

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q101

School Name:

THE SCHOOL IN THE GARDENS

Principal:

MS. MONIQUE LOPEZ-PANIAGUA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 28Q101
School Type: Public School Grades Served: Pre K-6
School Address: 2 Russell Place, Forest Hills, NY 11375
Phone Number: 718-268-7230 Fax: 718-575-3571
School Contact Person: Monique Lopez-Paniagua Email Address: Mlopez69@schools.nyc.gov
Principal: Monique Lopez-Paniagua
UFT Chapter Leader: Rhonda Corin
Parents' Association President: Christine Memoli
SLT Chairperson: Marylou Steincke
Student Representative(s): _____

District Information

District: 28Q Superintendent: Mabel Sarduy
Superintendent's Office Address: 90-27 Sutphin Blvd., Queens, NY 11435
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718) 557-2618 Fax: 718-557-2623

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Monique Lopez-Paniagua	*Principal or Designee	
Rhonda Corin	*UFT Chapter Leader or Designee	
Christine Memoli	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Matthew Borelli	Member/ Parent Member	
Jaisi DiCicco	Member/ Parent Member	
Julia Sprules	Member/ Parent Member	
Robin Harper	Member/ Parent Member	
Ann Kittredge	Member/ Parent Member	
Danielle Carter	Member/ Teacher Member	
Matthew Schneider	Member/ Teacher Member	
Jay Westerlund	Member/ Teacher Member	
Marylou Steincke	Member/ Teacher Member	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement: The mission of P.S. 101Q School in the Gardens is to provide a well-rounded educational program in a socially conscious environment. Students are challenged to reach their potential through a variety of curriculums which include core subjects as well as the arts. In this environment students will achieve academic excellence while learning the importance of social interactions.

P.S. 101Q, the School in the Gardens is an elementary school with 616 students from Pre-Kindergarten to grade 6. The school population comprises 2% Black, 13% Hispanic, 30% Asian and 49% White. The student body includes 6% English Language Learners and 9% students with special needs.

P.S. 101Q provides a rigorous, well-rounded educational program that fosters the development of literate, creative, culturally aware and technologically competent learners. The school community creates an environment that promotes excellence in achievement, in which students strive to meet or exceed Common Core Learning Standards. This is evident in the fact that 66% percent of the students are on or above grade level on the New York State ELA in 2014, which was a 2% increase from 2013. 79% of the students scored on or above grade level on the New York State Math test in 2014, which was an increase of 9% from 2013. In addition, the NYC School Survey increased from 8.0 in Academic Expectations, 7.6 in Communication, 7.6 in Engagement, 7.7 in Safety and Respect in 2013 to 95% in Satisfaction for Instructional Core, 95% Satisfaction for Systems for Improvement, and 94% Satisfaction in School Culture in 2014.

P.S. 101Q excels in performance and progress in terms of academic achievement. The school has been rated "Well Developed" on the Quality Review and is above the city average for the NYC School Survey. The key area for focus this year will be to move our 2's to 3's in ELA to increase performance and to increase our Early Grade Progress for Mathematics. Approximately 30% of students slipped in progress on ELA and Math state tests. The school-wide focus is to use data in instruction to ensure that we are tracking our students' progress and purposely targeting our instruction based on data.

It is the goal of the school to encourage a love of learning through innovative and challenging programs. The school's curricula consists of *Go Math*, *Teachers' College Reading and Writing Workshops*, *Harcourt Science* and the *New York City Social Studies Scope and Sequence*. *Explorations in Art* is the curriculum for our art program and *Spotlight on Music* is the curriculum for our music program. For the social emotional component of the curricula, the school implements a program called, *Positive Action*.

P.S. 101Q and P.A. of P.S. 101Q collaboratively work together to provide the students with the best educational experience possible. There is a strong collaborative relationship between the school and home as evidenced by the NYC School Survey and multiple school home initiatives. There is a strong partnership between school staff and parents, who work together to ensure that all children reach their academic potential in a safe and nurturing environment. There are several teacher/parent committees such as, Recycling Committees, Food Allergy Committee and Graduation Committees. The PA sponsors all art residencies; they subsidize trips, special assemblies and our enrichment afterschool program. In addition, the PA hosts community events such as Monster Mash, the school Talent Show, Scholastic Book Fair, School Auction, and the school International Dinner.

P.S. 101Q fosters partnerships with community based organizations such as Teachers' College, Swim for Life, PENCIL, Queens Museum, Thinking Caps, Skedula/ Pupil Path, Ballroom Dancing and several other residency programs in order to enrich the educational experience of our students. We also encourage student teachers to participate in our community through our partnerships with St. John's, Queens College, and Adelphi.

P.S. 101Q collaborates with the PA and community based organizations to continually provide a rigorous, well-rounded educational program that fosters the development of literate, creative, culturally aware learners.

The Most Growth: The school has made the most growth performance for mathematics on state-wide tests. The school has also excelled on the school survey.

The Challenges: As a high performing school, it is a challenge to show a lot of growth for our above grade level students. Our teachers have worked diligently to provide challenging instructional tasks for those students. We still need to develop many of those tasks systemically to ensure that those students are always provided with rigorous instruction. It has also been a challenge to systemically make school decision for instruction, teacher collaboration and policies. Our teachers now have a common curriculum in all subject areas. There are systemic meetings planned for the entire school year to support the teachers with those curriculums. The principal policy team and the school instructional committee meet regularly to systemically develop school policy.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Students at PS 101 exceeded the targets in both student progress, and student achievement, for the 2013-2014 school year, yet there is still room for growth. In order to meet the metric targets in the 2014-2015 school year, we would have to maintain our growth patterns according to the 2013-2014 School Quality Guide. In the area of English Median Adjusted Growth Percentile we are currently at 71.5 for 2013-2014 and a score of 71.9 is needed to exceed the metric in 2014-2015. In the area of English Early Grade Progress we are currently at 2.55 for 2013-2014, meeting the metric would require a minimum of 2.51 and exceeding the metric would require a minimum of 2.84 in 2014-2015. In the area of Math Early Grade Progress, we are currently at 2.79 for 2013-2014, meeting the metric would require a 2.77 or higher, and exceeding the metric would require a minimum of 3.13 for 2014-2015.

On the statewide assessments in ELA (Grades 3-6), 66% of the students scored a Level 3 or 4, with a median score of 3.25. The school met its target at the 57% mark in the peer group, and exceeded the target at the 100% mark in the city group. For progress, the English Median Adjusted Growth Percentile was 71.5%. The school met its target at the 58 percentile mark in the peer group, and exceeded the target at the 74 percentile mark in the city group.

This year;

According to Teachers College Assessments for Running Records 72% of students in grades K-6 are performing on or above grade level (as of November, 2014).

According to Teachers College Writing Rubrics 52% of students in grades K-6 are performing on or above grade level (as of November, 2014).

The school-wide trends;

The school-wide data for Teachers College and the State ELA assessment data trends align. For example, according to Teachers College Assessments 62% of our students are on or above grade level, and according to the ELA state assessment 66% are on or above grade level.

