacy instruction, ELLS receive content area instruction primarily from the classroom teacher, but with additional supports provided during the ESL periods. Our curriculum includes Harcourt math, science and social studies on all grade levels with an infusion of Core Knowledge content. All appropriate ESL methodologies for delivering instruction are included with an emphasis on repetition, facial expressions, gestures, visuals, auditory and tactile tasks. In addition, both the ESL teacher and classroom teachers emphasize the difference between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Where BICS is used heavily in our Beginner groups, teachers focus much more on CALP in our intermediate and advanced groups due to the fact that making content comprehensible to enrich language development is a top priority for our ELL students. PS 104Q pushes those skills required for higher order thinking tasks in both the native language

and english.

Paste response to question here:

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

In order to ensure that all ELLs are appropriately evaluated in their native language, our ESL teacher shares native language information with our Testing Coordinators Maritza Williams Jones, AP, and Marybeth Mairano, Testing Coordinator. NYS Math and Science exams are ordered for each child in their native language. Thus on testing days, our students are provided both an english copy of the exam in addition to the native language copy if available. If the language is not available, we contact the Office of Translation Services and contract with them for a native speaker to verbally translate the exam. This occurred last year with our Arabic students.

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

With our continuous focus on the Common Core Learning Standards that incorporate reading, writing, listening and speaking, we ensure that ELLs are appropriately evaluated in all four modalities. Classroom teachers in partnership with the ESL teacher regularly assess students for oral reading/fluency, speaking, writing in various genres and reading a variety of texts with a balance of fiction and non-fiction. Through the results of both the periodic assessment and the NYSESLAT we can tell that our ELL students are appropriately evaluated throughout the entirety of the year. The results/data give us a clear picture as to where our ELL students stand in the progress they are making throughout the school year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6) Due to the diverse needs of ELL students at PS 104Q, we differentiate their instruction based upon grade level, NYSESLAT/LAB-R data and number of years as an ELL. Our plan for differentiation is outlined under 6A-6D.

6A) SIFE students are students with interrupted formal education. Many SIFE students need improvement with basic literacy skills such as the alphabet. When planning lessons, the ESL teacher targets in on the alphabet, simple words, and visuals to support the ELLs to acquire English Language proficiency. In addition, the ESL teacher incorporates the strategies that encourage the SIFE students to acquire listening, speaking, reading, and writing skills in English. All SIFE students receive the necessary help via our free standing ESL program. The instructional plan uses ESL strategies such as exaggerated gestures, repetition, slow speech, visuals and analyzing reading material to make it easier to comprehend. The Rigby reading series as well as other appropriate ELL materials are used.

6B) ELLs in US schools less than three years receive the necessary help in listening, speaking, reading and writing in English. Assessments such as the LAB-R, NYSESLAT and ESL periodic exams continually allow us to examine student achievement and progress. Additional help is then given according to individual needs and is differentiated by such. The ESL program, as well as guiding ELLs in acquiring English, also helps to prepare them for the ELA exam. Strategies such as note-taking, listening skills and reading comprehension are focused upon. The extra guidance in ELA test prep using effective ESL strategies allows for the ELLs to get the instruction they need to help them succeed.

6C) ELLs receiving services for four to six years receive ESL instruction according to their levels on the NYSESLAT and ELL periodic exams. The levels of the four modalities: listening, speaking, reading and writing are analyzed. According to the levels of Beginner, Intermediate, Advanced, or Proficient, students then receive the required necessary attention to help them achieve the skills they may still be lacking. The goal is to help ELLs achieve English Language proficiency in all modalities. Once the ELLs achieve proficiency, they test out of the ELL program and then receive transitional services .

6D) Long term ELLs are those ELLs that have completed six, full years of ESL servicing, receive extra attention basically in reading and writing skills. Having completed so many years in the program, they perform well in listening and speaking. Using the ELL periodic exams and NYSESLAT score, modalities that present challenges to students are those targeted for instruction. We additionally analyze if a learning disability is involved with an ELL child and work with the child using multi-sensory learning and techniques including instructional technology. At times, the second language is used to support concepts and language learning where feasible and necessary. The ELLs are encouraged to acquire English language skills and attain learning standards. The plan for long-term ELLs is to target in on literary areas that need improvement. Instruction is differentiated for all ELLs on the classroom and ESL teacher levels. Teachers drill down on specific needs and create student goals for ELLs centered on those needs. The plan for ELLs identified as having special needs is

to consider those needs when planning lessons to teach them more effectively. Giving special education ELLs extra attention helps to increase student achievement. The plan for students who are reaching proficiency on the NYSESLAT is to continue to help them focus on areas such as reading and writing. Once the areas are addressed, there should be an increase in proficient students.

