

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

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

**28Q160**

**School Name:**

**WALTER FRANCIS BISHOP MAGNET SCHOOL OF THE ARTS**

**Principal:**

**TIFFANY HICKS**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 28Q160  
School Type: Community School Grades Served: Pre-K-5  
School Address: 109-59 Inwood Street, Jamiaca, N.Y. 11435  
Phone Number: 718-526-5523 Fax: 718-526-8191  
School Contact Person: Tiffany Hicks Email Address: [Thicks2@schools.nyc.gov](mailto:Thicks2@schools.nyc.gov)  
Principal: Tiffany Hicks  
UFT Chapter Leader: Barbara Reill  
Parents' Association President: Nathalie Breary  
SLT Chairperson: Cheryl Place  
Student Representative(s): N/A

**District Information**

District: 28 Superintendent: Mabel Muniz-Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd. Room 242 Jamaica, N.Y. 11435  
Superintendent's Email Address: [MSarduy@schools.nyc.gov](mailto:MSarduy@schools.nyc.gov)  
Phone Number: 718-557-2618 Fax: 718-557-2623

**Cluster and Network Information**

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

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

1. 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\*.
2. 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.\*\*
3. 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)
Tiffany Hicks	*Principal or Designee	
Barbara Reill	*UFT Chapter Leader or Designee	
Nathalie Breary	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cheryl Place	Member/ Assistant Principal	
Anita Dodell	Member/ Teacher	
Shirley Arshad	Member/ Teacher	
Maria Pavich	Member/ Teacher	
Catherine Frangella	Member/ Teacher	
Michele Seip	Member/ Teacher	
Rohanie Doobay	Member/ Parent	
Cindy Roodal	Member/ Parent	
Khaminee Mohabir	Member/ Parent	
Garrick Avera	Member/ Parent	
Nefeteria Moses	Member/ Parent	

\*\*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.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> 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.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> 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.
•	<b>Effective School Leadership:</b> 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.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), 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:

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

The Walter Francis Bishop Magnet School of the Arts is where futures begin. Our mission statement is to create a supportive culture that nurtures the greatest level of student achievement, by understanding and promoting the value of effective effort. To further this mission, students will be engaged in learning cycles, which require them to explore, explain, evaluate and elaborate. As a school community, we believe in educating the heart and mind. We believe that hard work leads to student achievement. We believe in the value and use of creative processes and we believe that Character Counts!

The areas in which our school has made the most growth during the previous school year has been communicating the expectations for implementing the standards-based curriculum and provide resources and supports that result in improvements in student performance. Teachers implemented Ready Gen and Go Math and were now crafting lessons that were aligned to the CCSS. Our strength lies in our high expectations for learning that is shared with parent and students through newsletters, Pupil Path, parent workshops and monthly "Coffee and Conversation" sessions. We created a learning community that was focused on student outcomes with a vision to continue to accelerate learning. Our teachers were able to demonstrate their level of commitment by using the results of informal assessments, performance based assessments, writing on demand and math performance tasks to develop goals for groups of students. With these goals in mind, teachers were able to provide students with actionable feedback that they in turn used to improve their practice.

Our school has had several accomplishments, one of which is being awarded a federally funded magnet grant. This grant is allowing us to transform the school into a school of the arts. Our teachers are being trained to write Project Based Learning units of study and students are taking part in learning which requires them to use 21<sup>st</sup> century skills. We have been able to partner with organizations such as: Midori, Turtle Bay Music School, Alvin Ailey, The Literacy and Multimedia Project, New York Institute of Technology, Elementary is Engineering, Lego, Dancing Classrooms, Queens Historical Society and Queens Museum. We are proud to be recognized as a Change for Kids Partner School. Through this collaboration, we are able to provide students with a chess program, a Story Pirates residency, tutors from St. John's University and volunteers during our monthly Family Night events.

A challenge that is prevalent within our school is around the issue of attendance. Our attendance rate is below the city average and we are trying to rectify that situation. We have put various programs in place during the school day to get students excited about coming to school. We will continue to address this issue during attendance team meetings, celebrations during assembly programs and throughout all parent communications.