For Early Grade Progress on the Statewide Exam in ELA, the overall score has increased from 1.84 to 2.55 from 2012-2014. However, in 2014 the school was in the 43 percentile range in the peer grouping, and the 69 percentile range in the city grouping.

30% of students in grades 4,5 and 6 slipped for progress in ELA and Math State Tests.

The priority need;

Students who scored 2 or 3.2 on the Teachers College Running Records and the Teachers College Writing Rubric need to be targeted for additional support.

Close the gap for students who slipped on State Tests.

On the statewide assessments in Math (Grades 3-6), the school saw 80% of the students score a Level 3 or 4, with a median score of 3.62. The school met its target at the 68% mark in the peer group, and exceeded the target at the 100% mark in the city group. For progress, the Math Median Adjusted Growth Percentile was 80%. The school exceeded its target at the 80 percentile mark in the peer group, and exceeded the target at the 91 percentile mark in

the city group.

This year;

According to the GoMath Post Assessments 75% of students in grades K-6 are performing at or above grade level (as of November, 2014).

The school-wide trends;

46% of students in grade 6 are performing on or above grade level on the GoMath post-tests.
For Early Grade Progress on the Statewide Exam in Math, the overall score has increased from 1.87 to 2.79 from 2012-2014. However, in 2014 the school was in the 47 percentile range in the peer grouping, and the 55 percentile range in the city grouping.

The priority need;

Increase Go Math post-test performance for students in Grade 6 who are not performing at grade level.
Students in grades K-3 increase early grade progress from 2.79 to 3.0.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students in grades k-6 will show a 5% increase for student progress in the overall score on Performance Assessments on both the ELA and Math Performance Tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students who scored a 2 – 2.5 on their Teachers’ College Running Records in November will participate in Leveled Literacy Intervention, Teachers College Guided Reading or small group work instruction in reading or writing a minimum of twice a week.</p> <p>Trust: Teachers will be build trust with students through supporting students in small group work.</p> <p>Parent Involvement: Teachers will conduct parent workshops around literacy for parents.</p> <p>Strategies for subgroups: Teachers will use visuals and graphic</p>	<p>Students who scored 2 or 3.2 on the Teachers College Running Records and the Teachers College Writing</p>	<p>12/12/14 to 3/5/14</p>	<p>Classroom teachers, SETSS teacher, Special Education teachers</p>

<p>organizers for ELL's and students with special needs.</p> <p>Students who scored 2.5 – 3.2 will participate in guided reading a minimum of once a week.</p> <p>***Note***Teachers are expected to meet with all students minimum of once within a 2 week time frame in small groups or one-on-one conferences.</p>	Rubric need to be targeted for additional support.		
Teachers will meet with students who continue to score a 2 on their Teachers College Running Records in March at least two times a week during Test Prep in grades 3-6.		3/6/14 to 4/13/14	Classroom teachers, SETSS teacher, Special Education teachers
Teachers will meet with students who continue to score a 2 on their Teachers College Running Records in March at least two times a week during reading and writing workshop for small group work for students in grades K-2.		3/6/14 to 4/13/14	Classroom teachers, SETSS teacher, Special Education teachers
Teachers will engage parents by conducting parent workshops around academic strategies to support parent ability to support students. The school will offer parents the opportunity to send their child to Saturday and After-School Test Prep Academies for all students, with encouragement for students performing at a level 1 or 2. Opportunities for parents to purchase additional Test Prep material will be provided.	Parents	November, 2014- January, 2015	Parent Coordinator, Classroom teachers, parents
Teachers will develop enrichment tasks for writing and for math that would be suitable for higher functioning students.	Higher Functioning Students	January – June, 2015	Classroom teachers, SETSS teacher, Special Education teachers
Students who scored a level 2 in Grade 6 on their GoMath Post Test averages in November and/or March will participate in small group work in math workshop using materials from the GoMath curriculum a minimum of twice a week. Teachers are expected to meet with all students a minimum of once within a 2 week time frame in small groups or one-on-one conference.	Students in Grade 6 who are not performing at grade level on GoMath Post Tests.	November 2014-June, 2015	Classroom teacher, SETSS teacher
Students who scored a 2 in grades K-5 on their GoMath Post Test averages in November and/or March will participate in small group work in math workshop using materials from the GoMath curriculum a minimum of twice a week. Teachers are expected to meet with all students a minimum of once within a 2 week time frame in small groups or one-on-one conference.	Students in grades K-3 build towards increasing early grade progress from 2.79 to 3.2 in math.	November, 2014-June, 2015	Classroom teachers, SETSS teacher, Special Education teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Teachers, Parent-Coordinator, Parents, Supervisors, Parents Association, Teachers College Staff Developers

Instructional Resources: Leveled Literacy Intervention Kits, GoMath Curriculum, Teachers College Reading and Writing Project materials
 Schedule Adjustments: Common Planning time, targeted time-frames, teacher lesson plans, Professional Learning Time (Diverse Learning Sessions)

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Parents Association for Afterschool Program and Saturday Academy Private PTA Grant, School Fund, NYSTL Fund, OTPS									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Teachers submit grades into Skedula for Teachers College Running Records, Published Writing Rubrics, GoMath Post Tests monthly Data Specialist compiles all school-wide data from Skedula in November, March and June. Instructional Cabinet and SLT monitor progress with school-wide data in November, March and June. March-3% increase June- 5% increase By February 2015, students in grades K-6 will show a 2% increase on the Teachers College Published Writing Rubrics and GoMath Post Assessments.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the NYC School Survey 2013-2014, the school performed in the 60th percentile in our peer group (meeting the target, but not exceeding the target), and the 70th percentile in the city group on questions pertaining to school culture.

According to the 2013-2014 Quality Review, the school was rated ‘Proficient’ in providing consistent feedback to students with detailed reasons of their success and clear next steps for improvement. The school was rated ‘Well-Developed’ in all other categories.

This year;

The school is expanding the *Positive Action* Social-Emotional Curriculum.

The school has a focus on small group work and one-to-one conferring to support students academically.

School-Wide Trends;

All teachers conduct a minimum of 3 Social-Emotional lessons per week.

All teachers meet with students in small-groups for targeted instruction.

