

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q104

School Name:

PS 104Q THE BAYSWATER SCHOOL

Principal:

KATHLEEN GRADY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 27Q104
School Type: Public Grades Served: PreK, K, 1, 2, 3, 4, 5, SE
School Address: 2601 Mott Avenue Far Rockaway, NY 11691
Phone Number: 718-327-1910 Fax: 718-337-2146
School Contact Person: Kathleen Grady Email Address: kgrady@schools.nyc.gov
Principal: Kathleen Grady
UFT Chapter Leader: Denise Johnson
Parents' Association President: Maria Duran
SLT Chairperson: Ellen Trachtenberg
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton (A)
Superintendent's Office Address: 82-01 Rockaway Boulevard Ozone Park, NY
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: Network 210 Network Leader: Joanne Brucella

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)
Kathleen Grady	*Principal or Designee	
Denise Johnson	*UFT Chapter Leader or Designee	
Maria Duran	*PA/PTA President or Designated Co-President	
Maria Rivera	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	
Lorraine McCarthy	School Secretary	
Patricia Williams	Teacher	
Ellen Trachtenberg	Teacher/SLT Chairperson	
Denise Millard	Parent	
Cathy Denton	Parent	
Nicole Rhoden	Parent	
Maritza Munos	Parent	
Maribel Escobar Arrue	Parent	
	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	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

- A. 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.
- B. School strengths, accomplishments, and challenges.
- C. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 104 is located at the remote eastern end of the Rockaway peninsula in Queens. Around the school, there are many large pre-World War I houses which have now become multiple family dwellings. Postwar buildings include small single-family homes and a number of housing projects. Our original school building is more than seventy-five years old; with a "modern" addition that was built in 1966. The building, home to approximately 709 students in grades pre-kindergarten to five, is in good physical condition and well maintained. We have maintained student attendance at an average of 91% this year and last year. Our community's poverty level is high; 80% of our students are eligible to receive free lunch. As a result, PS 104 was designated a Title I Universal School Meals school in 2008 and continues for the 14-15 school year.

According to the latest available ethnic census the largest ethnic group of our student population is Black (50%) and the next largest ethnic group is Hispanic (39.6%) The remaining ethnic groups are 4% Asian, 4.27% White and 1.71% Other. Our school divided by gender is 49% female and 51% male. The percent of English Language Learners (ELLs) is 10% while Students with Disabilities counts as 20% of our student population.

The school houses the following classes: four full day pre-kindergarten classes, five full day kindergarten classes four first grade, and three classes each on Grades 2-5. Sixty nine (69) students are enrolled in our self-contained special education program with a 12:1:1 class on each grade K-5. Forty one (41) students with disabilities are enrolled in our integrated co-teaching classes. There are approximately seventy five (75) English Language Learner students who receive English as a Second Language instruction via a push-in-pull out model.

The administration is comprised of a Principal and a school based intermediate supervisor (Assistant Principal). The staff includes classroom teachers and cluster teachers. Support personnel include one intervention teacher, one ESL teacher, and ten paraprofessionals. Student support services personnel include one special education teacher support service teacher (SETSS), one guidance counselor, one adaptive physical education teacher, one occupational therapist, one physical therapist, two speech teachers, a school assessment team (SAT) and one individual education planner (IEP teacher). Additional staff includes one parent coordinator, two secretaries, custodial staff, five school aides, one DOE nurse, cafeteria staff and two school safety agents.

PS 104Q MISSION STATEMENT:

Families, staff and community will collaboratively nurture the growth of the PS 104 child academically, socially and emotionally. We will achieve and maintain high standards in all we do. As a family, we will encourage our children to envision and then reach their goals. Through caring about themselves, each other and their neighborhood, our students will become self-reliant, committed citizens of the 21st Century.

PS 104Q PROGRAM OVERVIEW:

This vision will include our entire school, general education, special education, English language learner students and parents. This will be achieved through:

- Targeted instruction with a focus on language development for all grades;
- Extended time on task using structured time blocks and Afterschool Programs;
- Class size reduction where budget permits;
- Professional Learning Teams focused on the areas of data driven instructional practices, "looking at student work" protocols and CCLS Units of Study and Performance Task development;
- Horizontal and Vertical Inquiry Teams (Grade/School);
- Professional development and implementation of Charlotte Danielson's "Framework for Teaching" in formal, informal observations through the *ADVANCE* evaluation system;

- Professional development and implementation of short, frequent cycles of observation with timely feedback and follow up with teachers grounded in the NYCDOE targeted Danielson Competencies;
- Common planning periods for all grades;
- Implementation of Harcourt “Go Math” program on Grades K-5 aligned with the CCLS;
- Implementation of the NYS selected Core Knowledge Language Arts Program on Grades K-2;
- Implementation of the NYS selected Expeditionary Learning Program on Grades 3-5.
- Extensive writing grounded in CCLS performance tasks and genre of the month;
- Extensive writing grounded in “writing to learn” strategies on Grades 2-5;
- Implementation of the NYC Scope and Sequence in Science with a focus on hands on learning;
- Continued implementation of a balanced literacy approach to teaching English Language Learners;
- Continued implementation of the special education inclusion and self-contained models;
- Continued implementation of Response to Intervention employing a variety of models differentiated by individual student needs with tracking of interventions through the PRIM software (Pre-Referral Intervention Manual);
- Implementation of Goalbook for all special needs teachers with a focus on the crafting of quality IEPs and strategy specific approaches to universal design for learning.
- The use of data and benchmarking to drive all instructional practices including grade, class and group goal setting to meet the needs of all students;
- The use of multiple assessment tools (formative, summative, qualitative and quantitative) to drive differentiated, CCLS grounded instruction;
- Integration of technology throughout the curriculum through the use of Smartboards and Elmos;
- Integration of the Arts in daily experiences in partnership with Community Based Organizations;
- Integration of school-wide character education programs including Cloud 9 and Lions’ Quest;
- Continued implementation of our School Wellness Council that promotes a whole body-mind-spirit approach to wellness and includes the Swim for Life Program, School Wellness grant, Community Service walkathons etc.;
- Enhanced parental opportunities to become even more involved and active in their child’s learning through bus trips to conferences, instructional workshops, Parent Teacher Association, educational family trips etc.

COMMUNITY PARTNERSHIPS:

In order for you to fully understand the scope of PS 104’s involvement with outside agencies that bring services to our students and families, please peruse the following:

- **Safespace Afterschool**– This local, community based program services our students afterschool Monday-Fridays till 6:00 pm. Activities include homework help, art, dance, athletics etc. Safespace also provides PS 104Q families counseling and social work services where applicable. Safespace has an outreach worker housed in our building.
- **KidsmART Afterschool**- This art program is given to us by the Rockaway Artists Alliance (RAA). They service students afterschool four days a week providing arts and crafts, music, dance and homework help.
- **Arts Collaboration:** Due to the outreach efforts of Marsha Fennik, music teacher, PS 104Q is partnered with the following organizations that provide cultural events to enhance our students’ appreciation for the arts. These include Carnegie Hall, Music for Many, American Ballet Theater;
- **NYC Adult Education Programs:** This partnership includes a variety of services including nightly ESL classes for adults, GED adult nightly classes and Zumba classes.
- **Queens District Attorney’s Star Track Program:** For the past 20 years, PS 104Q has worked with the Queens DA’s office to promote an anti-violence message among our youth with a focus on Grade 5. Representatives from the office come in every other week to provide instruction in the Grade 5 classrooms on a variety of topics to promote peaceful interaction among our students. This initiative also entails schools networking with community organizations through the Queens DA’s office. Grade 5 classes attend the Queens County Courthouse to observe the law in action and additionally prepare a mock trial. Our culminating activities include “Say No to Violence Week” and the Tennis Event at Arthur Ashe Stadium.
- **School Wellness Council** - This wellness grant serves as the umbrella for all of our health/wellness initiatives including our annual Community Health Fair, Achilles Kids, Mighty Milers, “Play it Forward”, Swim for Life and our “walkathon” initiative;
- **Common Cents Penny Harvest:** Participating in this service learning initiative, our students work to raise pennies for Common Cents that goes towards community service projects including food pantries, toiletries for

homeless women, pet rescue shelters.

- **Rockaway Hope-** This community based program provides the PS 104 students multiple learning experiences both in and beyond the school day. We have also been linked with the Edgemere Farm through Rockaway Hope. Rockaway Hope has an outreach worker housed in our building. On a monthly basis, Rockaway Hope visits our school during the lunch periods for “Rockaway Dance Recess” where they provide a DJ, music, sports activities etc. for our students.
- **Partnership with Children:** In the aftermath of Hurricane Sandy, PS 104 was selected to be part of a grant that would provide much needed counseling services to our students and families through the efforts of licensed social workers. These social workers give class, small group and 1:1 counseling. The outreach workers are housed in our building.
- **River Fund:** Through the efforts of the River Fund and Dr. Otto Saltzman, the NYC Food Bank van is based in the front of PS 104 every other week. Their services are open to the community at large. They assist families in seeking social service supports and aid them in completing various applications for these services.
- **Lions’ Club of NYC:** This CBO works with our school in implementing the “Lions’ Quest” Character Education program. They additionally work with us in streamlining our service learning initiatives.
- **Bowery Mission:** Through our connection with Rockaway Hope, we link with the Bowery Mission’s Camp Woodlawn that provides summer sleep away camp to over 150 Far Rockaway children.

P.S. 104’s Strengths

The strengths of the PS 104Q family are numerous. Our staff is extremely competent, caring and promote the education of the whole child. Our learning environment is excellent in that our school is very safe, friendly and welcoming. Families are regularly in and out of the building attending special events including school-wide, grade and individual class celebrations. Our parent coordinator and PTA work closely with our families to ensure the best possible education for all students. PS 104Q has numerous partnerships with a variety of community based organizations that bring exceptional programs to our children both during the day and afterschool.

P.S. 104’s Areas of Challenge

Student progress and performance continue to be our greatest challenge in both English Language Arts and Mathematics. With the changes to curriculum and assessment in light of the Common Core Learning Standards, our students, like so many others across the state and city, are having difficulty. Thus, we have incorporated a number of changes that we hope will have a long term impact. One example of recent changes includes PreK expansion from two full day classes to four full day classes including an integrated co-teaching class. By doing this, we hope to give our students a firm foundation in preparation for kindergarten and growth in later grades.