A key area of focus this year will be to meet our proficiency targets on the New York State ELA and Math exams as set forth in the progress report. We will continue to collect formative and summative data on students and use it to make sound instructional decisions. Effective use of this data will allow us to provide targeted corrective instruction which will be evident in teacher's planning in order to address gaps in student's understanding.

## 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.

In reviewing our Quality Report workbook, the data revealed that we were approaching our target in the area of student achievement. According to the section ratings, 17.4% of our students were proficient in ELA as compared to 34.6% of our peers. Based on the feedback received in our Quality Review, we need to deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning.

### 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, in order to ensure access to a robust curriculum that incorporates the CCLS instructional shifts, we provide students strategically targeted instruction with multiple entry points in rigorous tasks, thereby resulting in improved student outcomes in literacy as measured by an 8% increase in the number of students in grades 3-5 meeting or exceeding proficiency levels on the New York State English Arts exam administered in April 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
In order to increase our proficiency in ELA teachers will identify students' methods of learning and plan for differentiated instruction and rigorous tasks aligned to modes/styles of learning and to the CCLS.	Teachers Students	September 2014-June 2015	Administration, Magnet Resource Specialists, ELA Lead Teachers
Teachers will analyze student data to determine how students learn best, specifically Students with Disabilities and English Language Learners in order to modify lessons to include multiple means of representation, expression, and engagement. Teachers will work with the IEP Teacher and ESL Teacher to plan for differentiated, rigorous	Teachers Students	September 2014-June 2015	Administration, Magnet Resource Specialist, ESL Teacher, IEP Teacher, SETSS

instruction including enrichment.			Teacher
Monthly newsletters will be sent to our parents. Parents will participate in our Coffee and Conversation sessions as well as at Parent Teacher Association meetings. Academic Updates will be distributed in January between report cards. Workshops targeting the ELA shifts in Common Core will also be held.	Parents Students	September 2014-June 2015	Parent Coordinator, Teachers, Administration
Teachers will use the data collected during the On Demand Writing, Running Records and Unit Assessments to provide actionable feedback to students. Administrators will meet with teachers during monthly Data chats to discuss trends and next steps for groups of students. Results from all assessments will be shared with staff in the "Dose of Data" assessment newsletter. Curriculum will be refined as a result of this practice.	Teachers Administrators Students	September 2014-June 2015	Administration, Teachers, Magnet Resource Specialists

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Learning Time, Teacher Team Meetings, Chancellor's Conference Day, Data meeting times, ELA Lead Teachers, CFN Instructional Support Specialists

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By December of 2014, teachers will have analyzed student data and met with their grade level supervisors and the Magnet Resource Specialists to plan for instruction and monitor students' data. Teacher will have met within their Teacher Teams to dig deep into the data and conduct inquiry cycles to meet the needs of their students. Teachers will review data and plan for instruction. In order to progress monitor, twice a year, in December 2014 and in February 2015, benchmark assessments will be given to students so that teachers can continue to modify instruction based on student need. By March 2015, teachers will have been involved in differentiated Professional Development in order to plan lessons reaching multiple entry points using inquiry work and lesson study. Teachers will have implemented units of study based on the CCLS and incorporated nonfiction texts to push students to further exceed grade level.				
<b>Part 6b. Complete in February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		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.

In reviewing our Quality Report workbook it was found that our attendance rate was 92.4%, which is below the city average of 95%. There are 163 students on our Cumulative Monthly Absence Report (September-December) that have been identified with chronic or severe absence.

We are currently providing multiple residencies during the school day and clubs in the afternoon as a way to motivate students to come to school. We based this on the premise that if students were engaged in learning activities that stimulate their thinking and participation, this would lead to improved attendance.