Areas of Improvement;

Providing consistent feedback and support to students

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to support student socially and academically teachers will meet with students for support so that by June 100% of conference notes will indicate that students were met with either one-on-one or in small groups for a minimum of once per month.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Teachers are expected to meet with all students a minimum of once within a 2 week time frame in small groups or one-on-one conference.	All students grades preK-6	September, 2014-June, 2015	All Classroom Teachers

All students will be afforded the opportunity to participate in a student-led Positive Action Social Emotional Learning Assembly. Trust: Teachers will meet with students regularly in small group or one to one instructional to build trust with students and support them. Strategies: Teachers will use visuals and graphic organizers for ELL's and students with special needs. Teachers will also use manipulatives for kinesthetic learners.	All students grade preK-6	September, 2014-June 2015	All Classroom Teachers, Guidance Counselor
All students, staff members and parents will be afforded the opportunity to participate in the Positive Action Social Emotional Learning program.	All students grades preK-6.	September, 2014-June 2015	All Classroom Teachers
Parents are invited to participate in Positive Action Social Emotional Learning lessons and Positive Action Assemblies once a month. Parents are also invited to participate in Teacher-led workshops about the curriculum.	All students grades preK-6.	September, 2014-June 2015	All Classroom Teachers, Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, Guidance Counselor, Parents Instructional Resources: Positive Action Social Emotional Curriculum, Surveys, Teachers College Reading and Writing Project Curriculum materials, GoMath curriculum materials Schedule Adjustments: Teacher program cards to reflect the 3 weekly Positive Action Social Emotional Learning lessons, Positive Action Assemblies, Teachers scheduling small group and one-to-one instruction.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PTA Grant, School Fund, OTPS									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, a teacher survey and teacher conference notes will demonstrate that teachers have met with all of the students in small-group work multiple times.				
By February 2015, student survey will demonstrate that they participated in a social-emotional learning program.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013-2014

According to the 2013-2014 School Snapshot, 66% percent of the students are on or above grade level on the New York State ELA in 2014, which was a 2% increase from 2013. 79% of the students scored on or above grade level on the New York State Math test in 2014, which was an increase of 9% from 2013.

P.S. 101Q excels in performance and progress in terms of academic achievement. The school has been rated “Well Developed” on the Quality Review and is above the city average for the NYC School Survey.

The Priority Goal: The key area for focus this year will be to move our 2’s to 3’s in ELA to increase performance and to increase our Early Grade Progress for Mathematics. Approximately 30% of students slipped in progress on ELA and Math state tests. The school-wide focus is to use data in instruction to ensure that we are tracking our students’ progress and purposely targeting our instruction based on data. Teachers will work collaborative by participating in sessions where they analyze student work, study best practices together and plan together in order to achieve this goal.

According to the 2013-2014 Quality Review, the school was rated ‘Proficient’ in providing consistent feedback to students with detailed reasons of their success and clear next steps for improvement.

The school was rated Well-Developed in all other categories.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers will meet in teacher teams to support rigorous instruction at least once a week as evidenced by their agendas and an increase in student data in both ELA and Math.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

<p>Teachers meet in <i>Professional Learning Cycles</i>. Teachers have daily common preps on a grade to meet to collaborate. Teachers meet to deepen their knowledge of curriculum. Teachers meet to develop plans to differentiate their instruction in <i>Diverse Learning Sessions</i>.</p> <p>Trust: Teachers will build trust with one another through collaborating with one another on a weekly basis. Teachers will learn together through professional learning cycles and teacher led presentations.</p> <p>Parent Involvement: Teachers will take the information that they learn in their Professional Learning Cycles and develop workshops for parents around ways to support their children.</p>	All teachers	September through June, 2015	Instructional Cabinet
<p>Teachers meet once a week with an Assistant Principals to analyze student work.</p> <p>Trust: Teachers will build trust with assistant principals as they analyze student work together weekly.</p>	All teachers, Assistant Principals	September through June, 2015	Assistant Principal
<p>Teachers are invited to meet with principal once a month for professional learning around literacy.</p> <p>Trust: Teachers will build trust with the principal around instruction as they participate in literacy workshops conducted regularly by the principal.</p>	All teachers, Principal	September through June, 2015	Principal
<p>Vertical teams meet approximately once a month.</p> <p>Trust: Teachers will build trust with one another across the grades as they share the expectations and the work they are doing with teachers that are in the grade below them.</p>	Classroom teachers, Cluster teachers	December, 2014 through June, 2015	Instructional Cabinet

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Teachers, Assistant Principals, Principal, Instructional Cabinet, Data Support
 Instructional Resources: Professional Study Books, Professional Videos, Teachers College Reading and Writing Project Curriculum materials, GoMath curriculum materials
 Schedule Adjustments: Professional Learning Calendar, Professional Learning Team Protocols, Common Prep Agendas, Circular 6 Agendas

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

OTPS

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 80% of teachers will indicate that their Collaborative Teacher time has increased their self-efficacy in instruction.

By February 2015, students in grades K-6 will show a 2% increase on the Teachers College Published Writing Rubrics and GoMath Post Assessments.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the Quality Review (2013) the school rated ‘Well-developed’ for, “Establishing a culture for learning that communicates high expectations to staff, students, and families and provides supports to achieve those expectations.” In order to maintain a well-developed status, school leaders will continue to communicate high expectations.

This year;

Students at PS 101 exceeded the targets in both student progress, and student achievement on state tests for the 2013-2014 school-years, yet there is still room for growth. In order to meet the metric targets for 2014-2015 set in the School Quality Guide, we would have to maintain our growth patterns. In the area of *English Median Adjusted Growth Percentile*, we are currently at 71.5 for 2013-2014, and a score of 71.9 is needed to exceed the metric in 2014-2015 according to the School Quality Guide 2013-2014. In the area of *English Early Grade Progress*, we are currently at 2.55 for 2013-2014, meeting the metric would require a minimum of 2.51 and exceeding the metric would require a minimum of 2.84 in 2014-2015. In the area of *Math Early Grade Progress*, we are currently at 2.79 for 2013-2014, meeting the metric would require a 2.77 or higher, and exceeding the metric would require a minimum of 3.13 for 2014-2015.

According to the NYC School Survey 2013-2014, the school performed in the 80th percentile in our peer group (meeting the target, but not exceeding the target), and the 80th percentile in the city group on questions pertaining to Instructional Core.

School trends show;

The school would need to maintain growth patterns or do better in order to meet next year’s metric targets. We are currently meeting our targets for next year by a small percentage.

The school leaders communicate high expectations through meetings, teacher feedback and literature.

Priority need;

To continue to communicate high expectations.

To increase the overall scores in ELA in order to maintain academic growth patterns.