6E) For those students who have tested out proficient, we monitor their progress through data analysis of Teacher College benchmarking, NYS exams, informal assessments by teachers etc. Test accommodations for former ELLs are provided as outlined under NYSED guidelines. We additionally offer at risk services for these students to support their continual growth in English.

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

Ells identified as having special needs require help in acquiring the English language. As with other Ells, the assessment results of the ELL periodic exam, the NYSESLAT and LAB-R help to determine where special need Ells require the most support. Ms Saposnick, ESL teacher, in conjunction with Ms. McShane, AP, analyze the data for individual areas of strength and areas for improvement for each ELL SWD child. The data examined include the RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science). Through SESIS and via hard copies, Ms. Saposnick, ESL teacher, receives the IEP of each ELL SWD pupil. Ms. Saposnick reviews the IEP goals and keeps those individual goals forefront in her planning. Through using the IVR Call In system, Ms. Saposnick ensures that her first start dates for ELL SWD students is entered into the tracking system. Additionally, all related service providers for an individual ELL SWD pupil must follow the same IVR and SESIS attendance procedures. By doing this, one ensures delivery of instruction and mandated services. For those ELL SWDs whose IEP mandates bilingual instruction, we first see if we have enough ELL SWDs across three contiguous grades to form a bilingual special needs class. If not, those students with mandated bilingual IEP receive a 1:1 bilingual paraprofessional for instructional support.

IEP goals additionally give insight into the needs of an ELL student with disabilities. All IEP mandates are provided for our ELL SWD population. Between the information from the exams and the annual review/triennial testing for a special needs ELL, these students receive support for their learning disability and language acquisition. Lessons are modified according to the IEP. Materials that are used are the same materials used for our general education ELL population and are outlined throughout this entire plan.

Instructional strategies for ELL SWD pupils include all that are used by our general population. Currently content area instruction is delivered through our regular classroom setting and during ESL instructional periods. All ELL SWD students receive ELA instruction within the balanced literacy setting with support programs such as Foundations, Earobics, Soliloquoy and Moby Max. Students participate in read alouds, shared readings, and guided reading. Explicit ESL is delivered by the following methodologies and strategies: repetition, facial expressions, gestures, visuals, auditory, and tactile tasks are used. The listening, speaking, reading, and writing skills are also implemented. Instructional materials used to support ELLs include: the CALLA book, Rigby guided reading books, picture books, large type books, non-fiction books, fiction books, books across the content areas, Harcourt Go Math materials books, a multi-grade/multi genre classroom library, and Math Matters books. PS 104 places a strong emphasis on multi-modality instruction for our ELL SWD students. This is important due to the fact all avenues for learning need to be explored and implemented for the ELL SWD child.

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

7) Scheduling of our ELL SWD population is fairly easy due to the fact that we have nine students who qualify under the ELL SWD criteria. Our ESL teacher provides both push in and pull out service specifically for our SWD ELL population. All of our SWD ELL students are mainstreamed with general education ELLs in our ESL groupings (beginner, intermediate and advanced). Flexible scheduling is used to mainstream those students who qualify most specifically in mathematics since it is a common language to all. Students are additionally mainstreamed for non-academic subjects such as art, music, gym, lunch, computer etc. When mainstreamed during these times our SWD ELL population is maintained in the least restrictive environment. All ELLs and ELL-SWDs are included in all school programs including extra curricular activities such as Safe Space OST, Rockaway Artist Alliance KidSmart program, NY Roadrunners, Achiiiles' Kids and much more.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