Areas of Most Growth

The area of most growth for PS 104Q has to do with teacher teams, collaboration and professional development. Our professional learning team initiative has been in place for the past six years and has immensely impacted the culture of our school. Teachers take ownership of an entire grade as opposed to a single class. Ideas are regularly shared vertically and horizontally. Teachers work together using “looking at student work” protocols to further refine student tasks and accompanying instruction. Therefore, the Danielson Framework and the work surrounding it came at a most opportune time.

Areas of Focus for the 14-15 School Year

The PS 104Q Instructional focus for the 14-15 school year is on language development through accountable talk/discussion, vocabulary development and the reading/writing connection. By focusing on listening, speaking and writing academic vocabulary, we hope to foster higher level thinking with a strong language foundation at its core. Children must first hear language to be able to speak it. Students must use language in order for it to be ingrained in their thinking. The more we immerse our students in language development, the more successful our students will become in reading, writing and all content areas.

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

- 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).
- 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.

PS 104Q saw a decrease in student progress on the NYS exams in both literacy and mathematics from 12-13 to 13-14. In English Language Arts, our students dropped an average of one point in student progress and dropped nine points for our students in the bottom third. In terms of mathematics progress, our student population dropped an average of twelve points and nineteen points for our bottom third. In reviewing student work samples and other such data, our teacher teams determined that our students’ challenges lie in their lack of language development/vocabulary when applied to any subject area. Thus, our instructional focus/priority need for the 14-15 school year is on language development through accountable talk, vocabulary development and writing to learn/reflect strategies.

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, 95% of Non-English Language Learners continuously enrolled at PS 104Q from October 1, 2014 to June 1, 2015 will have an increase of a minimum of three reading levels evidenced by the Teacher College Benchmark Assessment System by focusing on language development in all content areas including literacy and mathematics.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • 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>Core Knowledge Reading Program K-2: All students on Grades K-2 including ELL and SWD sub-groups will participate in the Core Knowledge Reading program that encompasses a balanced literacy approach to reading with a strong direct instruction phonics component. Program also has a targeted focus on building prior knowledge via content area instruction. Program was initially piloted by Tweed from 2008- 2012 and is now the selected NYSED Core Curriculum. Our instructional focus on language development through accountable talk, vocabulary instruction and writing to learn/reflect strategies has been built into the instruction of our teachers in order to prepare students for the rigors of the Common</p>	<p>All K-2 students including ELLs and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Lower grade assistant principal, lower grade classroom teachers, Network 210 instructional specialists</p>

Core Learning Standards.			
<p><u>Expeditionary Learning Interdisciplinary Literacy Program Grades 3-5:</u> All students on Grades 4 and 5 including ELL and SWD sub-groups will participate in the interdisciplinary Expeditionary Learning Reading program that encompasses a balanced literacy approach to reading with a strong non-fiction base. Program also has a targeted focus on building prior knowledge via content area instruction. Expeditionary Learning is the NYSED selected Core Curriculum. Our instructional focus on language development through accountable talk, vocabulary instruction and writing to learn/reflect strategies has been built into the instruction of our teachers in order to prepare students for the rigors of the Common Core Learning Standards.</p>	All 3-5 students including ELLs and students with disabilities	September, 2014 – June, 2015	Principal and upper grade classroom teachers, intervention specialist, Network 210 instructional specialists
<p><u>Literacy Intervention Specialist:</u> All students on Grades 1-5 including ELL and SWD sub-groups who are at risk for not meeting promotional standards will receive the services of one (1) literacy intervention specialist. On Grades 1-2, specialist will focus on basic reading skills such as decoding and fluency employing the Core Knowledge intervention models with infusions of <u>Soar to Success</u>. Upper grade 3-5 intervention specialist will focus on comprehension skills with a focus on metacognitive strategies instruction and vocabulary building through <u>Success for All's</u> "meaningful sentence" technique. Specialist will service students via both a push-in and pull out model depending upon student need. Students will participate in 6 week cycles of intense instruction with assessments at the end of the six week to determine next steps for the student. Our instructional focus on language development through accountable talk, vocabulary instruction and writing to learn/reflect strategies has been built into the instruction of our teachers in order to prepare students for the rigors of the Common Core Learning Standards.</p>	All students who require Tier II interventions with a focus on Grades 2 and 3 as per Chancellor Farina's vision.	Six week cycles starting the second week of September, 2014 – June, 2015.	Principal, assistant principal, intervention specialist, classroom teachers, Network 210 instructional specialists
<p><u>Harcourt Go Math Program:</u> All students on Grades K-5 will receive mathematics instruction through the use of Harcourt Go Mathematics. Aligned with the Common Core Standards and developed for a May to May instructional program, Harcourt Go Math employs the workshop model of "to-with-by." The program encompasses pre-assessments, post assessments and intervention/enrichment models. Additionally, students and teachers will employ Harcourt Go Math's "Think Central" which is an online component of the program to reinforce student learning at home for both remediation and enrichment. Our instructional focus on language development through accountable talk, vocabulary instruction and writing to learn/reflect strategies has been built into the instruction of our teachers in order to prepare students for the rigors of the Common Core Learning Standards. Thus, our Teacher College benchmark levels directly link with our mathematics proficiency in that students need to not only "think through" constructed response problems, but also need to employ mathematics content specific language in order to successfully navigate and solve multi-step problems.</p>	All 3-5 students including ELLs and students with disabilities	September, 2014 – June, 2015	Principal, assistant principal, classroom teachers, Network 210 instructional specialists
<p><u>Rourke eBooks Online:</u> In order to supplement the Core Knowledge Language Arts program in terms of guided reading, a class set of iPad were purchased for K, 1 and 2 to be shared amongst the grades. Teachers worked with Rourke eBooks to select content and common core standards aligned leveled books. Students can now access these books via the iPads and participate in guided reading instruction which is missing in the Core Knowledge Language Arts</p>	All K-2 students including ELLs and students with	December, 2014 – June, 2015	Principal, assistant principal, classroom teachers, SETSS teacher, Technology

program.	disabilities		teacher
<u>Imagine Learning:</u> All students on Grades Pre-5 will participate in computer assisted instruction with Imagine Learning. Imagine Learning is language development software that is tailored to a child's individual needs based on a pre-assessment. The program can service the students in multiple languages and works extremely well with English Language Learners. This program builds vocabulary, reading and writing skills	All PreK – 5 students including ELLs and students with disabilities	November, 2014 – June, 2015 2x a week	Principal, SETTS teacher, classroom teachers, technology teacher
<u>Parent Engagement:</u> In order to foster trust between all school constituents and improve parent involvement, all parents and teachers will participate in Curriculum Night in early September. This is a family's opportunity to learn about what their child will learn during the school year. Our focus will be on eliciting information from families regarding their child's interests and learning needs. In addition to Curriculum Night, PS 104Q will host a number of parent/teacher nights for the express purpose of sharing individual student progress and information.	All PreK-5 families, students and staff including ELLs and students with disabilities	September, 2014 – June, 2015	Principal, Assistant Principal, all teaching staff, all parents, all students

Part 4 – Resources Needed

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

Core Knowledge Reading Program K-2: Teachers will be programmed for up to three literacy periods per day inclusive of writing. Benchmarking will occur five times a year to track student progress with teachers benchmarking their own students four times and a MOSL benchmarking team one time at the end of the year. Additionally, students will participate in Common Core Aligned Performance Tasks with rubrics on a monthly basis in addition to teacher exams and Core Knowledge assessments.

Expeditionary Learning Interdisciplinary Literacy Program Grades 3-5: Teachers will be programmed for up to three literacy periods per day inclusive of writing. Benchmarking will occur four times a year to track student progress with a final MOSL assessment conducted by a MOSL benchmarking team. Additionally, students will participate in Common Core Aligned Performance Tasks with rubrics on a monthly basis in addition to teacher exams.

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

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

Harcourt Go Math Program: Via the Core Curriculum ordering, all materials and manipulatives will be purchased for all classes. Teachers will be programmed for up to two mathematics periods per day. Benchmarking will occur with each Chapter assessment and unit assessment. Data is submitted to administration for review. Additionally, students will participate in Common Core Aligned Performance Tasks in mathematics.

Rourke eBooks: In order to imbed guided reading into the Core Knowledge Language Arts program on K-2, PS 104Q purchased a class set of iPad minis for each grade K-2. We purchased 100 leveled books aligned with Core Knowledge content so that the guided reading aligns with the content being studied.

Imagine Learning: In order to promote our instructional focus, language development, PS 104Q purchased a site license for Imagine Learning which is an online, computer assisted instruction program that is differentiated based on a pre-assessment of the child. Training for all teachers were included in the purchase.

Teacher Teams: Teacher teams will meet a minimum of three times a week inclusive of professional development Monday, "Looking at Student Work" Tuesdays (other professional activity time) and one common planning period per week. Teams will be used for demonstration lessons, curriculum alignment, task refinement, and the development of a common language in the implementation of curriculum, development of assessments and analysis of data for the

subject/grade.

Professional Development: Scheduling of inter-visitation, model lessons, Network 210 PD, teacher team meetings, common planning time and other time to foster teacher collaboration.

NYCDOE Resources: Use of the NYCDOE resources such as the Common Core Library, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning, and professional texts, OTPS for student consumables and workshop materials.

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

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:

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

1. By February, 2015, 95% of Non-English Language Learners continuously enrolled at PS 104Q will have an increase of a minimum of 2 reading levels evidenced by the Teacher College Benchmark Assessment System.

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

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • 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

- 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).
- 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.

The 2013-2014 Learning Environment Survey indicates that our families and staff believe that PS 104Q is a great place to attend elementary school. 100% of our teachers state that PS 104Q is a safe place to work and 94% of our families are satisfied with the education that their child is receiving at PS 104Q. Additionally, 96% agree that PS 104Q has a positive school culture which is 6% points higher than the citywide average. In reviewing our OORs data, we have noted that the stronger our PBIS and character education programs are, the lower the number of incidents in our school. Therefore, we have determined that our priority need in this area is to continue our PBIS program and other comprehensive approaches to educating the whole child.

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.