### Part 2 – Annual Goal

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

In order to increase our overall attendance rate students in grades K-5 will have the opportunity to participate in arts residency programs aligned to the school’s Magnet theme so that by June 2015 our school will have effective systems in place to monitor the difference in student attendance and lateness on the days that residency artists are scheduled as measured by the RSCA report in ATS.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers will receive professional development in creating Project Based Learning units of study with the 5 E’s Learning Cycle in mind. They will design units that are interdisciplinary, common core aligned and high interest and student led.	Teachers & Students	The units run every 9 weeks.	Magnet Resource Specialists, Teachers, Administration
Lessons and residencies were selected with UDL Principles in mind. Students are engaged activities that provide kinesthetic, auditory and visual approaches. Teachers are utilizing iPads, Document Cameras as well as Digital Cameras to engage all learners as well.	Teachers & Students	October 2014-May 2014	Teachers, Magnet Resource Specialists, ESL Teachers, IEP Teachers, SETTS Teachers, Resident Artists

We will host monthly parent sessions to introduce the Project Based Learning units and culminating activities. Parents have multiple opportunities to engage with teachers and students during attendance meetings, Student of the Month Assemblies, Coffee & Conversation sessions and during Parent Engagement days.	Parents, Students & Teachers	4 times a month from October 2014 – June 2015	Parent Coordinator, Magnet Resource Specialists, Teachers, Administration
Teacher teams will meet and plan units of study together. They will participate in Japanese Lesson Studies and conduct classroom inter-visitations. Magnet Resource Specialists will model and provide professional development on PBL, 5E's & Wonder Walls.	Students & Teachers	Weekly from October 2014-June 2015	Teachers, Magnet Resource Specialists, Administration

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Magnet Resource Specialists, Professional Learning, Chancellor Conference Days, Family Night events, Partnerships with outside organizations, research based programs, books on Project Based Learning and inquiry based classrooms.

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By January 2015, we will conduct a site visit to determine implementation of magnet themed instruction. By January 2015, we will survey teachers to determine the effectiveness of the professional learning received in Project Based Learning and the 5E's Learning Cycle. During monthly attendance meetings, we will monitor and track the attendance of our at-risk students focusing specifically on the days of residencies and specialty programs. We will monitor and track observation data where will focus on student engagement in classrooms.				
<b>Part 6b. Complete in February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 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 our Quality Report workbook, the data revealed that we were meeting our target in the area of student achievement. According to the section ratings, 20.7% of our students were proficient in Mathematics as compared to 36.3% of our peers. This is an 11% increase from the previous year. Based on the feedback received in our Quality Review, we need to use ongoing checks for understanding throughout all lessons. It was noted that regular analysis of student work will allow teachers to appropriately adjust instruction to meet the needs of their students.

### 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.

In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 90% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and create opportunities that challenge students to perform at higher levels of learning so that by June 2015 50% of students improve by a minimum of one (1) level on the pre- and post-unit Go Math assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In order to increase our scores on the pre and post unit tests on Go Math, teachers will identify students' methods of learning and plan for differentiated instruction and rigorous tasks aligned to modes/styles of learning and to the CCLS. Teachers will also be engaged in cycles of data driven instruction as well as the shifts in effective mathematical practices.	Teachers & Students	Every 6 weeks, starting from October 2014-June 2015	Teachers & Administration

Teachers will analyze student data to determine how students learn best, specifically Students with Disabilities and English Language Learners in order to modify lessons to include multiple means of representation, expression, and engagement. Teachers will work with administration and Magnet Resource Specialists to plan for differentiated, rigorous instruction including enrichment.	Teachers & Students	Every 6 weeks, starting from October 2014-June 2015	Teachers, Magnet Resource Specialists, ESL Teachers, IEP Teachers, SETTS Teachers, Resident Artists
Monthly newsletters will be sent to our parents. Parents will participate in our Coffee and Conversation sessions as well as at Parent Teacher Association meetings. Academic Updates will be distributed in January between report cards. Workshops targeting the mathematical practices and shifts in Common Core will also be held.	Parents, Teachers & Students	Monthly from September 2014-June 2015	Administration, Teachers, Magnet Resource Specialists
Teachers will use the data collected during pre and post unit assessments to provide actionable feedback to students. Administrators will meet with teachers during monthly Data chats to discuss trends and next steps for groups of students. Results from all assessments will be shared with staff in the "Dose of Data" assessment newsletter. Curriculum will be refined as a result of this practice.	Teachers Administrators Students	Monthly from September 2014-June 2015	Administration & Teachers