To increase Math Early Grade Progress

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, School leaders establish a culture for learning that communicates high expectations to staff, students, and families and provides supports to achieve those expectations as evidenced by a 5% increase for student progress on both the ELA and Math Performance Tasks in grades K-6.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>School Administrators communicate high expectations to staff through weekly newsletter, daily flyer, emails/memos, school handbook, google calendars, and meetings.</p> <p>Trust: Administration will be transparent to build trust with teachers and parents. Constant clear communication builds trust.</p> <p>Parent Engagement: The school will send out a weekly to parents in collaboration with the P.A. The principal and parent coordinator will send out constant contact emails to parents to make clear the school expectations. The school will share the google calendar with parents for school events and the calendar will be posted on both the school website and the PA website.</p>	All Staff	September, 2014-June, 2015	School Administrators
<p>School leaders (Including Teacher-Leaders) provide professional development. There are teacher to teacher workshops. School leaders also provide targeted professional development based on findings from observations, and formal and informal teacher feedback. <i>Professional Learning Calendar</i> and <i>Lunch and Learns</i> are developed based on findings from observations, formal and informal teacher feedback.</p> <p>Subgroups: Some of the workshops led by teachers will address strategies for meeting the needs of subgroups of students.</p>	All teachers, para-professionals	September, 2014-June, 2015	School Leaders
<p>School administrators monitor and support the school-wide instructional focus, “Using assessment in instruction” through Circular 6, professional development and observational feedback.</p> <p>Subgroups of students: The administration will provide PD and other feedback to teachers individually on strategies to use when using assessment in instruction for subgroups of students. The Circular 6 period will be used to look at student work and name out strategies for teachers to use with subgroups of students.</p>	All teachers	September, 2014-June, 2015	School Administrators
<p>School administrators will conduct approximately 140 observations and provide timely feedback that communicates and supports high expectations for student progress.</p>	All teachers	September 2014- June 2015	School Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

Human Resources: Teachers, Assistant Principals, Principal, School Leadership Instructional Committee

Instructional Resources: Teachers College Reading and Writing Project Curriculum materials, GoMath curriculum materials

Schedule Adjustments: Professional Learning Calendar, Professional Learning Team Protocols, Common Prep Agendas, Circular 6 Agendas, Lunch & Learn Agendas, Cycles of Observations

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

OTPS

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, students in grades K-6 will show a 2% increase on the Teachers College Published Writing Rubrics and GoMath Post Assessments.

Part 6b. Complete in **February 2015**.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the New York City School Survey, 48% of parents indicated that they were invited to the school for workshops or programs 5 times or more. Therefore, the parent coordinator and teachers will advertise and conduct 20% more workshops for parents in the 2014-2015 school year.

According to last year’s school calendar and agendas, parents were invited 10 times to *Parents as Learning Partners* and according the agendas an average of 20 -30 parents across the grades attended.

According to last year’s school calendar and agendas, parents were invited to 10 parent workshops provided by the parent coordinator and 3 workshops provided teachers. On average approximately, 20 parents attended the workshops.

This year;

Teachers and Parent Coordinator will increase their parent workshops.

School Trends;

Participation in the parent workshops that have been offered is not highly attended.

An average of 15 parent workshop has been offered across the school year.

Priority Need;

To increase in workshops and parent workshops offered.

To increase attendance at the parent workshops.

To increase the number of parent contacts such as phone calls and conferences with parents.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, in order to collaborate with families as learning partners for the achievement and emotional development of students, the school will increase the number of workshops and parent contacts, such as; teacher conferences with families and workshops so that by June 2015 there is an increase of 10% in the number of parents responding 3 or more times to the prompt on the NYC School Survey, “How often have you been invited to an event at your child’s school”.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>36. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
An increase in parent workshops led by teachers about curriculum.	Parents	September 2014-June 2015	Teachers
An increase in teachers' contact to families during <i>Parent Engagement Time</i> , such as phone calls and parent conferences. Also an increase in more parent participation in <i>Positive Action Assemblies</i> .	Parents	September 2014-June 2015	Teachers
The Instructional Cabinet initiates cycles of parent contacts, such as (Sept/Oct Level's 1 and 2, ELLS, and IEPS), November (Student-led conferences.)	Parents	September 2014-June 2015	Administrators and Teachers
Teachers will inform parents regularly through Skedula/ Pupil Path about Teachers College Reading and Writing Project Running Records, Published Writing Rubrics, and GoMath Post Test Scores.	Parents	September 2014-June 2015	Administrators and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, Assistant Principals, Principal, School Leadership Instructional Committee Instructional Resources: Teachers College Reading and Writing Project Curriculum materials, GoMath curriculum materials, Skedula/Pupil Path, Teacher Monthly Parent Engagement Logs Schedule Adjustments: 1 st period Common Preps, Tuesday Teacher Effectiveness

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Technology Grant – RESO A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, there will be a 10% increase in parent-workshops. By February 2015, there will be a 20% increase in parent conferences.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	On Demand Writing Pieces, and Running Records	Small group strategy lessons, small group read aloud, components of balanced literacy in small group.	Small group and one to one instruction.	During the day
Mathematics	Go Math Pre Assessments	Small group strategy lessons, and one to one conferring.	Small group and one to one conferring.	During the day
Science	On Demand Writing, Flash Drafts, teacher conference notes and running records.	Reteach concepts in small group instruction or one to one conferring.	Small group and one to one conferring.	During the day
Social Studies	On Demand Writing, Flash Drafts, teacher conference notes, and running records.	Reteach concepts in small group instruction or one to one conferring.	Small group and one to one instruction	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent request, teacher request.	Guidance and speech	Small group and one to one instruction.	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) ***Note*** We are not a Title I school.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 101Q** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 101Q** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

P.S. 101Q, The School in the Gardens 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.



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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs 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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS101 The School in the Garden	DBN: 28Q101
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input 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: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: P.S. 101, the School in the Gardens, is an elementary school for children in grades Pre-Kindergarten through six. Located in Forest Hills, Queens, the school houses 614 students, of which 30 are English Language Learners. The population of the school is fluent in approximately 15 languages. Approximately 45% of our students are Caucasian, 13% are Hispanic, 4% are African American and 31% are Asian/Pacific Islander and 7% others.

The primary goal of our English as a Second Language program is to have the children become proficient in listening, speaking, reading and writing so that they are able to meet New York State Standards in Language Arts and the content areas. The instructional strategy used is the Balanced Literacy Approach, using the Workshop model for instruction in reading and writing. There is a leveled classroom library in the room where ESL instruction takes place.

Our school will be offering a Saturday Academy which will run from February through May. There will be 2 ESL teachers for the 5 Saturday Academy sessions from 8:30-12:00. These sessions will be offered to students in grades 3 through 5. The dates are as follows: February 28, March 7, 14, 21 and 28, 2015. The ESL teachers will work together to enrich vocabulary, reading comprehension and test prep skills.

In addition, there will be 4 Saturday Academy sessions for 5 hours each (9:00am-2:00pm). There will be 2 ESL teachers for this Saturday academy. These sessions will be held on April 18, 25, May 9, and May 16, 2015.

The Saturday program will be offered to 20 ELL students in grades 2-5 at all levels: beginning, intermediate, and advanced. The language of instruction will be in English. The ESL teachers will focus on science through literacy. ESL strategies, and the balanced literacy approach will be used in order to help students improve their listening, speaking, reading and writing skills, and through this, achieve higher scores on the NYSESLAT, and city and state assessments. Supplementary materials such as a desktop and an Ipad, Reading Eggs Software Program, and vocabulary enrichment materials will be used. The desktop and Ipad will give the students flexibility to work in groups and will be used exclusively for ELLs in the Title III program. In addition, the latest technology will be integrated through the use of Reading Eggs software, an interactive software system for English language learners which will help to motivate and engage these students.