By June 2015, we will provide all students with social and emotional support by continuing to implement a school-wide Positive Behavior Intervention Support system along with a host of character education programs to improve their social and emotional health, as measured by a 5% decrease in student infractions as evidenced by OORs.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • 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>
PBIS (Positive Behavior Intervention Services)- is a mainstay of our school culture. Also known as SAIL, students receive instruction and guidance on a daily basis in “ Showing Self Control, Acting Kindly, Independently Following Directions and Live Respectfully and Be Responsible. ” Through this program, students are recognized for positive behavior and that behavior is reinforced via reward on the individual and class levels via a ticket system. This program promotes peaceful resolution of conflicts and supports sustainable change in behavior.	All students including ELLs and students with disabilities	September, 2014 – June, 2015	The entire staff of PS 104Q inclusive of administration, guidance, School Assessment team, support service personnel, paraprofessionals, kitchen staff,

			school safety agents, school aides
<u>Community Based Organization-</u> PS 104Q has established a partnership with the Rockaway Artist Alliance KidsmART Arts CBO that operates Monday-Thursday from 3:00 pm – 5:00 pm. This program services approximately 150 students with 75 of those students attending on Mon-Tues and the rest on Thurs-Fri. The program’s mission is to promote peaceful resolution to conflict through the arts. The program employs a strong youth program in that local teens are hired as “teen counselors” to support the program’s mission. Students participate in homework help and all forms of the arts including the visual and performing arts	Select students inclusive of ELLs and students with disabilities. Families must apply.	October, 2014 – June, 2015	Principal, OSYD, Rockaway Artist Alliance KidsmARTstaff, Parent coordinator
<u>Community Based Organization</u> – PS 104Q has established a partnership with the Safe Space CBO that operates Monday-Friday from 3:00 pm – 6:00 pm with additional days when school is on vacation and during the summer months. This program services 150 students daily and works hand in glove with our school in promoting homework help, anti-violence programs, individual and family counseling. The program offers a safe haven for students after school providing arts, academics, and sports activities.	Select students inclusive of ELLs and students with disabilities. Families must apply.	September, 2014 – June, 2015	Principal, OSYD, Safe Space staff, Parent coordinator
<u>Partnership with Children:</u> In the aftermath of Hurricane Sandy, PS 104 was selected to be part of a grant that would provide much needed counseling services to our students and families through the efforts of licensed social workers. These social workers give class, small group and 1:1 counseling. The outreach workers are housed in our building.	All students inclusive of ELLs and students with disabilities for whole class instruction. Select students inclusive of ELLs and students with disabilities for small group and 1:1 counseling.	Whole class September 2014 – November, 2014. Small group and 1:1 ongoing and as needed October, 2014 – June, 2015.	Principal, Assistant Principal, Guidance Counselor, Classroom teachers, Partnership with Children counseling staff.
<u>Queens District Attorney’s Star Track Program:</u> For the past 20 years, PS 104Q has worked with the Queens DA’s office to promote an anti-violence message among our youth with a focus on Grade 5. Representatives from the office come in every other week to provide instruction in the Grade 5 classrooms on a variety of topics to promote peaceful interaction among our students. This initiative also entails schools networking with community organizations through the Queens DA’s office. Grade 5 classes attend the Queens County Courthouse to observe the law in action and additionally prepare a mock trial. Our culminating activities include “Say No to Violence Week” and the Tennis Event at Arthur Ashe Stadium.	All Grade 5 students inclusive of ELLs and students with disabilities for whole class instruction.	November, 2014 – June, 2015 every other week	Principal, Assistant Principal, Guidance counselor, Queens DA personnel.

<p><u>Lions' Quest:</u> In 2013, PS 104Q was selected by Central to participate in training approximately 6 teachers in a character education program called Lions' Quest that was written and developed by the Lions Club. Due to our successful implementation across the six classrooms, Central decided to train the entire PS 14Q staff and provide them with free training materials. As a result, Lions' Quest Character Education program is implemented every Friday in every classroom. As part of this program, the Lions Club has additionally worked with us in streamlining our service learning initiative</p>	<p>All students K-5 inclusive of ELLs and students with disabilities for whole class instruction.</p>	<p>September, 2014 – June 2015 1x a week</p>	<p>Principal, Assistant Principal, Guidance Counselor, Classroom Teachers.</p>
<p><u>Cloud 9:</u> is a character education program that involves all school personnel, all students and all families. PS 104Q was selected as a pilot school in 2012 and continues to pilot this program this year. The premise of the program is that each month a specific value is selected such as citizenship, generosity, kindness etc. Every child on the first day of the month receives a sticker and a book centered on the value of the month. The class reads the story together and discusses it. Students then bring the book home and it is read with the parent. The parent then completes an activity sheet and returns it to school. The child and family get to keep the books. This encourages reading, values and a home school connection.</p>	<p>All students and families PreK-5 inclusive of ELLs and students with disabilities for whole class instruction.</p>	<p>September, 2014 – June 2015 x time month with daily announcements</p>	<p>Principal, Assistant Principal, Guidance Counselor, all school staff, all parents.</p>
<p><u>Rockaway Hope's Rockaway Recess:</u> This community based program provides the PS 104 students multiple learning experiences both in and beyond the school day. We have been linked with the Edgemere Farm through Rockaway Hope. Rockaway Hope has an outreach worker housed in our building. On a monthly basis, Rockaway Hope visits our school during the lunch periods for "Rockaway Dance Recess" where they provide a DJ, music, sports activities etc. for our students.</p>	<p>All students K-5 inclusive of ELLs and students with disabilities</p>	<p>September, 2014 – June, 2015 1x a month.</p>	<p>Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, Events Coordinator, School Aides, Rockaway Hope volunteers.</p>
<p><u>Pre-Referral Intervention Manual and Software:</u> In order to provide interventions academically and behaviorally for our at risk students, PS 104Q has purchased the Pre-Referral Intervention Manual (PRIM) and Software. All teachers will be trained in the use of the materials in order to regularly prescribe specific interventions for at risk students and then to monitor the progress of these interventions for the child. Teachers can additionally keep a log of said interventions and whether or not they were successful. In order to refer a child to the Pupil Personnel Team (PPT), the teacher must create an intervention sheet for the child for review by the PPT. Teachers can also create behavior intervention plans (BIPS) through this process.</p>	<p>All at risk students PreK -5 inclusive of ELLs and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, Guidance Counselor, all teaching staff.</p>
<p><u>Parent Involvement Activities:</u> In order to foster trust between parents, staff and students, parent involvement is part of all of the above activities to encourage and maintain a positive and supportive learning environment. Please see the PS104 Strong Family-Community Ties goal for more detailed activities.</p>	<p>All families, students, staff inclusive of ELLs and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>The entire staff of PS 104Q inclusive of administration, guidance, Parent Coordinator, School Assessment team, support service personnel,</p>

			paraprofessionals, kitchen staff, school safety agents, school aides and all students/families
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Part 4 – Resources Needed

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

Resources that are required for this plan include all of the above responsible personnel. The following CBOs and partnerships provide their services to our school for no expense other than copying needs and space in the building from which to work:

PBIS: SAIL_store items are purchased through school funds and donations. A school aide mans the SAIL store. A monthly schedule is disseminated as to which classes will go to the store.

KidsmART: Telephone provided by PS 104Q

Safe Space: Office and telephone provided by PS 104Q

Partnership with Children: Office and telephone provided by PS 104Q. Counselors work closely with administration to create a schedule of whole class visits.

Queens District Attorney’s Star Track Program: All services are provided by the Queens’ DA office for free. Scheduling for the program is collaboratively created among administration, guidance and personnel from the district attorney’s office.

Lions’ Quest: All materials and training were provided free from Central NYCDOE. All teachers will be scheduled for one period a week.

Cloud 9: All materials provided by the Cloud 9 Character Education program. Training provided by administration.

Rockaway Hope/Rockaway Recess: Office and Telephone provided by PS 104Q. Rockaway Hope provides all volunteers and materials. Rockaway Recess is scheduled for once a month during the lunch periods.

Pre-Referral Intervention Manual and Software: The manual and software were purchased during the 13-14 school year. Thus, resources for the 14-15 school year include professional learning opportunities for whole group and 1:1.

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

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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:

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

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

Our mid-point benchmark is based on OORS data in December 2014, March 2015 and June 2015 compared to OORS data in December, 2014, March, 2014, and June 2014.

Part 6b. Complete in February 2015.

- | | | | | |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> • 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

- 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).
- 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.

In reviewing the 13-14 *ADVANCE* data, our teachers, for the most part, are very strong in the areas of 2a: Creating an Environment of Respect and Rapport with 18 teachers rated as highly effective at least once in this area. Another strength of our staff is in 2d: Managing Student Behavior with 29 teachers rated highly effective for at least one observation. One area in which we need the most improvement is 3c: Engage Students in Learning because there were 5 teachers rated developing at least once in this area and 1 teacher rated ineffective. Thus, our priority need is to focus on our teacher teams with an emphasis on sharing best practices that promote student engagement.

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, all collaborative teacher teams will participate in professional learning opportunities to improve student engagement with a 3% decrease of teachers being rated developing at least once in domain 3C “Engaging Students in Learning” in *ADVANCE*.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • 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>
ADVANCE TRAINING: July: Team members selected by the UFT and the Principal will participate in Advance training in order to acquire a “next step” knowledge of the Advance evaluation system inclusive of Measures of Teacher Practice (MOTP) via the Charlotte Danielson <u>Framework for Teaching</u> and the Measures of Student Practice (MOTP) outlined by NYSED and NYCDOE.	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter	July, 2014	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD team