#### **Part 4 – Resources Needed**

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

Professional Learning Time, Teacher Team Meetings, Chancellor's Conference Day, Data meeting times, ELA Lead Teachers, CFN Instructional Support Specialists

#### **Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	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.

By December of 2014, teachers will have analyzed student data and met with their grade level supervisors and the Magnet Resource Specialists to plan for instruction and monitor students' data. Teacher will have met within their Teacher Teams to dig deep into the data and conduct inquiry cycles to meet the needs of their students. Teachers will review data and plan for instruction. In order to progress monitor, twice a year, in December 2014 and in February 2015, benchmark assessments will be given to students so that teachers can continue to modify instruction based on student need. By March 2015, teachers will have been involved in differentiated Professional Development in order to plan lessons reaching multiple entry points using inquiry work and lesson study. Teachers will have implemented corrective action plans to address gaps in students' understanding.

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

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | 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.

As stated in the Quality Review feedback, teachers are not using ongoing check for understanding within their lessons. The school received an overall rating of Developing in Indicator 1.2 which covers a teacher's practice that has been informed by the instructional shifts and Danielson Framework for Teaching. Observation data reveals that specific components within Domain 3, specifically 3d was among the lower performance levels.

### 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.

In order to communicate high expectations to all stake holders, school leaders will use evidence based systems to examine and improve individual and school wide practices in the critical areas of Domain 3 in the Danielson Rubric so that by June 2015 65% of teachers will have moved at least one level of performance on the Danielson Rubric by targeted and differentiated professional development being provided to teachers based on observations from classroom visits and teacher self-assessment that will elevate teacher practice in the priority components of Domain 3 of the Danielson Framework (3b, 3c, 3d) as measured by Advance.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Initial planning conferences will be used to discuss individual teachers' professional goals by reflecting on prior year's MoTP, student data, as well as using feedback from observations and visitations to identify areas of strengths and growth on the Danielson Rubric. Professional development and collaborative learning conversations will focus on the areas of 3B, 3C, and 3D and will be differentiated based on teacher needs.	Teachers & Administrators	September 2015 January 2015 May 2015	Administration, Network Support Staff, Magnet Resource Specialists & Talent Coach.
Administration will categorize and systemize school-wide goals in order to analyze trends, plan and implement differentiated professional development opportunities , use	Students & Teachers	October 2014-June 2015	Teachers, Magnet Resource Specialists, ESL

Chancellor PD days, non-attendance days, monitor progress through informal visitations and formal observations, analyze student assessment data, plan for instruction based on data specifically targeting instruction for our English Language Learners and Students with Disabilities, and adjust Professional Learning according to findings.			Teachers, IEP Teachers, SETTS Teachers, Resident Artists
Parents will be trained on the Common Core Standards, Danielson Framework for Teaching, and the instructional shifts during SLT meetings, PTA meetings and First Fridays: Parents as Partners, so that they can better understand how to support students at home. Parents will receive monthly grade specific newsletters and weekly "Email Blasts" that detail units of study in Reading, Writing, Math, Science and Social Studies and school events. Our website is updated monthly to include activities that parents can use at home with their children	Parents, Teachers & Students	Monthly from September 2014-June 2015	Parent Coordinator, Administration, Teachers, Magnet Resource Specialists
The administrative team is working with our Talent Coach to foster a shared understanding of the Danielson Rubric and subsequently share that understanding with our teachers during pre- and post- observation conferences	Teacher understanding will be monitored through PD surveys and teacher/administrator conferences to discuss evaluation with timely feedback that improves instruction.	4 times a year throughout October 2014-May 2015	Administration & Teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of PD provided by the DOE (webinars and Teacher Danielson training), Calendar Days, ARIS Learn modules, Network Professional Development, Chancellor Days, and conferences with supervisors.