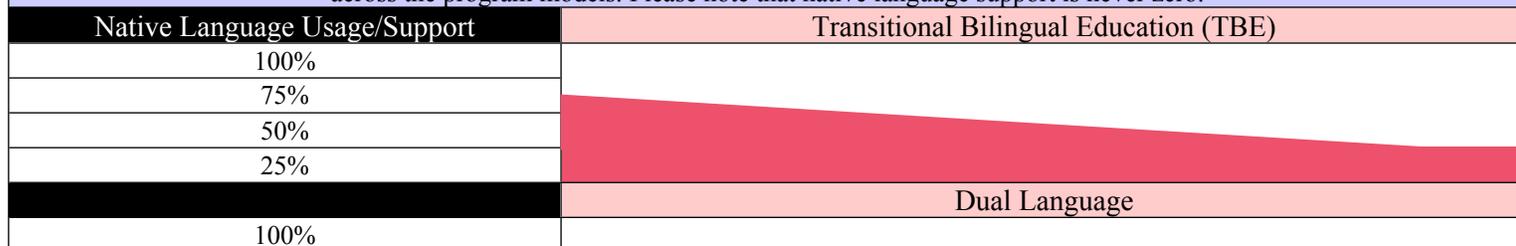
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.

8) All interventions available to our general population are also available to our ELL students. These interventions include our 37.5 minutes small group tutoring period, Tier I classroom interventions that include computer assisted instruction and differentiation according to need, 1:1 tutoring where warranted, an ELL afterschool program on all grades prior to the NYSESLAT exam, use of Moby Max, an web based program, on all grades for literacy/math, employment of differentiation through Harcourt Go Math, use of tiered assignments and choice boards. Tier II interventions include pull out instruction for literacy and math via a literacy/math specialist. All interventions are delivered in English with native language supports that include translation dictionaries, thesauruses, etc.

Content Specific interventions for all students including ELLs and ELL SWDs include:

ENGLISH LANGUAGE ARTS

LEVEL I INTERVENTIONS : Daily throughout the year – includes all ELLs and ELL SWDs

- Grades K- 5 : 120 minutes ELA
- Differentiated instruction based on need
- Guided Reading and 1:1 conferencing addressing individual student need
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Foundations Grade 3
- Core Knowledge reading Pilot K , 1, 2, 3

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

- Foundations – K-5- small group phonics instruction, pull out, during the day
- Earobics – Grades 2-3 special education
- Great Leaps – K-5 Special Education
- Early Success - Grade 1 - small group comprehension instruction, push in, during the day
- Metacognitive Strategies Instruction - Grades 3-5 comprehension instruction, pull out, during the day
- Lunch and Learn - Grades 1-5 - small group tutoring comprehension instruction, during the day
- ELA/Reading in the Content Area Skills Work - Grades 1-5 - small group 37.5 minutes
- ELA Skills Work/Reading in the Content Area/Test Preparation - Grades 3-6 – Saturday Academy
- Circular 6R Skills instruction - Grades 1-, 1:1 or small group instruction based on student needs
- Summer School - Grades 3-5- Small Group Instruction, 4 days a week for six weeks
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Safe Space OST After school tutoring

MATHEMATICS

LEVEL I INTERVENTIONS : Daily throughout the year

- Grades K-5 : 90 minutes Math
- Differentiated instruction based on need with Tiered assignments
- Small Group and 1:1 conferencing addressing individual student need
- Harcourt Go Math Differentiated Instruction
- Math Consultant for Time on Task
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

- Math Skills Work - Grades 1-5 - small group 37.5 minutes through use of Daily Elements in math
- Math Skills Work/Test Preparation - Grades 3-5 - small group, Afterschool
- Lunch and Learn - Grades 1-5 - small group tutoring, during the day
- Circular 6R Skills instruction - Grades 1-5, 1:1 or small group instruction based on student needs
- Summer School - Grades 3-5- Small Group Instruction, 4 days a week for six weeks
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.

- Safe Space OST After school tutoring

SCIENCE

LEVEL 1 INTERVENTION

- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Reading in the Content Area instruction through Core Knowledge with a focus on strategies

LEVEL 2 INTERVENTION

- Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Safe Space OST After school tutoring

SOCIAL STUDIES

LEVEL 1 INTERVENTION

- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Reading in the Content Area instruction through Core Knowledge with a focus on strategies

LEVEL 2 INTERVENTION

- Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Safe Space OST After school tutoring

ATTENDANCE INTERVENTION

- Monitor attendance of At Risk students (less than 90%)
- Conducts outreach services
- Family counseling
- Attendance teacher
- Referrals to Support Agencies

ALTERNATIVE INSTRUCTION SUSPENSION PROGRAM

- Superintendent Suspension
- Uninterrupted Academic Instructional Support
- Frequency Based on Need
- Counseling Provided
- Reduced Teacher ratio enabling small group and individualized instruction based on assessed needs.