	Chair and PD team members		
<u>MOSL Selections:</u> August-September The MOSL selections will be made in a committee that is comprised of UFT selected staff and Principal selected staff.	PS 104 MOSL team inclusive of principal, assistant principal, UFT Chapter Chair and MOSL team	August 2014 – October, 2014	PS 104 MOSL team inclusive of principal, assistant principal, UFT Chapter Chair and MOSL team
<u>Charlotte Danielson's Framework for Effective Teaching:</u> In September, Danielson's Framework will be revisited by the entire PS 104Q staff with a focus on the NYSED evaluation system. Work throughout the year will focus on a deeper understanding of the Danielson Framework and improvement of teacher practice with a specific focus on student engagement.	All teachers who qualify for the <i>ADVANCE</i> evaluation system	September 2014 – June 2015	Principal, Assistant Principal, and all teachers who qualify for the <i>ADVANCE</i> evaluation system
<u>Initial Planning Conferences:</u> September – October Working with the grade assistant principal and/or principal, each teacher will select either Option 1 (1 formal and 3 informals), Option 2 (6 informals), Option 3 (highly effective only with 3 informals and 3 non-evaluative visits) and Option 4 (4 informals) as their evaluation option.	All teachers who qualify for the <i>ADVANCE</i> evaluation system	September 2014 – October 2014	Principal, Assistant Principal, and all teachers who qualify for the <i>ADVANCE</i> evaluation system
<u>Teacher Individualized Professional Development Plan:</u> In September, each teacher will be required to discuss with the immediate supervisor individualized goals for teacher pedagogical improvement. The supervisor will then meet with each teacher in a 1:1 conference to discuss those goals and methods for attaining those goals. Supervisor will meet with each teacher a minimum of three times during the year to review the goals, review mid-point progress and to discuss plans for the following year.	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD team members	September 2014 – June 2014	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD team
<u>Teacher Improvement Plans:</u> An individual teacher improvement plan will be created for a teacher that is <i>ADVANCE</i> evaluated and received a developing rating in the 13-14 school year. Professional development for this teacher will address the needed areas of improvement to move the teacher from developing to effective.	All teachers who received a developing or ineffective rating for the 13-14 school year	September, 2014 – June, 2015 with mid point reviews	PS 104Q Professional Learning team
<u>Professional Development:</u> PD will be provided on the following topics: citywide instructional expectations, curriculum alignment, unwrapping the standards, task and rubric creation, looking at student work, Charlotte Danielson's <u>Framework for Effective Teaching</u> . Our professional development will additionally focus on ways in which a child can interact with the curriculum based on their entry level point. Such professional development will include curriculum differentiation, vocabulary building, close reading, writing to learn strategies etc.	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD	September 2014 – June 2014	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD team

	team members, all PreK-5 students inclusive of ELLs and students with disabilities		
<p><u>Goalbook:</u> is an online tool that can be used by special education teachers to appropriately select and modify IEP goals as per a student's individual needs. In addition to goal writing, this program encompasses a myriad of ways in which a teacher can incorporate universal design for learning into daily teaching/learning activities. The site has a wealth of curricula ideas, graphic organizers and tools for supporting student success.</p>	All special education teachers for goal writing, all teachers for universal design for learning, all students inclusive of ELLs and students with disabilities	October, 2014 – June, 2015	Principal, Assistant Principal, guidance counselor, classroom teachers, special education teachers and cluster teachers.
<p><u>Pre-Referral Intervention Manual and Software:</u> In order to provide interventions academically and behaviorally for our at risk students, PS 104Q has purchased the Pre-Referral Intervention Manual (PRIM) and Software. All teachers will be trained in the use of the materials in order to regularly prescribe specific interventions for at risk students and then to monitor the progress of these interventions for the child. Teachers can additionally keep a log of said interventions and whether or not they were successful. In order to refer a child to the Pupil Personnel Team (PPT), the teacher must create an intervention sheet for the child for review by the PPT. Teachers can also create behavior intervention plans (BIPS) through this process. In order to provide interventions to our students, teachers must shift their teaching methodology from looking at students through a "whole class" or "small group" lens to an individual lens. This shift in mindset will be accomplished through immersions in these interventions and teacher to teacher support in shifting teaching techniques to meet the needs of all learners.</p>	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair, PD team members, all ELLs, students with disabilities and all at-risk students.	October, 2014 – June, 2015	Principal, Assistant Principal, guidance counselor, classroom teachers, special education teachers and cluster teachers.
<p><u>Teacher Teams:</u> In order to promote trust among staff members, teacher teams will meet a minimum of three times per week in order to focus on sharing best practices regarding student engagement.</p>	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD team members, All	October, 2014 – June, 2015	Principal, Assistant Principal, all Teacher Teams

	Teacher Teams and all PreK-5 students inclusive of ELLs and students with disabilities		
<u>Parent Newsletters:</u> In order to promote communication and trust between teacher teams and families, grade teams will also create newsletters centered on student engagement that highlight student celebrations/achievements.	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD team members, all Teacher Teams and all PreK-5 students inclusive of ELLs and students with disabilities, all families	October, 2014 – June, 2015	Principal, Assistant Principal, all Teacher Teams

Part 4 – Resources Needed

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

Resources required to meet this goal include:

ADVANCE TRAINING: All needed resources will be provided by Central NYCDOE.

MOSL Selections: Resources required include the selection of the MOSL team consisting of teachers selected by UFT and teachers selected by administration. Per session money will be provided to these teachers to meet, discuss and choose the MOSL selections for the school.

Charlotte Danielson’s Framework for Effective Teaching: During the 13-14 school year, every teacher received a copy of the Danielson’s book Enhancing Professional Practice. Teachers new to PS 104Q received a copy this year. We will continue to use this resource as a focal point for our professional learning opportunities.

Initial Planning Conferences: scheduling of 1:1 meetings with every teacher and a supervisor

Individual Professional Development Plans: During the 1:1 Planning Conference, all teachers will select one goal/area in which they want to focus on for the school year. Resources include scheduling professional learning meetings; targeting specific teachers to attend Network 210 and Central professional learning workshops in line with their goal.

Teacher Improvement Plans: scheduling of 1:1 meetings with each developing teacher and a supervisor.

Teacher Teams: Teacher teams will meet a minimum of three times a week inclusive of professional development Monday, "Looking at Student Work" Tuesdays (other professional activity time) and one common planning period per week. Teams will be used for demonstration lessons, curriculum alignment, task refinement, and the development of a common language in the implementation of curriculum, development of assessments and analysis of data for the subject/grade.

Professional Development: Scheduling of inter-visitation, model lessons, Network 210 PD, teacher team meetings, common planning time and other time to foster teacher collaboration.

Goalbook: Approximately \$4500 was spent on 12 teacher licenses so that every special education teacher in the building could have access to this software and then share their access with the general education teachers on the grade team.

Pre-Referral Intervention Manual and Software: The manual and software were purchased during the 13-14 school year. Thus, resources for the 14-15 school year include professional learning opportunities for whole group and 1:1.

NYCDOE Resources: Use of the NYCDOE resources such as the Common Core Library, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning, and professional texts, OTPS for student consumables and workshop materials.

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

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:

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

Mid point benchmark will be a comparison of 13-14 *ADVANCE* data to 14-15 late-February *ADVANCE* data.

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

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|--|---|-----|--|----|

- 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 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

- 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).
- 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.

In reviewing the 13-14 *ADVANCE* data, our teachers, for the most part, are very strong in the areas of 2a: Creating an Environment of Respect and Rapport with 18 teachers rated as highly effective at least once in this area. Another strength of our staff is in 2d: Managing Student Behavior with 29 teachers rated highly effective for at least one observation. The area in which we need the most improvement is 3B: Questioning and Discussion Techniques with 16 teachers rated developing at one time during the year and 1 rated highly effective. Thus, our priority need is for school leadership to emphasize the importance of student to student discussion and higher order questioning via the *ADVANCE* observation process in order to improve student performance.

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, 100% of qualifying teachers will be observed using the Danielson Framework for teaching and receive high quality feedback that will result in a 3% decrease in the number of teachers rated developing for component 3b Using Questioning and Discussion techniques as compared to the 13-14 school year.

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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>ADVANCE TRAINING: July: Team members selected by the UFT and the Principal will participate in Advance training in order to acquire a “next step” knowledge of the Advance evaluation system inclusive of Measures of Teacher Practice (MOTP) via the Charlotte Danielson Framework for Teaching and the Measures of Student Practice (MOTP) outlined by NYSED and NYCDOE.</p>	PS 104 MOSL team inclusive of principal, assistant principal, UFT Chapter Chair and	July, 2014	Principal, Assistant Principal, UFT Chapter Chair, MOSL Team

	MOSL team members		
<u>MOSL Selections:</u> August-September The MOSL selections will be made in a committee that is comprised of UFT selected staff and Principal selected staff.	PS 104 MOSL team inclusive of principal, assistant principal, UFT Chapter Chair and MOSL team members and all <i>ADVANCE</i> rated teachers	September, 2014 – October, 2014	Principal, Assistant Principal, UFT Chapter Chair, MOSL Team
<u>Initial Planning Conferences:</u> September – October Working with the grade assistant principal and/or principal, each teacher will select either Option 1 (1 formal and 3 informals), Option 2 (6 informals), Option 3 (highly effective only with 3 informals and 3 non-evaluative visits) and Option 4 (4 informals) as their evaluation.	All <i>ADVANCE</i> rated teachers	September, 2014 – October, 2014	Principal, Assistant Principal, all <i>ADVANCE</i> rated teachers
<u>Charlotte Danielson’s Framework for Effective Teaching:</u> In September, Danielson’s Framework will be revisited by the entire PS 104Q staff with a focus on the NYSED evaluation system. Work throughout the year will focus on a deeper understanding of the Danielson Framework and improvement of teacher practice with a specific focus on student engagement.	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD team members	September, 2014 – June, 2015	Principal, Assistant Principal, professional learning team, all teachers
<u>Teacher Individualized Professional Development Plan:</u> In September, each teacher will be required to discuss with the immediate supervisor individualized goals for teacher pedagogical improvement. The supervisor will then meet with each teacher in a 1:1 conference to discuss those goals and methods for attaining those goals. Supervisor will meet with each teacher a minimum of three times during the year to review the goals, review mid-point progress and to discuss plans for the following year.	PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD team members	September, 2014 – June, 2015	Principal, Assistant Principal, all <i>ADVANCE</i> teachers
<u>Teacher Improvement Plans:</u> An individual teacher improvement plan will be created for a teacher that is <i>ADVANCE</i> evaluated and received a developing rating in the 13-14 school year. Professional development for this teacher will address the needed areas of improvement to move the teacher from developing to effective.	PS 104 Professional Development team inclusive of principal, assistant principal,	September, 2014 – June, 2015	Principal, Assistant Principal, all teachers rated developing or ineffective

	UFT Chapter Chair and PD team members		
<p><u>Professional Development:</u> PD will be provided on the following topics: citywide instructional expectations, curriculum alignment, unwrapping the standards, task and rubric creation, looking at student work, Charlotte Danielson's <u>Framework for Effective Teaching</u>. Our professional development will additionally focus on ways in which a child can interact with the curriculum based on their entry level point. Such professional development will include curriculum differentiation, vocabulary building, close reading, writing to learn strategies etc.</p>	<p>PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair, PD team members, all students inclusive of ELLs and students with disabilities.</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, professional learning team, all teachers, all paraprofessionals</p>
<p><u>Goalbook:</u> is an online tool that can be used by special education teachers to appropriately select and modify IEP goals as per a student's individual needs. In addition to goal writing, this program encompasses a myriad of ways in which a teacher can incorporate universal design for learning into daily teaching/learning activities. The site has a wealth of curricula ideas, graphic organizers and tools for supporting student success.</p>	<p>PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD team members, all students inclusive of ELLs, students with disabilities and at risk students, all families</p>	<p>October, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, professional learning team and all teachers</p>
<p><u>Pre-Referral Intervention Manual and Software:</u> In order to provide interventions academically and behaviorally for our at risk students, PS 104Q has purchased the Pre-Referral Intervention Manual (PRIM) and Software. All teachers will be trained in the use of the materials in order to regularly prescribe specific interventions for at risk students and then to monitor the progress of these interventions for the child. Teachers can additionally keep a log of said interventions and whether or not they were successful. In order to refer a child to the Pupil Personnel Team (PPT), the teacher must create an intervention sheet for the child for review by the PPT. Teachers can</p>	<p>PS 104 Professional Development team inclusive of principal, assistant principal, UFT Chapter Chair and PD</p>	<p>October, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, professional learning team and all teachers</p>