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By October 2014, all teachers will have completed their initial conferences and will have met with their supervisor for at least one evaluation feedback session. By March 2015, 100% of teachers will be utilizing supervisor feedback to drive instruction, plan interventions and enrichment to support each child's learning. Staff members will display evidence throughout the school-year with an increased focus on Domain 3 on the Danielson Framework for Teaching such as discussion prompts in the classroom, questioning prompts, centered base learning activities, and assessment criteria. In order to progress monitor, teams will be meeting from September 2014 to June 2015 to analyze and discuss data and best practices in order to plan targeted instruction to support individual students and groups of students. By June 2015, teachers will have moved at least one level of performance on the Danielson Rubric in the priority components of Domain 3 of the Danielson Framework (3b, 3c, 3d). Teachers will meet with their supervisor for an end of the year conference in June 2015.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		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 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.

Parent Involvement in the school has often times been low with an average of 15 parents at various events. We found that many parents came out to see their children perform in a show or during a parent child workshop. We have recently begun having monthly family nights where parents and children can engage in activities together. Attendance during these events average 80-100 parents.

### Part 2 – Annual Goal

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

In order to collaborate with families as full partners in the learning and development of their children we will increase the number of contacts with families by 20% so that by June 2015 there will be an increase of 10% in the number of parents responding that they “been invited to an event at your child’s school” five (5) or more times as measured by the New York City Learning Environment Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
We will host monthly Coffee and Conversations to keep parents abreast of information pertaining to Common Core. We will continue to offer Family Nights to engage parents and children in activities that align to Common Core and STEM. Teachers will host Parent Engagement sessions monthly.	All Parents	Monthly October-June	Parent Coordinator, Administration, Teachers, Magnet Resource Specialists, Residency Partners
We will host monthly Coffee and Conversations to keep parents of ELL’s and Students with Disabilities abreast of information pertaining to Common Core. We will continue to offer Family	All Parents	Monthly October-June	Parent Coordinator, Administration, Teachers, Magnet

Nights to engage parents and children in activities that align to Common Core and STEM. Teachers will host Parent Engagement sessions monthly.			Resource Specialists, Residency Partners
As a school community we will host the following events to increase parental involvement and engagement: Free Market, Adopt a Family, Thanksgiving Baskets, Coat Drive, Parent Engagement Sessions, Pupil Path, Parent Workshops	All Families, SIFE, STH	September 2014-June 2015	Parent Coordinator, Administration, Teachers, Magnet Resource Specialists,
Parent Involvement Workshop Series, Monthly communications with parents, Coffee and Conversation, School Tours, School Leadership Team	All Parents	September 2014 –June 2015	Parent Coordinator, Administration, Teachers and Magnet Resource Specialists

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Some magnet funds were allocated, all teachers, parent coordinator and administrators are involved in some part of the planning and implementation of all of our workshops. We value added resources from local politicians, partnerships and experts. We afford some flexible scheduling, per session, volunteers in order to facilitate this plan.

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
We will monitor and track the attendance at each event. We will take note of how many parents attend workshops during the day versus the evening. By January 2015, parents will complete a survey pertaining to each event and we will use this data to make refinements to our programs.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>After School Program</p> <p>Title III ESL Extended Day Program</p> <p>Title III ESL Saturday Academy</p> <p>Saturday Academy Program</p> <p>Small group Intervention</p>	<p>An Extended Day Academic Support Program is offered to give additional support to our students in literacy instruction.</p> <p>The Title III After-School Program services targeted</p> <p>ELL students in Grades 3-5. There are Beginning, Intermediate, and Advanced classes</p> <p>An Extended Day Academic Support Program is offered to give additional support to our students in literacy instruction.</p> <p>A guided reading/strategy lesson done to provide intensive support in a small group.</p>	<p>Literacy support is offered in 2 hour sessions on Tuesdays and Thursdays to recommended students in grades 2-5.</p> <p>On Tuesdays and Thursdays for 2 hours for students in grades 3-5.</p> <p>On Saturdays for 2 hours for students in K-2.</p> <p>Literacy support is offered in 2 hour sessions on Saturdays to recommended students in grades K-5</p> <p>Literacy support is offered in a 30 minute session daily in grades K-5.</p>	<p>After-School</p> <p>After-School</p> <p>Saturday Academy</p> <p>Saturday Academy</p> <p>During the school day</p>
<b>Mathematics</b>	<p>After School Program</p>	<p>An Extended Day Academic Support Program is offered to give additional support to our students in mathematics instruction.</p>	<p>Mathematics support is offered in 2 hour sessions on Tuesdays and Thursdays to recommended students in grades 2-5.</p>	<p>After-school</p>