IN SCHOOL SUSPENSION (SAVE) ROOM

- Frequency based on needs
- Counseling

CONFLICT RESOLUTION PROGRAM

- Whole class and small group lessons in conflict resolution
- 1:1 counseling in resolving conflict/anger management
- Small group, peer mediation
- Family outreach and problem solving

GUIDANCE COUNSELOR INTERVENTION

- Group and Individual Counseling
- Needs based
- Students not meeting promotional/performance standards
- Students experiencing behavioral, emotional, family issues negatively impacting on learning
- Referral to support agencies
- Whole class/small group guidance lessons

ELL SUPPORT COUNSELING

- Guidance Counselor Support Services

- Additional Educational Assistants or individualized Attention
- Frequency Based on assessed needs

SOCIAL WORKER INTERVENTION

- Small group, individual and family counseling
- Consultation with classroom teachers for development of behavior intervention plans
- Crisis intervention/crisis counseling as needed

9) The PS 104Q plan for transitional support for those ELLs attaining proficiency is to continue providing supports to these students through academic intervention services. During NYS testing, those ELLs requiring transitional supports are tested in a separate location with extended time provided. Additionally, all of the aforementioned interventions are available to transitional ELLs as well in order to support their growth.

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

The content areas are delivered in each program model to encourage students to develop cognition and complex language. The scaffolding strategies are implemented to organize instruction that introduces rigorous and academic vocabulary/language and concepts which are to simplify the language for better understanding. Strategies such as speaking slowly, using picture cards, cognitive mapping, labeling, word association, facial expressions, hand gestures, and body language provide children with the necessary steps in order to become proficient. Through these strategies students progress and achieve their instructional goals. As noted earlier in this plan, we have noted that if our students do not test out after Grade 2, they generally advance rather slowly through the proficiency levels. Thus, our focus this year is on language development to support the literacy shifts for increased academic language. By focusing upon the art of conversation, discussion and student to student questioning, we hope to build the content language for all students including ELLs. Assessments that we employ to measure the effectiveness of our program include Teacher College reading and Writing Project benchmarking, NYCDOE periodic assessments, NYCDOE baseline assessments, Harcourt Go Math unit assessments, teacher informal assessments in addition to others. Each of these assessments generates data/reports that we analyze to track student progress. The data is analyzed on an "as need" basis in that we analyze it when it is available. Unit assessments are analyzed after the unit. Benchmarking is analyzed quarterly etc..

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

For the 13-14 school year, PS 104 plans to host an afterschool program as opposed to a Saturday Academy in that we may draw more numbers of ELL students. Additionally, PS 104 has hired a bilingual parent coordinator in that our school's ELL population is growing.

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

We plan on discontinuing our Saturday Academy due to low numbers of ELL students able to attend. However, we will have an academic afterschool program in its place for ELLs on all grade levels.

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

All notices regarding afterschool programs and supplemental services are translated into native languages and distributed. Equal access is a priority in our school. Additionally, our bilingual parent coordinator spends much time with our LOTE parents explaining how the programs work etc. Lastly, our ELLs have equal access to all programs in that we have ELL students in all classes and are afforded the same opportunities as non-ELLs. Our afterschool academic program is specifically ELL driven and is inclusive of non-ELL students. In addition to our school program, PS 104Q is host to two community based organization (CBO) programs that include the Rockaway Artist Alliance Kidsmart Program and the Safe Space Out of School time program. Both programs service students in homework help, art, music, sports, dance etc. The ration of ELLs to non-ELLs in these program are similar to the ratio of ELLs to non-ELLs in our building. In order to promote these programs to families of ELLs, we offer translation services from the school to these CBOs during the registration process. By doing so, many of our families feel more comfortable in registering their children for extracurricular activities. PS 104Q supplemental services are listed under the category of academic interventions. Title III funding pays for our academic, afterschool program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In addition to all regular school materials being available in both English and Spanish, PS 104 ELL students participate in Moby Max, a differentiated web based reading and math program. For our beginners, they are able to participate in their native language. Other students on the intermediate and advanced levels participate in English. We additionally have ELLIS, EAROBICS, Reader Rabbit, Soliloquoy and

Rosetta Stone English software on computers in classrooms to support student growth in listening, speaking, reading, and writing in English. The materials used to support ELL language acquisition are Harcourt Go Math, science and social studies through Core Knowledge content.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in our ESL program through materials in English with native language support through dictionaries, thesauri, native language textbooks if required..