<p>also create behavior intervention plans (BIPS) through this process. In order to provide interventions to our students, teachers must shift their teaching methodology from looking at students through a “whole class” or “small group” lens to an individual lens. This shift in mindset will be accomplished through immersions in these interventions and teacher to teacher support in shifting teaching techniques to meet the needs of all learners.</p>	<p>team members all students inclusive of ELLs, students with disabilities and at risk students, all families</p>		
<p><u>Parent Involvement:</u> In order to promote higher order questioning and discussion, parents will be invited to attend English Language Arts and Mathematics workshops that will expose parents to Common Core initiatives. By educating parents as to the changes in education, trust will be fostered through this communication</p>	<p>All teaching staff and families inclusive of ELLs and students with disabilities</p>	<p>October, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, professional learning team and all teachers</p>

Part 4 – Resources Needed

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

Resources required to meet this goal include:

ADVANCE TRAINING: All needed resources will be provided by Central NYCDOE.

MOSL Selections: Resources required include the selection of the MOSL team consisting of teachers selected by UFT and teachers selected by administration. Per session money will be provided to these teachers to meet, discuss and choose the MOSL selections for the school.

Charlotte Danielson’s Framework for Effective Teaching: During the 13-14 school year, every teacher received a copy of the Danielson’s book Enhancing Professional Practice. Teachers new to PS 104Q received a copy this year. We will continue to use this resource as a focal point for our professional learning opportunities.

Initial Planning Conferences: scheduling of 1:1 meetings with every teacher and a supervisor

Individual Professional Development Plans: During the 1:1 Planning Conference, all teachers will select one goal/area in which they want to focus on for the school year. Resources include scheduling professional learning meetings; targeting specific teachers to attend Network 210 and Central professional learning workshops in line with their goal.

Teacher Improvement Plans: scheduling of 1:1 meetings with each developing teacher and a supervisor.

Teacher Teams: Teacher teams will meet a minimum of three times a week inclusive of professional development Monday, “Looking at Student Work” Tuesdays (other professional activity time) and one common planning period per week. Teams will be used for demonstration lessons, curriculum alignment, task refinement, and the development of a common language in the implementation of curriculum, development of assessments and analysis of data for the subject/grade.

Professional Development: Scheduling of inter-visitation, model lessons, Network 210 PD, teacher team meetings, common planning time and other time to foster teacher collaboration.

Goalbook: Approximately \$4500 was spent on 12 teacher licenses so that every special education teacher in the building could have access to this software and then share their access with the general education teachers on the grade team.

Pre-Referral Intervention Manual and Software: The manual and software were purchased during the 13-14 school year. Thus, resources for the 14-15 school year include professional learning opportunities for whole group and 1:1.

NYCDOE Resources: Use of the NYCDOE resources such as the Common Core Library, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning, and professional texts, OTPS for student consumables and workshop materials.

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Mid point benchmark will be a comparison of 13-14 <i>ADVANCE</i> data to 14-15 late-February <i>ADVANCE</i> data.				
Part 6b. Complete in February 2015 .				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> 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

- 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).
- 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.

The 2013-2014 Learning Environment Survey indicates that our families and staff believe that PS 104Q is a great place to attend elementary school. According to the 13014 School Quality Report, 94% of parents agree that PS 104Q offers a wide enough variety of courses, extracurricular activities, and services and 94% of our families are happy with the education that their children are receiving at PS 104Q. Our priority need is to continue improving and solidifying our strong family and community ties and making our school a great place to be.

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, we will have a 5% increase in parent involvement activities as evidenced by attendance sheets and agendas for workshops, PTA meetings and school-wide events.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • 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>
<u>Trust Building:</u> PS 104Q will work with families in all of the below activities and strategies to foster trust between parents, school and students. Through the shared leadership of SLT, PTA, teacher teams and strong ties with local community based organizations, a positive learning environment grounded in trust will be promoted.	SLT, PTA, Teacher Teams, All families inclusive of English Language Learners and students with disabilities	September, 2014 – June, 2015	PTA, SLT, CBOs, Principal, Assistant Principal, Teacher Teams

<p><u>PTA</u>: the Parent teacher Association of PS 104Q works diligently to provide information to the families regarding parent involvement, school governance/leadership opportunities, parent-child events. Meetings are hosted monthly with a day time meeting and another in the evening.</p>	<p>All families inclusive of English Language Learners and students with disabilities</p>	<p>September 2014 – June 2015</p>	<p>PTA Executive Board, Parent Coordinator, Principal</p>
<p>SLT: the PS 104Q School Leadership is comprised of an equal number of parents and school staff. This group is responsible for reviewing current school data in comparison with the school's CEP goals and making revisions as needed</p>	<p>Elected members to the SLT inclusive of equal number of staff and parents</p>	<p>September 2014 – June 2015</p>	<p>Principal, PTA President, UFT Chapter Chair, SLT Chairperson</p>
<p>Parents will receive information on the citywide instructional expectations and all school activities via a school wide monthly calendar, PTA meetings, a "Meet the Teacher Night," principal's letters to parents etc.</p>	<p>All families inclusive of English Language Learners and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, Parent Coordinator and PTA.</p>
<p>Provide parents with workshops centered on a variety of topics including:</p> <ul style="list-style-type: none"> • Common Core Learning Standards • Working with Go Math • Building Literacy in the Home • Parent Stress Workshop • And many more... 	<p>All families inclusive of English Language Learners and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, Parent Coordinator, PTA and select teachers</p>
<p>PS 104Q will host a English Language Learner(ELL) Parent Orientation in the fall to familiarize our ELL parents with our schools freestanding ESL model and advise parents of their rights in terms of program choice etc.</p>	<p>All families of English Language Learners inclusive of students with disabilities</p>	<p>September, 2014</p>	<p>Principal, Parent Coordinator, ESL teachers</p>
<p>PS 104Q will host a "Meet the Teacher" night in September so that teachers and families can work together in the best interest of the education of the whole child.</p>	<p>All families inclusive of English Language Learners and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, Parent Coordinator, all teachers</p>

<p>In order to have families involved in their child's education, PS 104Q will invite parents to participate in a variety of parent-child activities including:</p> <ul style="list-style-type: none"> • PreK and Kindergarten Orientation sessions • Principal's Breakfast with families (quarterly) • Bring Your Dad to School Day • PTA Hispanic Heritage Pot Luck Dinner • Hispanic Heritage Assembly • PTA Diwali Celebration • School Wellness Council Breast Cancer Awareness Walkathon • Favorite Book Character Day • Grandparents' Day • School Wellness Council Turkey Trot for Food Pantries • Middle school Information Night • Title I Parent Orientation Meeting • Thanksgiving Feasts for our special education students, a second for our Grade 1 students and a third for our Kindergarten students • Holiday Caroling • Winter Spectacular Concert • Black History Month Celebrations • Family Movie Night (monthly) • Family Game Night (2x a year) • And much more... 	<p>All families inclusive of English Language Learners and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, Parent Coordinator, all teachers</p>
<p>School Wellness Council: Please see pages 8-9 for a description of the activities</p> <ul style="list-style-type: none"> • Cornell Nutrition Classes • Zumba • Walkathons • Common Cents Penny Harvest • Swim for Life Program • Annual PS 104 Health Fair 	<p>All families inclusive of English Language Learners and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, Parent Coordinator, all teachers</p>
<p>Community Partnerships: Please see pages 8-9 for a description of the partnerships.</p> <ul style="list-style-type: none"> • Safe Space • Rockaway Artists Alliance • Rockaway Hope • Queens District Attorney's Star Track Program • Partnership with Children • River Fund • Lions' Club • Bowery Mission 	<p>All families inclusive of English Language Learners and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, Parent Coordinator, all teachers</p>
<p>Family Engagement Trips With our school being geographically isolated from the rest of NYC and a limited transportation infrastructure to the rest of the city, PS 104Q promotes family engagement trips and parent networking by purchasing yellow buses to transport families to activities such as:</p> <ul style="list-style-type: none"> • Rockefeller Center • Mets games with free tickets supplied by the Queens Das office • Hockey games with free tickets supplied by the NY Rangers • PTA Family Night at Chuckie Cheese • And many others 	<p>All families inclusive of English Language Learners and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, Parent Coordinator, all teachers</p>

<p>Parent Educational Trips: In order to educate our parents about the cutting edge trends in education, PS 104Q sponsors parent only trips to conferences and workshops. Such conferences include District 27 family conferences, the NYCDOE citywide</p>	<p>All families inclusive of English Language Learners and students with disabilities</p>	<p>September, 2014 – June, 2015</p>	<p>Principal, Assistant Principal, Parent Coordinator, all teachers</p>
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Part 4 – Resources Needed

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

Parent Teacher Association: All activities will be funded through PTA funds. School will support PTA with paper and copying for notices. PTA Executive Board, parent coordinator and principal will work together to schedule activities, secure permits and school safety for specific events.

School Leadership Team: Activities will be provided through tax levy money. Schedule of meetings are set by the team.

Family Engagement Activities: All family engagement activities include the use of Parent Involvement Title I funds, school funds and donations from various partnerships and organizations in the form of tickets. Personnel include all administration, parent coordinator and event coordinator.

Workshops All parent workshop activities include the use of Parent Involvement Title I funds and Title III funds. Personnel include all administration, parent coordinator and event coordinator.

School Wellness Council: All School Wellness Council activities will be funded through a NYCDOE School Wellness grant. Personnel include all administration, parent coordinator and event coordinator.

Family Engagement Trips: All family engagement trips include the use of Parent Involvement Title I funds, Personnel include all administration, parent coordinator and event coordinator.