Classes will be enriched by field trips, on Saturdays, (April 18, 25, May 9, 16) that coincide with the topic they are studying. For example, when the students are studying the life cycle of the butterfly, they will take a trip to Alley Pond Environmental Center to take the "Butterflies: Beckoning Beauties" workshop. They will also attend the "Feathered Friends" workshop when studying migration. These educational field trips will help ELLs learn new vocabulary and concepts in context. The students will then work in

Part B: Direct Instruction Supplemental Program Information

groups to complete a written project and present it to the class.

These Saturday classes will be taught by the licensed ESL teacher, Ms. Rao and ESL teacher Judy Riccardo. The target population for the Saturday ELL Academy is approximately 20 ELLs. We will provide supplemental instruction in English, in alignment with the NYS ESL Learning Standards, New York City and New York State content and performance standards. Our focus for grades 3-5 will be on test preparation skills and Literacy through the Content Area. ESL strategies and a hands-on approach will be used in order to help students improve their listening, speaking, reading, and writing skills. Materials will include Getting Ready for the NYSESLAT by Attanasio and Associates, and New York Ready by Curriculum Associates.

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: The Title III Professional Development Program is designed to strengthen teacher practice by addressing strategies that promote academic language development, using technology and analyzing ELL data from various sources. The initial days of Reading Eggs training for the Title III teachers and teachers of ELLs will be held in November. Title III teachers and teachers of ELLs will learn how to implement the Reading Eggs program. Reading Eggs Training will be provided by a staff developer. In addition, the Title III teacher will attend other Professional Development sessions provided by the Network and/or Office of ELLs throughout the school year. Some of the topics of PD sessions to be offered by the network ELL specialist include expository and informative writing, and thinking maps. Title III ESL teachers attend monthly ELL liaison meetings provided by the Network Support specialist for ELLs. Topics include Eland review procedures, AMAO tool, and thinking maps.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: The ELL teacher will research the different languages spoken by the parents of the targeted students in the Title III program. A letter will be distributed in the native languages with a tear-off section notifying parents of their child’s eligibility for this program. The licensed ESL teacher, Ms. Rao, will also introduce this program at our ESL Parent orientation meeting and Meet the Teacher session. During the course of the year, the teacher will continue to maintain contact with the parents of the targeted children. The parents will be invited to attend 40 minutes workshops that will be held by our parent coordinator, Mrs. St. Germain, both during the school day and in the evening. Workshop topics and dates are: October- Support your beginning learner; December- Building your child's self-esteem, and March- Artful Reading, where parents and their child will engage in activities to enhance student academic performance through literacy.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$6,159.13	Title III Saturday Academy 2 ESL teachers per session for 5 Sat. classes (3.5 hrs ea.) $\$51.51 \times 17.5 \text{ hrs} \times 2 \text{ teachers} = \$1,802.85$ 1 Supervisor per session for 5 Sat. classes (3.5 hrs ea.) $\$52.84 \times 17.5 \text{ hrs} = \924.70 2 ESL Teachers per session for 4 Sat. classes (5 hrs ea.) $\$51.51 \times 20 \text{ hrs} \times 2 = \$2,060.40$ 1 Supervisor per session for 4 Sat. classes (6 hrs ea.) $\$52.84 \times 24 \text{ hrs} = \$1,268.16$ Parent Engagement Activities 1 ESL Teacher per session to conduct parent workshop $2 \text{ hrs} \times \$51.51 = \103.02
Purchased services		Admission to trip sites \$1,005.62

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.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$2,640.87	Materials for Parent Workshops \$100.00 Permit to open school- 4 Sat. sessions \$500.00 School Safety Agent - 4 Sat. Sessions \$635.25 School Bus- \$400.00
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$967.20	Item: Enrichment materials for comprehension and vocabulary from Lakeshore, test prep materials purchased from Ready (Curriculum Associates) for ELA and Math,
Educational Software (Object Code 199)	\$232.80	Educational Software (Reading Eggs Program)
Travel	_____	_____
Other	\$1200.00	1 Apple Ipad 1 LeNovo Desktop
TOTAL	\$11,200.00	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 101
School Name School in the Gardens		

B. Language Allocation Policy Team Composition [i](#) 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 Monique Paniagua	Assistant Principal Irtis Gonzalez
Coach type here	Coach type here
ESL Teacher Michelle Rao	Guidance Counselor Stacey Katz
Teacher/Subject Area Denise Hyman	Parent type here
Teacher/Subject Area Joanne Lavelli	Parent Coordinator Randy St. Germain
Related Service Provider type here	Other Laura Fahey
Network Leader(Only if working with the LAP team) type here	Other Giuvella Leisengang

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	594	Total number of ELLs	32	ELLs as share of total student population (%)	5.39%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2	2	2		2	1	2							11
Push-In				1										1
Total	2	2	2	1	2	1	2	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	6	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	26	0	1	6	0	2	0	0	0	32

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
Total	26	0	1	6	0	2	0	0	0	32
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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	1	1			3		1							6
Chinese	2	3	1	1	1									8
Russian	1													1
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian	1	2	1											4
Other	1	2	1	2	2	3								11
TOTAL	6	8	4	3	6	4	1	0	0	0	0	0	0	32

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)	2	0	0	0	0	1								3
Intermediate(I)	6	1	0	2	0	0								9
Advanced (A)	5	1	3	4	3	1								17
Total	13	2	3	6	3	2	0	29						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
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:

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

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](#))
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?
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
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?

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

Our school uses Fountas and Pinnell for the reading and writing workshop. We also use TCRWP and Scantron Performance. The data provides insights by recognizing if the student is at an early emergent level or not. The quantitative data consists of the TC leveled reading score. Aris also offers the students scores on all predictive tests.

The data patterns across proficiency levels and grades reveal that the reading and writing scores were lower than the students listening and speaking scores on the 2013 NYSESLAT. The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking and writing. There is differentiated instruction for all ELL students. Opportunities are provided for written and oral responses to literature and the content areas.

In the Spring of 2013, eighteen ELL students took the English Language Arts Exam. Eight of those students scored a level 1. Six of the students scored a level 2. Four of the students scored a level 3. An After-school Title III program is offered to students who need additional instruction to improve literacy skills. Teachers work with students in small group settings. Teachers and students share literacy strategies, apply skills to real text, and respond to focused writing tasks. Instruction decisions are adjusted to focus on reading and writing skills to help them succeed. The Extended Day Program and Saturday Test Prep Academy are provided to meet the needs of all students who require additional assistance to meet the standards in Math and English.

In Spring 2013, nineteen ELL students in grades 3-6 took the Math state test. Six scored a level 1, five students scored a level 2, four student scored a level 3, and four students scored a level 4. Math instruction is provided in English using ESL strategies and methodology. Bilingual glossaries are available for the students to use. Supplementary math instruction is provided during afterschool and Saturday supplementary programs. ELL Math Assessments are used to create small group instruction, to differentiate instruction and to hit target goals. They are also used for parent communication. Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with their classroom teachers, peer tutoring, AIS, and testing accommodations for an additional two years.