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services support and resources align with ELL student ages and grade levels. We generally group students by combining early childhood grades together by proficiency level (i.e. K-1 Beginner/Intermediate) or testing grades by proficiency level (i.e. 3-5 Advanced). By doing so, ELL instruction is age and proficiency level appropriate.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

For the students identified as ELLs enrolled prior to the beginning of the school year, PS 104Q hosts an orientation meeting for parents and children. Oftentimes, however, newly admitted ELL children do not enroll until September when school begins. We rarely have ELL students list noticed from local PreK programs to our school from the area.

18. What language electives are offered to ELLs?

PS 104Q does not offer language as an elective. Paste response to question here: Paste response to question here:

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NOT APPLICABLE

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The PS 104Q Professional Development Plan for all teachers of ELLs is quite extensive. Our ESL teacher, Lauren Saposnick, participates in Network 210 monthly professional development sessions as well as school based professional development sessions. Sessions include preparing students for the NYSESLAT, differentiation for ELLs, meeting the needs of ELLs, etc. Ms. Saposnick, ESL teacher, then returns to the building and turn keys the training that she received. In addition to ELL specific professional development, our staff is provided training in differentiation of instruction, curriculum mapping, performance task and rubric writing aligned with the Common Core Learning standards.

2) ESL professional development for speech teachers, occupational therapist, physical therapist, school psychologist and social worker is conducted at their monthly trainings. All others including secretaries, guidance counselors, parent coordinators, family workers, general education teachers, special education teachers, subject area teachers and paraprofessionals are given professional development in house by our ESL teacher, Lauren Saposnick for a total of 7.5 hours. This professional development is in the form of inter-visitations among classes, demonstration lessons, workshops and 1:1 conferencing with the ESL teacher regarding the needs of specific students. Additionally, the ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom. Each classroom teacher in P.S. 104 was provided a CALLA handbook and packet to use as a resource for lesson planning. The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level. Professional development meetings will be held once a month where topics such as ELLs and standardized testing, cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom are provided. The PS 104Q ESL teacher is responsible for providing staff development on Using ELLIS (computer assisted program for English Language Learners) in all content areas; Cross Cultural Appreciation; ESL in the Content Areas; Communicating Successfully to ESL Students; BICS and CALP; inter-visitations where the monolingual teacher can view the ESL teacher in her classroom implementing ESL strategies. The ESL teacher herself attends monthly professional development sessions provided by the Network ELL staff on both compliance and instructional issues. Calendar of PD dates for PS 104 staff include the following:

September - Reading the NYSESLAT scores for ELL classroom and support service instruction. Differentiation based on need.

October - BICS and CALP - Different approaches for specific language acquisition

November - Cross Cultural Appreciation

December - Communicating Successfully with ELL Students

January - Reviewing Acuity Scores

February - Total Physical Response: What is it? How does it Help the ELL Student?

March - Working with ELL Families

April - ESL and the Content Area

May - NYSESLAT Test preparation

June - A Year in review: How to measure an ELL student's growth over a year.

Meeting agendas and sign in sheets are maintained by the ESL teacher, Lauren Saposnick, and the assistant principal, Ms. Mcshane. An additional file is kept in the principal's office.

3) Yearly our guidance counselor is trained in how to provide support to ELLs transitioning from elementary school to middle school. Families participate in a Middle School Information meeting where all parents including ELL parents can receive information re: specific programs available to our students. Our parent coordinator makes appointments with our ELL parents to assist them in completing the middle school applications. Our guidance counselor works very closely with our ELL families in ensuring that the middle school of choice has the programs, supports and resources for ELLs akin to our school. Additionally, all administrators at PS 104Q are given training in how to provide support to those staff members who teach ELLs. Additionally, we ensure that articulation

between the elementary school and middle school takes place.

4) Please see #2 in the above that outlines all professional development for all staff members.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of October outlining the PS 104Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language.

As a direct outgrowth of the involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population which constitutes 8.09% of our school population.

Workshops and Training Inclusive of ELL parents and community members are:

Partnership with the Office of Adult Education in order to provide evening classes for parents in ESL, Citizenship Preparation Courses and General Equivalency Diplomas (GED).