Parent Educational Trips: All parent educational trips include the use of Parent Involvement Title I funds and Title III parent involvement funds. Personnel include all administration, parent coordinator and event coordinator.

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

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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:

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

Mid-point benchmark will take place in late February. The measure of progress will be the number of parents that attend each event as compared to prior years.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
• 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)	Teacher College Benchmarking NYSELA exam, formal and informal classroom assessments, teacher observation; Schoolnet assessments	<p>Tier I Interventions</p> <ul style="list-style-type: none"> • 120 Minute Literacy Block • Differentiated instruction • Guided Reading • 1:1 conferencing addressing individual student need • Core Knowledge Literacy K-3 <p>Tier II Interventions:</p> <ul style="list-style-type: none"> • Foundations Phonics– K-3 • Great Leaps Fluency– 2-5 SWD • Early Success Comprehension - Grade 1-2 • Metacognitive Strategies Comprehension Instruction • Grades 1-5 - comprehension instruction • CKLA/Reading in the Content Area Skills Work - Grades 1-5 • ELA Skills Work/Reading in the Content Area/Test Preparation Afterschool program- Grades 3-5 • Summer School - Grades 3-5- • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students • Safe Space OST After school tutoring 	<p>Tier I Interventions</p> <ul style="list-style-type: none"> • Whole Class • Whole Class, Small Group, 1:1 • Small Group, 1:1 • 1:1 • Whole Class, Small Group <p>Tier II Interventions:</p> <ul style="list-style-type: none"> • Small group pull out • Independent Computer Assisted • 1:1 • Small Group push in/pull out • Small Group push in/pull out • Small Group pull out • Small Group push in 10:1 ratio • Small Group afterschool • Small Group Instruction • Small Group Instruction pull out • Small Group instruction afterschool 	<p>Tier Interventions</p> <ul style="list-style-type: none"> • Daily during the day • Daily during the day • 3x per week during the day • Minimum of 1x per week during the day • Daily during the day <p>Tier II Interventions:</p> <ul style="list-style-type: none"> • 2-3x per week during the day • 2-3x per week during the day • Daily during the day • 2-3x per week during the day • 2-3x per week during the day by intervention specialist • 1x per week during the day by a teacher on their administrative period • 1x per week for 50 minutes during 37.5 minutes tutoring time • 2x per week for 2 hours per week for 6 weeks after school • 4 days a week for six weeks with 2 hours per day • Minimum of 2x per week depending upon student need • Minimum of 2x per week depending upon student need

Mathematics	Math inventories, baseline assessments, NYS Math exam, Go Math Chapter and Unit assessments, formal and informal classroom assessments, teacher observation, Schoolnet assessments	<p>Tier I Interventions</p> <ul style="list-style-type: none"> • Grades K-5 : 90 minutes Math • Differentiated instruction based on need with Tiered assignments • Remediation/Enrichment Harcourt Go Math <p>Tier II Interventions</p> <ul style="list-style-type: none"> • Math Skills Work - Grades 1-5 • Math Skills Work/Test Preparation - Grades 3-5 • Administrative Period Skills instruction • Summer School - Grades 3-5 Instruction • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students • Safe Space OST After school tutoring 	<p>Tier I Interventions</p> <ul style="list-style-type: none"> • Whole Class, small group, 1:1 • Individualized • Small Group and 1:1 <p>Tier II Interventions</p> <ul style="list-style-type: none"> • Small Group 10:1 ratio • Small Group afterschool • Small Group, 1:1 • Small Group • Small Group • Small Group 	<p>Tier I Interventions</p> <ul style="list-style-type: none"> • Daily • Daily • Daily <p>Tier II Interventions</p> <ul style="list-style-type: none"> • 1x per week • Minimum of 2x per week depending upon student need • Minimum of 2x per week depending upon student need
Science	NYS Science exam, formal and informal classroom assessments, teacher observation	<p>Tier I Interventions</p> <ul style="list-style-type: none"> • Reading in the Content Area instruction through Core Knowledge with a focus on strategies <p>Tier II Interventions</p> <ul style="list-style-type: none"> • Administrative Period Skills instruction - Grades 1-5 1:1 or small group instruction based on student needs • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students • Safe Space OST After school tutoring 	<p>Tier I Interventions</p> <ul style="list-style-type: none"> • Whole Class, Small group <p>Tier II Interventions</p> <ul style="list-style-type: none"> • Small Group • Small Group • Small Group 	<p>Tier I Interventions</p> <ul style="list-style-type: none"> • Daily <p>Tier II Interventions</p> <ul style="list-style-type: none"> • 1x per week • Minimum of 2x per week depending upon student need • Minimum of 2x per week depending upon student need
Social Studies	Formal and informal classroom assessments, teacher observation	<p>Tier I Interventions</p> <ul style="list-style-type: none"> • Reading in the Content Area instruction through Core Knowledge with a focus on strategies <p>Tier II Interventions</p> <ul style="list-style-type: none"> • Administrative Period Skills instruction - Grades 1-5 1:1 or small group instruction based on student needs • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students • Safe Space OST After 	<p>Tier I Interventions</p> Whole Class, Small group	<p>Tier I Interventions</p> Daily

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Recommendation by the Pupil Personnel Team based on various data sources including ATS and OORS</p>	<p>Attendance Intervention</p> <ul style="list-style-type: none"> • Monitor attendance of At Risk students (less than 90%) • Conducts outreach services • Family counseling • Attendance teacher • Referrals to Support Agencies • Attendance Team • Attendance bulletin board for perfect attendance and most improved with awards <p>Alternative Instruction Suspension Program</p> <ul style="list-style-type: none"> • Superintendent Suspension • Uninterrupted Academic Instructional Support • Counseling Provided • Reduced Teacher ratio enabling small group and individualized instruction based on assessed needs. <p>In School Suspension (SAVE) Program</p> <ul style="list-style-type: none"> • Uninterrupted Academic Instructional Support • Counseling • Removal to alternative setting within school <p>Conflict Resolution Program</p> <ul style="list-style-type: none"> • In class lessons in conflict resolution • Resolving conflict/anger management • Peer mediation • Family outreach and problem solving <p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> • Group and Individual Counseling • Students not meeting promotional/performance standards • Students experiencing behavioral, emotional, family issues negatively impacting on learning 	<p>Attendance Intervention</p> <ul style="list-style-type: none"> • Targeted Students • 1:1 with family • 1:1 with family by outside agency • Visits targeted families and works with attendance team • 1:1 with family • Small group of outreach personnel (AP, secretary, school aides, guidance counselor, Attendance teacher) • Whole School <p>Alternative Instruction Suspension Program Small group</p> <p>In School Suspension (SAVE) Program Small group and 1:1</p> <p>Conflict Resolution Program</p> <ul style="list-style-type: none"> • Whole class, small group. 1:1 <p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> • Small group, 1:1 • Small group, 1:1 • Small group, 1:1 • 1:1 with family • Whole class, small group 	<p>Attendance Intervention</p> <ul style="list-style-type: none"> • Daily • As needed • As needed • Case by case basis • Case by case basis • 2x a month • Monthly <p>Alternative Instruction Suspension Program Case by case basis</p> <p>In School Suspension (SAVE) Program Case by case basis Duration of suspension and after</p> <p>Conflict Resolution Program</p> <ul style="list-style-type: none"> • Monthly • As needed • Case by case basis <p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> • Based on need • Based on need • Based on need • Based on need • Monthly
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		<ul style="list-style-type: none"> • Referral to support agencies • Whole class/small group guidance lessons <p>ELL Support Counseling</p> <ul style="list-style-type: none"> • Guidance Counselor Support Services • Additional Educational Assistants or individualized Attention <p>Social Worker/Psychologist Intervention</p> <ul style="list-style-type: none"> • Counseling • Consultation with classroom teachers for development of behavior intervention plans • Crisis intervention/crisis counseling as needed 	<p>ELL Support Counseling</p> <ul style="list-style-type: none"> • Small group, 1:1 • Small group, 1:1 <p>Social Worker/Psychologist Intervention</p> <ul style="list-style-type: none"> • Small group, individual and family • 1:1 with teacher • Small group, 1:1 	<p>ELL Support Counseling</p> <ul style="list-style-type: none"> • Based on need • Based on need <p>Social Worker/Psychologist Intervention</p> <ul style="list-style-type: none"> • Based on Need • Based on Need
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified common branch and Special Education teachers. • The payroll secretary and principal will work closely with Network's 210 HR Director to ensure that all non-HQT meet all required documentation and assessment deadlines. • Mentors are assigned to support struggling and un-qualified teachers. • Retention is never an issue at PS 104Q in that we have lost no teaching staff to open market hiring or resignation. • All hired staff are highly qualified. For those staff members who have not yet attained their masters, Title I funds are available for their education to ensure that they remain 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).
<p>Activity #1 <u>Citywide Instructional Expectations in ELA:</u> In September via professional development, all staff will continue to work with the citywide instructional expectations that have been developed over the past few years. The PS 104Q foci that align with these expectations include an ELA focus on reading/analyzing informational texts and then writing an opinion/argument in response in addition to problem solving in mathematics. Administration will ensure that all grades have a minimum of one common planning period in addition to an Inquiry team period and also a professional development period for professional learning communities. The principal in collaboration with staff will continue its system for the creation of a yearly ELA overview that is aligned with content, genre and CCLS on a monthly basis. As an outgrowth of the alignment, PLTs will select the content/genre that best aligns with citywide instructional expectations. The PLT will then create a curriculum map that outlines the required skills for CCLS task completion via mapping backwards from the standards. After professional development on unwrapping the standards, the PLTS will create a rigorous, standard driven task and rubric that is a direct outgrowth of the curriculum map. Staff will then design mini-lessons that will support student learning necessary for task completion. PLTs will then implement the unit of instruction resulting in rigorous tasks. PLTs will then analyze the student work and look to improve strategies and techniques that will further support student learning.</p> <p><u>Professional Development:</u> PD will be provided on the following topics: citywide instructional expectations, curriculum mapping, unwrapping the standards, task and rubric creation, looking at student work, Danielson <u>Framework for Teaching</u>, questioning and discussion techniques, close reading in addition to other as needed topics.</p> <p><u>Target Populations:</u> All classroom teachers on Grades K-5.</p> <p><u>Responsible Staff Members:</u> Principal, Assistant Principals, all K-5 classroom teachers including teachers of SWDs, Network 210 staff developers and Data Specialist.</p>

Activity #2

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

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

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

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

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.).

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

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

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.