RTI

The ELL students have various native languages including: Spanish, Chinese, French, Italian, Japanese, Armenian, Albanian, Indonesian, and Arabic. Their native languages are valued in our school. Several teachers in our school speak other languages and are able to translate to the student if needed. The children use their native languages to communicate to each other during the school day. The school has a translation policy where we can hire people from agencies to come in and translate at parent/teacher conferences, parent workshops and PA meetings. City and state tests are translated into a variety of native languages and offered to the ELL students.

We use the NYSESLAT scores, state tests and inquiry team data to evaluate the success of our ESL program. NYSESLAT scores are reviewed at the beginning of the year to set goals for the program and target ELL students for small group instruction.

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](#).)
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.
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 [\[see tool kit\]](#).)
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.
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.

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. 
The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and in their native language. Initial screening, administering the HLIS, LAB-R, and the formal initial assessment is conducted by a licensed ESL teacher within ten days of enrollment. In addition, the Spanish LAB is administered to Spanish-speaking students who don't pass the LAB-r. The Spanish LAB is administered by the Network ELL Specialist who is a native Spanish speaker.

The Home Language Survey is completed by the parent or guardian in the native language, with assistance of a translator, if needed. Bilingual staff include:

- Mr. Sansaricq-French
- Mrs. Shimonova- paraprofessional, Russian
- Mrs. Ippolito-Portuguese
- Mrs. Wand- occupational therapy teacher, Hebrew
- Mrs. Goldberg- teacher, Hebrew, Spanish
- Mr. Sumrajit- teacher, Spanish, Russian
- Mrs. Sawicki-German

Students are administered the LAB-R within 10 days of initial enrollment. In addition to the LAB-R, Spanish speaking students are given the Spanish LAB. The LAB-R is administered by a licensed ESL teacher. The Spanish LAB is administered by the Network ELL specialist who is fluent in Spanish. The school has identified bilingual staff in the event the ESL teacher needs assistance with translation.

In the beginning of the year, a Parent Orientation Session is held which describes in great detail all three program choices. All parents or guardians of newly enrolled ELLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. Memos and follow-up phone calls are an integral part of the outreach process. Parent orientations are conducted on an as needed basis throughout the school year. Additional orientations are given when a newly arrived ELL student is enrolled in our school. The ELL teacher, principal and parent coordinator present this orientation. Translation assistance is available at these parent orientations. Parents are encouraged to ask questions about the three choices they are given. A Guide For Parents brochure is distributed in different languages. A parent video is shown in different languages at the orientation. A parent selection survey is then completed by the parents where they have the

opportunity to choose which program they want their child to participate in. These surveys are then reviewed by the ESL teacher. If a program selection form is not returned promptly, a phone call is then made to that parent. An additional meeting is then set up. This is the process to ensure that all ELL parents have a program choice. In addition to Parent Orientation Sessions, the parent coordinator notifies ELL parents of all ELL conferences outside of the school throughout the year. She makes sure that letters are translated and sent home in the students' native language.

After reviewing the Program Selection Forms and Parent Surveys, the ESL teacher follows up with the parents who requested either the TBE or DL Programs. If parents do want a TBE or DL Program, all relevant information will be emailed to ELLProgramTransfers@schools.nyc.gov, which will inform the school of any available seat in the desired program, preferably within the district.

Parents are also informed that in the event the school has enough numbers to open a bilingual program their children will be invited to participate. Parent orientations are conducted on an on-going basis.

2013-2014 Program Selection Forms and Parent Surveys were reviewed and 67% of ELL parents selected the ESL program as their first choice, 22% selected the TBE program and 11% selected the DL program. P.S. 101 offers an ESL program. This program is aligned with what most parents requested.

A pedagogue is in the office when the parents fill out the HLIS form. The translation unit is called if the parent needs information translated into their native language. The child is then interviewed by a pedagogue before the Otele code is entered into the system.

All students in the ELL program are administered the four subtests of the NYSESLAT each Spring until they score proficient. The RLER is printed out to ensure all eligible students are tested.

During the month of September, continued entitlement letters are distributed in sealed envelopes to all ELLs who did not pass the 2013 NYSESLAT. Envelopes are sent home in students' backpacks. Students who passed the NYSESLAT receive the non-entitlement letter following the procedure described above.

Copies of continued entitlement letters are filed in students' cumulative record folders and additional copies are kept in the ESL room. Parent Survey and Program Selection Forms are completed during the Parent Orientation. In the event that parents do not return these forms, a note is sent home followed up with a phone call. Parent Survey and Program Selection Forms are stored in the ESL room.

Placement letter records are maintained and stored in the ESL room. ESL teacher follows up with the parents who requested either the TBE or DL Programs. Parents are contacted by phone with additional information about these programs. If the programs are not available in the district, parents are informed that they have the option to transfer their children out of district.

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])?
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)?
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.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the 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).
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?

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?

Our ESL program organizational model for grades K-6 is a combination Push-In and Pull Out model. Our ESL program features students of heterogeneous or mixed proficiency levels in each class. As determined by the Lab-R and NYSESLAT testing results and state mandates, there are currently 5 beginner students, 9 intermediate students and 18 advanced students. The beginning and intermediate students are serviced 8 periods a week for a total of 360 minutes. The advanced students receive 5 periods a week of ESL instruction for a total of 225 minutes. They also receive 180 minutes per week of ELA instruction.

The ESL Program addresses the ESL students' needs, while aligning their goals and lessons to the ESL state standards. The instructional strategy used is the Balanced Literacy Approach, using the workshop model for instruction in reading and writing. In addition ESL instruction is also delivered using ESL strategies, hands-on activities, visuals, role-playing and differentiated instruction. Common preparation periods are used to align lesson plans with the classroom teachers. Instructional materials include picture and bilingual dictionaries, a leveled classroom library, visuals, Leapfrog, books on tape, ESL computer programs, Addison Wesley Book Series, and Reading Eggs Computer Program. The ESL library, and school library contain native home language books.

ELL students in the Free Standing ESL Program are evaluated in English since English is the language of instruction. However, ELL students in the testing grades are provided with the translated versions of State exams whenever available.

ELL newcomers, SIFE students and long term ELLs are offered the Title III After-school program, Saturday Academy, AIS, AM/PM tutorial, tutoring by our teachers under circular 6R, and the extended day program. They are also offered parent volunteer tutoring, peer tutoring, and student teachers working 1:1 with ELL students. In addition, we have implemented a new technology program called Imagine Learning to help develop language and literacy skills. Since ELA testing is now required for ELLs after one year, these students are provided with Saturday ELA test preparation. ELLs identified as having special needs will also be offered counseling, extended day and SETTS.

ELL-SWD students are provided with the same grade-level materials as general education students but with additional scaffolds

such as Thinking Maps to help them organize information. Teachers have been trained through monthly ESL articulation meetings to build academic language using rich read alouds. ELL-SWD have access to high interest non fiction reading materials to ensure that they can read at either their independent or instructional level. In addition, the ESL classroom is equipped with two laptops. Students who attained proficiency on the NYSESLAT are entitled to testing accommodations for two years. Accommodations include: extended time (time and a half), separate location, selected directions/passages read more than once, bilingual glossaries, and translated versions of the test, if available.