	Title III ESL Extended Day Program	The Title III After-School Program services targeted	On Tuesdays and Thursdays for 2 hours for students in grades 3-5.	After-School
	Title III ESL Saturday Academy	ELL students in Grades 3-5. There are Beginning, Intermediate, and Advanced classes	On Saturdays for 2 hours for students in K-2.	After-school
	Saturday Academy Program	An Extended Day Academic Support Program is offered to give additional support to our students in mathematics instruction.	Mathematics support is offered in 2 hour sessions on Saturdays to recommended students in grades K-5	Afterschool
<b>Science</b>	STEM Club	An Extended Day Academic Program is to give additional support to our students in STEM Education	Small Group	Afterschool
<b>Social Studies</b>	Small Group Guided Reading	Students will be pulled in small groups for literacy intervention in the content areas	Small Group	During the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor/Youth Development Counselor	Our Guidance Counselor provides intervention services in crisis situations for students and their families, counseling students on a one-to-one basis and in small groups.	As needed	During the school day.
	School Psychologist	Our School Psychologist provides intervention services for students and families on an as-needed basis.	As needed	During the school day.

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the 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.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

All students receive teaching from 100% Highly Qualified Teachers according to the BEDS survey. Teachers receive professional development in all content areas, on the CCLS, during Common Preps, Chancellor's Conference Days, with Network Support Staff, Magnet Resource Specialists as well as our Program partners. When a vacancy becomes available, there is a hiring committee that meets with the principal to go over resumes, interview candidates, and observe demonstration lessons before hiring. The hiring committee then selects highly qualified staff members. In order to retain highly qualified Teachers, support and professional development are given from our Administrative team, Magnet Resource Specialists, Program Partners and Network Support Staff. New teachers are mentored by their mentor during their first year. When teachers switch grades they are mentored by a colleague on their grade for an additional year. Teachers meet in teams during common preps and during their professional responsibilities time.

**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).

Differentiated professional development opportunities are offered to all staff members, including principals and assistant principals, teachers, paraprofessionals and other staff members. This year our staff participated Project Based Learning, Elementary is Engineering, Lego, Queens Historical Society, Queens Museum and the 5E's Learning Cycle, Network facilitated Response to Intervention, Special Education, behavior management and ESL workshops. All trainings are aligned to the Common Core Learning Standards and support teachers to implement the instructional shifts required for student success in ELA and Math. The Principal and Assistant Principals have received training from our Talent Coach, in aligning our ratings on teacher practice as assessed on Danielson's Framework for Teaching.

**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.).

Families are invited to Kindergarten Orientation where they are introduced to administration and staff members who will offer their services throughout the school year to their children. Part of the orientation schedule includes a visit with one of the Kindergarten classrooms. General school information is distributed to parents/guardians (available in English and Spanish). Information includes contact information, pre-school preparation activities, Common Core Learning Standards, monthly calendar and a sample of the monthly Kindergarten newsletter.

During the registration process, incoming families complete Home Language Identification surveys and Program Selection form for ELL's to determine their needs i.e. oral and written language preferences, special education needs and requirements. English Language Learners also meet with an ESL staff member for evaluation.

Families are encouraged to come to monthly meetings such as PTA meetings and Coffee and Conversation – both offer a parent-child activity to help communicate to our families the academic and social expectations for their children and how they might support this process at home. Parents are also encouraged to sign up for Pupil Path to receive current information about their child's academic progress.