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

Teachers additionally have limited choice as to the use of informal assessments within their classrooms. As a whole, the

staff selected Teacher College Benchmarking as a school-wide literacy measure and chose Harcourt Go Math monthly assessments also.

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	\$161, 699	X	Pages 13, 18, 22, 26, 30-34
Title I School Improvement 1003(a)	Federal	Not Applicable		
Title I Priority and Focus School Improvement Funds	Federal	Not Applicable		
Title II, Part A	Federal	\$22, 641	X	Page 13
Title III, Part A	Federal	0		Page 30
Title III, Immigrant	Federal	Not Applicable		
Tax Levy (FSF)	Local	\$3, 104, 844	X	All Pages

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)

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. **PS 104Q, The Bayswater School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 104Q, The Bayswater School**, will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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) Template

PS 104Q, The Bayswater School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 65
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Beginning in February 25, 2014 and ending April 30, 2015, PS104Q will implement a Wednesday and Thursday afterschool program for all English language learners in grades K - 5. The program will run 60 minutes per day after the regular schools day ends from 2:20 pm - 3:50 pm. One supervisor will be on site to coordinate the program on each day and attend to late pick ups. the supervisory hours will be between 3:15 pm and 4:15 pm. Three ESL teachers will provide instruction to three different student groups: K-1, 2-3, 4-5. Though groups are differentiated by grade level, the teacher will further differentiate each group by ESL level of beginner, intermediate and advanced. The afterschool program will be utilized to prepare each student for the NYSESLAT exam that will be administered in the of Spring of 2015. For ELL students in grades 3 - 5 there will be additional work that will be implemented in the program to help prepare students for both the ELA and Math state exams in addition to the the NYSESLAT. Instruction will follow a balanced literacy model with inclusion of phonics instruction, exposure to language through read alouds, vocabulary development and written response to literature. Specific NYSESLAT preparation materials have not yet been selected since we are looking for the best program to fit the needs of our students.

The rationale for this program is to move our ELL students who are not keeping pace with their English dominant peers who are attaining levels 3 and 4 on the NYS exams in ELA and Mathematics. According to the data from the previous 3 years, it is evident that our ELL population makes progress in the areas of listening and speaking components of the NYSESLAT. However, they continue to fall short in the reading and the writing components of the exam. This is due primarily to our ELL students acquiring basic interpersonal communicaiton skills (BICS) more easily as compared to the more difficult development of cognitive acadameic language proficicney (CALP).

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

Part C: Professional Development

- name of provider

Begin description here: In order to promote academic excellence and quality instruction for our ELL students, the three NYS certified ESL teachers who will be delivering instruction in our Title III afterschool program will receive training in the following areas:

1.) Common Core Learning Standards for ELL Students: Teachers will continue to learn the components and structure of the Common Core Learning Standards, which will help them, create and engage students in academic learning. Teachers will learn how to align tasks, rubrics, and how to evaluate student work.

2.) A New Pedagogical Framework for English language development: This workshop will allow for our ESL teachers to address the challenges that they are faced daily with ELL students in regards to implementing college and career readiness skills who are new to acquiring the English language. The workshop will raise expectations and instructional rigor in the classrooms for our ELL students.

3.) Scaffolding Instruction of ELL Students: The workshop will cover curriculum in both literacy and mathematics. Through the workshop teachers will study guides which were prepared for teachers that are Common Core aligned and research - based instructional strategies for developing content and language with ELL students.

4.) Common Core Videos for ELL Instruction: Our teachers will be provided with webinars throughout the year in order to keep abreast of vibrant resources that will be helpful for our ELL students grow. The Teaching Channel Videos will also be used as a resource for our teachers in order to have Common Core lessons for their English Language Learners which include differentiation to help meet the needs of our ELL students.

Training will take place during the PS104Q Professional Learning Development Communities which will be held on Monday afternoons from 2:20 pm to 3:45 pm. Training will also take place at network workshops being held in regards to the above information mentioned. Trainers will include Ms. Atara Boker, ESL teacher, and Ms. Maura McShane, ESL teacher. Network training will be provided by Patricia Tubridy, Deputy Network Leader, Network 210.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

As a direct outgrowth of the parent involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator. The main responsibility of our Parent Coordinator is to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population. She is vital in regard to communication amongst our Spanish speaking families.

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

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting (Before November 1st provided by the principal).
- Parent literacy development (monthly provided by classroom teachers).
- Learning Leaders Parent Volunteer Program (year round provided by Learning Leaders).
- Support for increased parent participation on the School Leadership Team and subcommittees (year round provided by School Leadership Team, PTA and Parent Coordinator).
- Family support resources in the community in the areas of career development, health, social services, etc. (year round provided by the PS 104Q SBST).
- Parent Coordinator school based workshops (monthly provided by the Parent Coordinator).
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages (year round provided by Parent Coordinator).
- Conduct workshops to increase parents understanding of CCLS standards and assessments (year round provided by assistant principals, classroom teachers, intervention specialists).
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available (Minimum of three four times a year provided by Parent

Part D: Parental Engagement Activities

Coordinator).

- Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish (monthly provided by Parent Coordinator).

Communication to Parents

All parents will be notified in their native language of all school activities including Title III Parent Engagement activities. Written notices and Global Connect phone calls etc. will be employed in the native language. For all events, we will form a translation team so that all parents will have access to the information that is being disseminated. This translation team will consist of parent volunteers, former PS 104Q students who are interested in community service and various PS 104Q staff members.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____

**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 27	Borough Queens	School Number 104
School Name PS 104Q The Bayswater School		

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	8
SIFE	4	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	38	4	3	11	0	5	0			49

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	38	4	3	11	0	5	0	0	0	49
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	9	3	4	8	6								39
Chinese														0
Russian														0
Bengali														0
Urdu					1	1								2
Arabic	1		1	1	2	1								6
Haitian	1			1										2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	11	9	4	6	11	8	0	49						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	1	1	1	1	4								13
Intermediate(I)	1	4	2	2	7	3								19
Advanced (A)	5	4	1	2	4	1								17
Total	11	9	4	5	12	8	0	49						

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	6	2	1	0	9
4	6	0	0	0	6
5	4	0	0	0	4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		2		0		7
8									0

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.
The assessment tools that are used to assess early literacy skills of the ELL's in our building is TCRWP on Grades K-5. Also, in grades 3 - 5 we use the baeline assessments in both ELA and Math. Throughout the year, our ELL's are assessed using TCRWP four times during the following months: October, December, March, and June. This allows for us to monitor student progress. Each child is tested

independently. At the end of the assessment the child is given an independent reading level as well as an instructional reading level. The data allows for us to see the next steps of where students need to improve in terms of reading, fluency, and comprehension. This reading assessment drives our instruction in the proper places. It allows us to see different patterns and trends in their fluency along with their comprehension. Having such data gleaned from the running records enable teachers to see areas of strengths/weaknesses and areas that need improvement when concerning basic literacy skills of our ELL students. At this time, our ELL TCRWP indicates that on average our ELL students are scoring at a 1.2 level which includes all beginners, intermediates and advanced.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Reviewing the data for both LAB-R and the results of the NYSESLAT exam, the majority of our students are at the intermediate level. Out of our 49 ELL students present at P.S.104, 13 children are at the beginner level, 19 are at the intermediate level and 17 are at the advanced level of proficiency. A trend noticed in the results of both the LAB - R and the the NYSESLAT results are that if the student does not move out of beginner/intermediate after Grade 2, the students tend to remain in intermediate in Grades 3-5. We additionally note that our ELLs with disabilities rarely if ever test out with proficient on the NYSESLAT. Obviously instruction needs to be rigorous in every grade but especially in the grades lacking advanced proficiency. We must make sure that building background knowledge is incorporated in instruction along with best practices in order to achieve ELL success in all grades especially 1st through 4th. Over the years another trend that the data speaks to is that the majority of our beginner level students shows that they are either new to the school as well as the country. As students progress to the next band of the NYSESLAT, ELL's find the higher level of skills assessed much more difficult (ex: 2nd graders take the same text as the 3rd graders). Overall, student progress is seen as they move up to the next grade level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
NOT APPLICABLE DUE TO THE SCORES NOT BEING RELEASED TO NYC SCHOOLS IN COMBINED MODALITIEIS.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Due to the fact that we have a sole model of ESL for PS 104Q, the patterns across proficiencies is noted in Question 2 above. As to ELLs faring in exams taken in English as compared to the native language, we find that even though students on testing grades are supplied with both a copy in English and a copy in the native language, students tend to use the English copy almost exclusively. As to the periodic assessments, this exam is given twice a year. This assessment allows for administrators along with other service providers of ELL students (regular education teachers and ESL teacher) to hone in on the results of the assessment and drive their instruction. As a team, we study the data and create an action plan in order to help each child become stronger in that particular area. Based on these assessments, we create long and short term goals for our students. Goals drive and motivate to do better and make room for improvement to take place. Through data, our ELL students are lacking progress specifically in ELA, both reading and writing. Out of our 49 ELL students, 10 students have special needs which indicate that they have additional learning issues. Having the results from the periodic assessment, we can analyze the assessment and hone in on the areas we need to. Therefore, as a whole we feel it is imperative to make our goals reasonable along with measurable. ELL native language becomes secondary to the acquisition of English language skills. In our ESL program, English only is emphasized. Native language is only used when translation from native language to English language is absolutely necessary.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Looking at data not only amongst ELL's in our school but across all grades in the building we are aware that the RTI framework is something that must be implemented in the regular schedule for our students. In order to better support our ELL's and focus on improving their academics, we use various interventions. Our main focus is to make student success happen on his/her grade level. RTI is a researched based intervention system. When using the following interventions our children seem to grasp concepts better.
 - 1.) Small Group Instruction
 - 2.) Differentiated Instruction
 - 3.) Extra instruction in the Wilson Program (Phonics Program)
 - 4.) Guided/support practice
 - 5.) Use of graphic organizers to help aid in note taking and writing
 - 6.) Hands on learning
 - 7.) Technology/visual learning styles

We are additionally researching various computer assisted instruction programs for ELLs such as "Imagine" and "Oral Language: Let's

Talk About It." We have worked with Rosetta Stone, but inconsistently across the grades. We have also purchased ELLIS, but find independent learning with it challenging for our students.