Teacher schedules are reviewed carefully in order to ensure that ELL-SWD students' programs are not disrupted while meeting the State mandated minutes of ESL instruction.

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

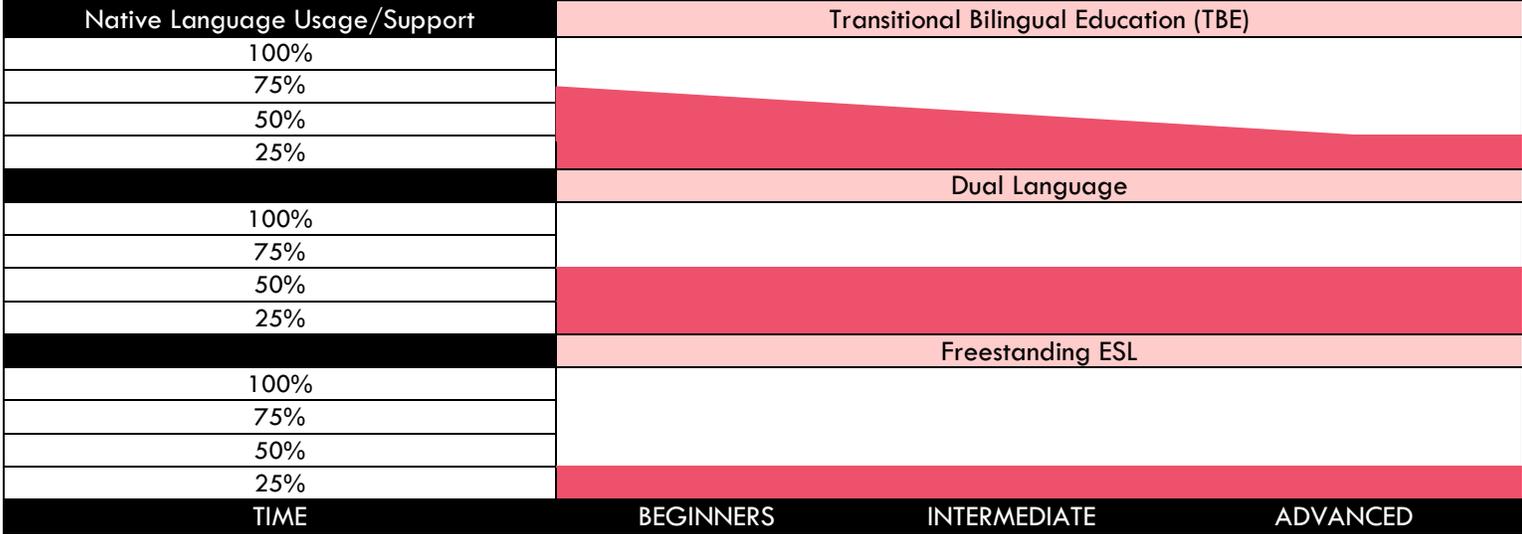
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
18. What language electives are offered to ELLs?
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)?

Targeted intervention programs for ELLs in ELA, Math and all content areas are available for all subgroups. Classroom and the ESL teacher set clear goals and assess ELLs on an ongoing basis. This helps determine student academic progress and his/her level of English language acquisition. Intervention services offered in our school include: Title III Afterschool Program, Saturday Academy, AIS, AM/PM tutorial, tutoring by our teachers under circular 6R, and the extended day program. These services are offered in English.

Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with the classroom teacher, peer tutoring, AIS, and testing accommodations for an additional two years. Testing accommodations include: extended time (time and a half, separate location, bilingual glossaries, translated versions of the test, if available, and selected directions/passages read more than once. Classroom teachers are encouraged to continue scaffolding language use.

Programs or improvements for the upcoming school year include the Foundations Program for grades K and 1. This will provide extra support for ELLs.

There are no plans to discontinue any programs or services to ELLs at this time. Our school is always looking for new ways to expand and acquire additional services.

All of our ELLs have equal access to all school programs including access to computers, in the technology room and their classrooms. We offer Title III Afterschool programs. Saturday Academy, AIS, morning extended day, Resource Room, Speech, Occupational Therapy, Physical Therapy, Counseling and peer tutoring to ELLs in our building when appropriate.

Every classroom has a large multicultural library of fiction and non-fiction books. Additionally, Kindergarten and first grade use the Foundations Program, second and third grade use Words Their Way grammar program, fourth, fifth and sixth graders use Powerful vocabulary grammar program, all grades use a balanced literacy program specifically designed for ELLs. Kindergarten through sixth grade use McGraw Hill MacMillan "Math Connects". Computer programs available for our ELLs include: Reading Eggs, Sammy's Science House,

Bailey's Book House, Starfall, Weekly Reader Connect, and Discovery Education.

Addison-Wesley ESL books (levels A through E) are used in the ESL room. Picture Dictionaries by Harcourt Brace and The New Oxford Picture Dictionaries are available in English as well as Russian and Chinese.

Native language support is delivered by teachers, paraprofessionals, guidance counselors, occupational therapists, and physical therapists who speak different languages. There are speakers of Hebrew, Spanish, Russian, Portuguese, German and French in our school building. A newcomer is able to meet with these staff members for native language support. Bilingual books and dictionaries are also available in the ELL classroom and library.

Support and resources for ELLs correspond to the ELLs' age and grade level. Kindergarten students receive instruction in the development of expressive language vocabulary and phonics by using the Fountas and Pinnell program. All grades use the Fountas and Pinnell program as well. Our first grade ELLs are using the Foundations program to learn about and effectively use information about letters, sounds and words. AIS and all service providers collaborate with the classroom teacher to provide differentiated instruction for our ELLs.

P.S. 101 assists newly enrolled ELL students before the beginning of the school year. At Pre-K and Kindergarten registration, ESL teacher and other personnel make sure registration runs smoothly. Translators are available to assist. Students are interviewed with their parents. ESL teacher makes sure home language survey is completed accurately. There are Kindergarten orientations in May where parents of newly enrolled students get to meet the Kindergarten teachers and get a tour of the school

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.

P.S. 101 has implemented an ESL Articulation Team that provides professional development on a monthly basis to teachers of ELLs on each grade. Topics to be discussed include strategies and techniques to assist the ELLs in their classrooms, and how to help students with their academic vocabulary. The team members then turnkey to other staff members on their grade.

Teachers of ELLs participate in network-wide PD presented by Maryann Cucchiara in order to build strong language and literacy skills for the CCLS. In addition, teachers attend in-house PD presented by the school administration on various CCLS related topics.

During Common Preparation Periods and ESL Articulation meetings, classroom teachers meet with the ESL teacher to plan content area lessons and differentiate instruction for the ELLs. Paraprofessionals, classroom teachers, cluster teachers and administrators receive ELL professional development during staff meetings.