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting
- Parent literacy development
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.
- Parent Coordinator school based workshops
- Leadership Program Parent workshops
- Cornell University Nutrition Workshop series
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages.
- Conduct workshops to increase parents understanding of Common Core Learning Standards, assessments, and the new reading and math curriculums
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available.
- Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish
- Network monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

In addition to all of the above, translation services are offered within the school: 8 staff members who can translate Spanish, 1 staff member who can translate French, in house translation to Spanish, use of NYCDOE Translation Services.

2) Our school partners with a variety of community based organizations as outlined above. Those partnerships include Learning Leaders, Partnership with Children, Queens District Attorney's Office, Cornell University Nutrition, Achilles Kids (sports), NY Roadrunners (track and field), Safe Space and Rockaway Artist Alliance Kidsmart program. All of these organizations hold workshops for all of our families including ELLs. Workshops include academics, social interactions, parenting skills, family project ideas etc.

3) Our primary method of evaluating the needs of of ELL families is through the NYCDOE Learning Environment Survey and also a school generated survey specific to parents of ELLs. Informal conversation is also a primary means of assessing parental concerns and needs. Last year's PTA President was an ELL parent who worked diligently on promoting ELL parent involvement. This year, we now have two bilingual PTA Executive Board members with the PTA President being bilingual and the PTA

secretary being an ELL parent with some English. As indicated in #1 of this section, translation services are available at all events and for all meetings. On staff there are 8 staff members who can translate Spanish, 1 staff member who can translate french. We additionally seek support from the NYCDOE Translation Services Office. For "Open School Night" where parents have 1:1 conferences with the teachers, we survey our Spanish speaking families for volunteers who are willing to come in and translate. We additionally have built a rather large contingent of former ELL students who are in high school who do community service as translators for Open School Night. By doing this, we support the needs of our families and promote community service and involvement.

4) As already explicated in #1 in this section, we host a wide variety of parent involvement activities that support the needs of our families.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q104 School Name: The Bayswater School

Cluster: 2 Network: 210

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

During the enrollment process of a new student, the school requests that families complete the HLIS to determine the primary language of the student and parent. This data is maintained and recorded in ATS, the HLIS and the blue emergency card. This information is also noted on the child's cumulative folder and in ARIS. The data used to assess written translation needs includes the number of enrolled students including ELLs whose parent's primary language is a language other than English. The data used to assess the oral interpretation needs of the school includes the number of parental participants in school based events. Data is also accessible via the HLIS, the Annual School Report Card, NCLB Accountability Report and attendance records from school based events.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of the school's written and oral interpretation needs determined that English and Spanish are the primary languages of PS 104 parents with two Arabic families, one Haitian Creole and one Urdu. We also have two families that require American Sign Language translation. These findings were reported at the PTA Executive Board meeting, PTA General membership meetings and the School Leadership Team meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translation services the school will provide is the translation of all parent notifications in Spanish. Translations are completed by school based staff as well as the Translation & Interpretation Unit as needed. The English versions of lengthy parent notices are sent in advance to the Translation & Interpretation Unit in order to facilitate the timely distribution to the parents. The English version of short parent notices are provided in advance to the school based staff to facilitate the timely distribution to parents. All parent notifications including the school calendar, the Principal's Monthly Update, the Parent Coordinator Newsletter, Parents Bill of Rights and Responsibilities and school based information notices are translated and sent in English and Spanish. In addition, all NYCDOE notices are accessed in English and the translated versions such as the Summer School notices are distributed in the native language. All languages are represented in our school signage at the main, security desk and in our main office. All forms are available in all languages as provided by the NYCDOE

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school provides oral interpretation services at all parent workshops, meetings and events. School based staff are paid per session when appropriate to translate if the event is after school hours. During the school day, school based staff are available on an as needed basis to interpret for parents. A list of available translators and languages spoken is available in the main office. The school additionally avails itself of the Translation and Interpretation Hotline provided by the NYCDOE.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- a. Section VII Part A: The school distributes all NYCDOE bulletins to parents whose language is a covered language. The NYCDOE bulletins include the Discipline Code, Promotion In Doubt, Accountability Reports, NCLB Transfer etc.
- b. Section VII Part B: The school posts in the Main Entrance and the Main Office notices in each of the covered languages indicating the Family Room #215 where copies of such written notifications are available
- c. Section VII Part C: School based staff are available each day to provide interpretation services during daily procedures and emergency procedures as per the Safety Plan
- d. Section VII Part D: N/A less than 10% of our parents speak a language other than English Section VII: Part E: The Department's website is posted in the Main Entrance, is provided in each Principal's Monthly Update and Parent Coordinator Newsletter . The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 104Q The Bays Water School	DBN: 27Q104
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 49
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 3
of content area teachers: 9

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Beginning in March - May, PS 104Q will implement a six week afterschool program for all ELLs in Grades K-5 to prepare them for the NYSESLAT exam. For ELLs on Grades 3-5, there will be additional coursework in preparing students for the NYSELA and Mathematics exams in addition to the NYSESLAT.