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

NOT APPLICABLE

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps us identify students who may have limited English language proficiency. This survey (HLIS) at PS 104Q is administered by Lauren Saposnick, NYS/NYC certified ESL teacher. Our bilingual Parent Coordinator, Gilda Quijije, supports our families by translating any questions that our non-English speaking parents may have during this process. Translation services are available throughout the entire process for families through either in house translators (Spanish, French) or the NYCDOE Translation Office if a family speaks a language for which no translator is available. Lauren Saposnick, ESL teacher, is responsible for submitting completed "office" copies of the HLIS to Lorraine McCarthy, pupil personnel secretary, for entering the appropriate language codes into ATS. Within ten days of admittance and if the HLIS indicates that the student uses a language other than English, Lauren Saposnick, ESL teacher, conducts an individual, 1:1 oral, informal interview in English with native language supports for each flagged student. Interviews are conducted in this manner due to the fact that Ms. Saposnick is primarily an English speaker with conversational Spanish. After the informal interview is conducted in English with native language supports and the child is found eligible, Ms Saposnick then conducts a formal assessment using an English proficiency test called the Language Assessment Battery-Revised (LAB-R) The LAB-R is administered in a 1:1 setting with the teacher using a script to ensure consistency of administration. If the LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must be administered the Spanish LAB to determine language dominance. Though Ms. Saposnick's native language is English, the script supports her conversational Spanish while she administers the Spanish Lab in a 1:1 setting. Performance on this test determines the student's entitlement to English

language development support services. Once tested with the Lab-R and Spanish LAB (eligible students only) and after the parent orientation, all students who qualify are then scheduled for ELL services based on parental choice. The details of our Parent Orientation are explained in Question #2.

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 - 2) In September or within the first 10 days of admittance, all parents/families of eligible, new public school ELL students are invited to the PS 104 ELL Parent Orientation regarding their right to a program of choice. The Parent Orientation takes place after all students are screened for eligibility and within the first ten days of school as mandated by NYSED and NYCDOE. Parent outreach is conducted by Lauren Saposnick, ESL Teacher, under the supervision of Deirdre McShane, Assistant Principal, and with the support of Gilda Quijije, Parent Coordinator. Ms. Saposnick sends letters home via mail and by book bag in the native language and English explaining parental rights to either choose a Transitional Bilingual Program, a Dual Language Program or a Freestanding ESL Program and that information about all three programs will be given at the Parent Orientation meeting. During this meeting, parents view a video in their native language that explains the difference between the three program choices and the parental right to choose which program in which their child will be serviced. Ms. Saposnick explains, with translation support from Gilda Quijije, bilingual Parent Coordinator, the difference between each of the three programs. Ms. Saposnick explains that a Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. A transitional program of instruction includes: an ESL component designed to develop skills in listening, speaking, reading, and writing in English; content-area instruction in the native language and English designed to teach subject matter to ELLs; and a Native Language Arts (NLA) component designed to develop listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. In a TBE program, as students develop English Language skills, time in the native language decreases. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English. When explaining a Dual Language program, Ms. Saposnick informs parents that Dual Language programs are designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, Ms. Saposnick explains that monolingual English students are given the opportunity to learn a second language in the same class. Parents learn that Dual Language programs have a very clear language policy: students receive half their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. Dual Language programs serve both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language. Lastly, Ms. Saposnick explains to the families about the Freestanding English as a Second Language (ESL) program. This program provides instruction in English with native language support, emphasizing English language acquisition. Students in freestanding ESL programs come from many different native language backgrounds, and English is the only common language among them. Ms. Saposnick further explains that there are three organizational models for ESL including "push in", "pull out" and "self-contained".

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

3) PS 104Q ensures that all entitlement letters are distributed and Parent Survey and Program Selection forms are returned through a systematic approach to record keeping. Ms. Lauren Saposnick, ESL teacher, is responsible for the entire process with supports from a variety of staff members. To determine entitlement, Deirdre McShane, Assistant Principal, works with Lauren Saposnick, ESL teacher, in analyzing data from the LAB-R (Language Assessment Battery-Revised), Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science). After determining entitlement to services by analyzing the aforementioned data, Ms. Saposnick with the assistance of Lorraine McCarthy, Pupil Accounting Secretary, mails and bookbags the entitlement letters in addition to invitations (in both English and native language) to the Parent Orientation meeting where program choice is discussed and the video is viewed. After the meeting, parents then submit their program choice and sign off on the "entitlement" letter that is written in both English and the native language. Entitlement letters are then copied and the originals are placed in the student's cumulative record card folder. Photocopies are maintained by both Ms. Saposnick, ESL teacher, and Deirdre McShane, AP. Additionally, Lorraine McCarthy, Pupil Accounting Secretary, enters all information into ATS using the ELPC function. This function includes: date of LAB-R administration and questions regarding parent choice orientation, parent's choice of program and in which program the child was placed. For families who are unable to attend the Orientation meeting, we continue our outreach via mail, bookbag, phone calls and email (if applicable). We strongly encourage all families to view the orientation video prior to making a program choice because informed decisions are essential in educating a child. If a child is enrolled after the September informational meeting, the parent is contacted via phone and invited to school for a meeting. If the parent is unable to attend in person, a written notice is given and the parent/guardian makes their selection. Our parent coordinator collaborates with the ESL teacher in following up on Program Selection forms that are not returned. The parent coordinator and ESL teacher will send second and third notices with follow up phone calls if Program Selection forms are not returned. Thus far, we have had no issues with parents not returning the program choice form. However for those families who do not return the form after repeated attempts, we notify the family that their child must participate in a transitional bilingual program as per CR Part 154 regulations.

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

program choice.

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

As with literacy instruction, ELLs receive content area instruction primarily from the classroom teacher, but with additional supports provided during the ESL periods. Our curriculum includes Harcourt math, science and social studies on all grade levels with an infusion of Core Knowledge content. All appropriate ESL methodologies for delivering instruction are included with an emphasis on repetition, facial expressions, gestures, visuals, auditory and tactile tasks. In addition, both the ESL teacher and classroom teachers

emphasize the difference between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Where BICS is used heavily in our Beginner groups, teachers focus much more on CALP in our intermediate and advanced groups due to the fact that making content comprehensible to enrich language development is a top priority for our ELL students. PS 104Q pushes those skills required for higher order thinking tasks in both the native language and english.

Paste response to question here:

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

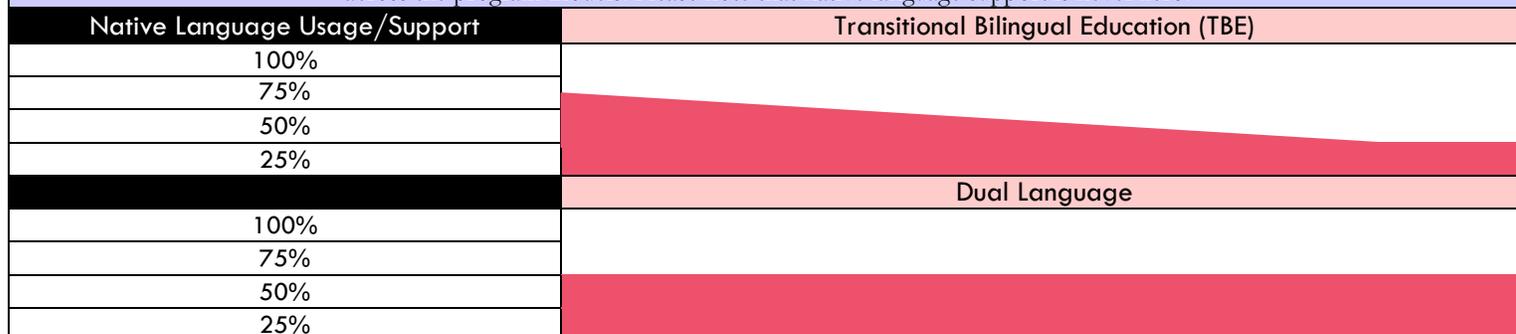
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

ENGLISH LANGUAGE ARTS

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

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

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

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

MATHEMATICS

LEVEL I INTERVENTIONS : Daily throughout the year

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

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

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

SCIENCE

LEVEL 1 INTERVENTION

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

LEVEL 2 INTERVENTION

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

SOCIAL STUDIES

LEVEL 1 INTERVENTION

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

LEVEL 2 INTERVENTION

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

ATTENDANCE INTERVENTION

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

ALTERNATIVE INSTRUCTION SUSPENSION PROGRAM

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

IN SCHOOL SUSPENSION (SAVE) ROOM

- Frequency based on needs
- Counseling

CONFLICT RESOLUTION PROGRAM

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

GUIDANCE COUNSELOR INTERVENTION

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

ELL SUPPORT COUNSELING

- Guidance Counselor Support Services
- Additional Educational Assistants or individualized Attention
- Frequency Based on assessed needs

SOCIAL WORKER INTERVENTION

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

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

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

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

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

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

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

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

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

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

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

In addition to all regular school materials being available in both English and Spanish, PS 104 ELL students participate in Moby Max, a differentiated web based reading and math program. For our beginners, they are able to participate in their native language. Other students on the intermediate and advanced levels participate in English. We additionally have ELLIS, EAROBICS, Reader Rabbit, Soliloquoy and Rosetta Stone English software on computers in classrooms to support student growth in listening, speaking, reading, and writing in English. The materials used to support ELL language acquisition are Harcourt Go Math, science and social studies through Core Knowledge content.

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

NOT APPLICABLE

C. Professional Development and Support for School Staff

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

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

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

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

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

November - Cross Cultural Appreciation

December - Communicating Successfully with ELL Students

January - Reviewing Acuity Scores

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

March - Working with ELL Families

April - ESL and the Content Area

May - NYSESLAT Test preparation

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

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

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

3) Our primary method of evaluating the needs of of ELL families is through the NYCDOE Learning Environment Survey and also a school generated survey specific to parents of ELLs. Informal conversation is also a primary means of assessing parental concerns and needs. Last year's PTA President was an ELL parent who worked diligently on promoting ELL parent involvement. This year, we now have two bilingual PTA Executive Board members with the PTA President being bilingual and the PTA secretary being an ELL parent with some English. As indicated in #1 of this section, translation services are available at all events and for all meetings. On staff there are 8 staff members who can translate Spanish, 1 staff member who can translate french. We additionally seek support from the NYCDOE Translation Services Office. For "Open School Night" where parents have 1:1 conferences with the teachers, we survey our Spanish speaking families for volunteers who are willing to come in and translate. We additionally have

built a rather large contingent of former ELL students who are in high school who do community service as translators for Open School Night. By doing this, we support the needs of our families and promote community service and involvement.

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q104 School Name: The Bayswater School

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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