ESL teacher, classroom teachers and Assistant Principals are invited to attend CFN 207 ELL mini institutes as well as Office of ELLs workshops.

Calendar of PD days and topics include:

Monthly ESL Articulation Meetings

September - "Reviewing NYSESLAT scores and ELL Placement"

October - "Building Academic Vocabulary"-

November - "Drilling Down ELL students' ELA and Math results"

January - "Using Technology with ELLs"

February- "Test Prep Skills for ELLs"

March - "Thinking Maps for ELLs"

ELLs are assisted as they transition from elementary to middle school. The ELLs attend an orientation in May at the middle school. They attend an orientation and are provided with a tour of the new school.

To meet the minimum 7.5 hours of ELL training for all staff as per Jose P., administration will work with the ESL teacher and CFN network staff to coordinate ELL Professional Development for the 2013-2015 school year. ELL Professional Development will take place during the designated Chancellor's Conference Days, faculty and grade conferences, monthly ESL articulation meetings and outside conferences and workshops provided by the Office of English Language Learners, BETAC, and Children First 207 Network. Professional development sessions will be facilitated by administrators, ESL teacher, Children First network specialists and outside professional development providers.

P.S. 101's ELL Professional Development Program will provide teachers will scaffolding and differentiated instruction strategies for teaching English Language Learners, second language acquisition theory, LAB-R/NYSESLAT/ELL Periodic assessment data analysis, building academic language, enriching the ELL student through technology, and NYSESLAT strategies.

Evidence of ELL Professional Development, such as agendas, sign-in sheets, etc. will be kept on file and maintained by the ESL teacher.

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?

P.S. 101 will hold several workshops for parents on various topics including but not limited to: test prep, special education services, parenting skills, discipline, homework and organizational habits, and computers. We will also host several parent nights such as family math night, family game night, and family movie night to promote parental involvement. Workshops and events will be held at various times during the school day to accommodate the schedule of working parents. The parent coordinator sends out monthly newsletters and calendars via email listing the various school activities. The school website is updated with the latest information for parents and parents are encouraged to visit the website regularly to stay informed.

Queens Public library offers workshops for ELL parents in various languages at various locations throughout the year.

We used the data from ATS and the Home Language Identification Survey to determine the different languages spoken by our school families. In consultation with our ESL teacher we determined what languages were needed for document translations.

Teachers are informed of the opportunities for written and oral translation through the Office of Translation and Interpretation.

Translation is needed in Chinese, Spanish, Arabic, Indonesian, Armenian, Albanian, Japanese, Italian, and French.

The school will provide materials and training to enable parents to work with children to support their academic achievement. The school will provide appropriate support services for students to assist with the home-school connection. Written translations will be provided for all major school announcements. Documents for translation will be sent by email to the Office of Translation, or provided by in-house staff, in a timely manner to ensure that they can be sent home with the students. Oral translation will be provided on an as needed basis either through staff, parent volunteers, or by telephone through the Office of Translation and Interpretation. The school determines through ATS the primary language spoken by each parent and if the primary language is not English whether the parent needs translation services. Translation services will be provided when necessary during Parent/Teacher Conferences or during any other meeting between teacher and parent.

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.

Part VI: LAP Assurances

School Name: School in the Gardens

School DBN: 28Q101

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monique Paniagua	Principal		10/31/13
Irtis Gonzalez	Assistant Principal		10/31/13
Randy St. Germain	Parent Coordinator		10/31/13
Michelle Rao	ESL Teacher		10/31/13
	Parent		
Denise Hyman	Teacher/Subject Area		10/31/13
Joann Lavelli	Teacher/Subject Area		10/31/13
	Coach		
	Coach		
Stacey Katz	Guidance Counselor		10/31/13
	Network Leader		
Giuvella Leisengang	Other <u>Network Specialist</u>		10/31/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q101 School Name: School in the Gardens

Cluster: 2 Network: 207

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.

Needs Assessment was done based on the Home Language Identification Survey to determine the languages spoken in our school. This information is provided to administration, teachers, service providers, and the Parent coordinator. Translated documents are provided where necessary for workshops and parent meetings in the necessary languages; i.e. Chinese, Spanish, Russian and Japanese. In addition the Adult Preferred Language Report is used to determine the preferred language of communication for parents. The findings of this report (RAPL) are used to determine the necessary languages for oral and written communication with parents. According to the RAPL report, the languages with high incidence besides English are Chinese, Spanish, Russian and Japanese.

Consultation with the school's ELL teacher to determine the number of ELL children and their home language to ensure that written translation is provided where necessary. Data from ATS will be provided by the pupil accounting secretary to facilitate written and oral translation when necessary. The parent coordinator will distribute a letter to all staff members at the beginning of the year to make them aware of the opportunities provided by the Translation and Interpretation Unit to communicate with parents in their home language either orally or written.

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.

After summarizing the RAPL report, the major findings reveal that our adult preferred languages for written translation and oral interpretation are: Chinese, Spanish, Russian and Japanese. The Parent Coordinator will request written translated versions of documents from the Office of Translation and Interpretation Unit for distribution to the entire school. Signs & Posters indicating "Interpretation Services Available" are posted at the main security desk and the main office. In addition signs for "over-the-phone interpretation services" are available at the main security desk and the main office for use by school staff. The school can provide in-house translation in Russian, Spanish, Hebrew, Portuguese, German and French. In the event that additional languages are needed, the school will utilize the over-the-phone interpretation services. The

school will use over-the-phone interpretation services when necessary to communicate with parents for individual parent/teacher conferences on an on-going basis. Translated documents are provided at registration. Translated Report Cards will be provided and sent home.

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.

Home Language Identification Surveys and the Parent Preferred Language Report (RAPL) indicate the home language of the student and the preferred language of communication for the parent. This information is provided to administration, teachers, service providers, and the Parent coordinator. Written translation services will be provided either in-house or by using the Department of Education's Translation & Interpretation services. Teachers will provide the English version for translation to the Parent Coordinator. The document will either be translated in-house for short memos or sent to Translation & Interpretation.

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 has bilingual staff in the following languages; Spanish, Russian, Hebrew, Portuguese, German and French. Teachers will be given the information regarding oral translation services provided over-the-phone by the Translation & Interpretation Unit. In certain instances, in-house staff may be called upon for oral translation services.

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>.

Every parent must complete a Home Language Identification Survey (HLIS) upon enrollment of their child. This survey will be used to identify the languages needed for notification. Language assistance will be provided through translation and interpretation from English to the necessary language. A notice will be placed at the main entrance and in the main office; translations are available upon request. Translated documents are available at registration. ESL parent orientation meetings are provided in September by the ESL teacher in the necessary languages for students identified for parents of students identified as ELL's upon entrance to our school based on the LAB-R examination. Letters are sent home at the beginning of the year informing parents of their right to translation and interpretation services. Over-the-phone- translation services are made available to all staff members. The phone number is prominently displayed at the main entrance and in the main office. In house translation is available in the 3 major languages identified on the RAPL report; Chinese, Spanish and Russian.