The rationale for this program is that our ELL students are not keeping pace with their English dominant peers in attaining Levels 3 and 4 on the NYS exams in ELA and Mathematics. Though our ELL population does not qualify as a sub-group for NYS Accountability purposes, we have ascertained that when looking at NYSESLAT data, our ELL students progress nicely in listening and speaking, but continuously fall short on the reading/writing sections of the exam. We believe that this is primarily due to our students acquiring basic interpersonal communication skills (BICS) more readily as compared to the more difficult development of cognitive academic language proficiency (CALP). As a result, all English Language Learners will be invited to participate in this program that emphasizes literacy and mathematics improvement through the development of cognitive academic language.

There will be four groups of approximately 10-12 ELL students per group in grades K-5 who will attend the afterschool program. Two NYS certified ESL teachers and four general education teachers will be hired on a per session basis for a total of four groups. One supervisor will be hired to coordinate the program. The two NYS ESL certified teachers will push into the four groups on a rotating basis in order to provide support to both staff and students.

The program will be implemented Monday, Tuesday and Wednesday from 3:00 pm – 4:30 pm from Mid-March through the beginning of May for six weeks. Materials to be used include “Comprehension Strategies Kit” for Grades K-2. ELLs in grades 3-5 will participate in ELA/Math test preparation instruction using STARS and CARS. NYSESLAT consumable test preparation materials will also be used. All instruction will be in English with native language supports as needed.

Part C: Professional Development

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

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

Begin description here: In order to promote academic excellence and quality instruction, those NYS certified ESL teachers who will deliver instruction in our Title III afterschool program will receive training

Part C: Professional Development

in:

- Common Core Learning Standards for ELL Students – Through a series of four workshops, teachers will learn the components and structure of the common core standards and will engage in creating rigorous tasks in literacy and mathematics. Teachers will learn how to align standards with content; design tasks/rubrics via unwrapping the standards and will create curriculum maps via a mapping backwards technique that outline the required skills needed by students in order to successfully complete the unit.
- Differentiation – This series of four workshops will focus on teachers acquiring a variety of instructional methodologies to meet the needs of all students including English Language Learners. Multi modality teaching will be part of this series.

Training will take place during the school day, after school and during the PS 104Q Professional Learning Teams Saturday Academy. Deirdre Mcshane, Assistant Principal in charge of ESL instruction, will provide the training. She will also be responsible for follow up on implementation of aforementioned strategies and techniques.

Part D: Parental Engagement Activities

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

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

Begin description here: The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of October outlining the PS 104Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language.

As a direct outgrowth of the parent involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population which constitutes 8.09% of our school population.

Workshops and Training Inclusive of ELL parents and community members are:

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting (Before November 1st provided by the principal).

Part D: Parental Engagement Activities

- Parent literacy development (monthly provided by classroom teachers).
- Learning Leaders Parent Volunteer Program (year round provided by Learning Leaders).
- Support for increased parent participation on the School Leadership Team and subcommittees (year round provided by School Leadership Team, PTA and Parent Coordinator).
- Family support resources in the community in the areas of career development, health, social services, etc. (year round provided by the PS 104Q SBST).
- Parent Coordinator school based workshops (monthly provided by the Parent Coordinator).
- Cornell University Nutrition Workshop series (series scheduled for six weeks provided by Cornell University).
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages (year round provided by Parent Coordinator).
- Conduct workshops to increase parents understanding of CCLS standards and assessments (year round provided by assistant principals, classroom teachers, intervention specialists).
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available (Minimum of three four times a year provided by Parent Coordinator).
- Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish (monthly provided by Parent Coordinator)
- Continue our collaboration with the NYC Public Library Literacy Zone Project that provides evening ESL and GED classes to our parents. Approximately 75 parents per year participate in our English as a Second Language evening program. Classes are differentiated by level with beginner, intermediate and advanced. The NYC Public Library provides instructors and child care services for the involved families.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		

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

Allocation Amount: \$11200

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