**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.

Teacher teams meet to discuss instruction and the assessments associated with them to measure student growth. Grade Level (horizontal) and Inquiry Teams meet monthly to review data gathered from these assessments. The MoSL team selected the Measures of Student Learning for the 2013/2014 school year. Differentiated Professional development is aligned to the findings of the data and offered during Professional Development Days. The instructional cabinet/administrative team meets weekly to review student progress, review the findings from informal and formal observations and adjust future professional development.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	Column B

			Verify with an (X)	Page # Reference(s)
Title I Part A (Basic)	Federal	338,137		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	157,725		
Title III, Part A	Federal	11,200		
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,022,579		

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 160Q**, 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 160Q** 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 1<sup>st</sup> 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 160Q**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



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

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

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

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

Part A: School Information	
Name of School: P.S. 160	DBN: 28Q160
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: _____ Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III afterschool program is dedicated to assist our ELL students in becoming more proficient in the areas of mathematics and literacy. It is to assure that Limited English Proficient students achieve the highest academic standards. This program will focus on academic language across the content areas. It will provide high quality math, literacy and content area instruction through ESL techniques and methodologies. The instruction will be differentiated based on the needs, interests and ability levels of each student. We will be utilizing an alternating day model where the common branch teacher will be providing content support to the ELL students on Tuesdays and the ELL teacher will provide different ESL methodologies.

This program will serve identified students in grades 1-5, approximately 25 students who are eligible to participate. To meet the different needs of our ELL students, we will categorize ELL students by their level of proficiency of the English language as well as grade level. The program will consist of the same students on both days from grades 1-5 for the duration of the program. Tuesdays will be taught by a Common Branch Teacher with a focus on content instruction and guided reading. Thursdays will be taught by a certified ESL teacher with a focus on ESL strategies and methodologies. Saturday Academy will focus on Cognitive Academic Language Learning so ELL students are able to comprehend and understand content area material with success. Students will receive content instruction as well as English Language Development on a continuous level.

Instruction will be two days a week for 1 1/2 hours each day. It will begin at 2:40 and end at 4:10. The Saturday Academy will be taught by the ESL teacher and will meet for 3 hours. It will begin at 9:00 a.m. and end at 12:00 noon. The program will begin in November and continue through April.

It will utilize English instruction and materials that provide native language support.

For 2014- 2015 we want to purchase 5 IPADS. This will allow for a multi-sensory approach of learning for all ELL students. The IPADS will increase student engagement and motivation as well as access to information and tools to support a project-based learning environment.

We will also purchase subscriptions for RAZ KIDS and Brain Pop Jr., Brain Pop ESL and Brain Pop Spanish.

### Part B: Direct Instruction Supplemental Program Information

For 2014-21015 we want to purchase Fountas and Pinnell Leveled Literacy Intervention. This program will provide supplementary literacy intervention and provide powerful, and small-group instruction for our ELL studnets. It will help students expand their knowledge of language and words and how they work. The goal of this literacy program is to bring students to grade level achievement in reading.

These materials will be purchased exclusively for the Title III program.

### Part C: Professional Development

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

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

Begin description here:

The school community of P.S. 160 will be updated on ESL methodologies, policies, testing and testing accomodations. The ESL teacher will conduct professional development activities for school staff during professional development days as well as grade conferences at least once a month. Network meetings that are attended by the ESL teacher are turn-keyed to the entire staff about the information presented. The teachers of the Title III program will meet on theto go over and review instructional objectives and goals for each student.

Professional Development:

November 2014:

Building Academic Language Proficiency - Strategies to increase academic vocabulary

December 2014:

Common Core Challenge for ELL's

January 2015:

Appropriate instructional supports to make grade-level work comprehensible

March 2015:

Academic Text, Talk, Tasks - Building Strong Language and LiteracySkills for the CCSS"

April 2015:

Preparing ELL's with Test Taking Strategies

### 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:

There will be monthly workshops for parents of ELL students. These workshops will include topics such as ELA and NYS Math Test Taking Strategies, All About The ELA and NYS Math Exams, Common Core State Standards and Academic Language in the ESL classroom. Parents will receive brochures as well as a schedule about upcoming workshops. The brochures and letters will be translated into native languages. The workshops will be conducted by a certified ESL teacher, Common Branch Teacher as well as our Parent Coordinator.

Workshops:

October 2014: Homework Strategies

November 2014: Common Core Curriculum

December 2014: Knowing Parental Resources in School and Community

January 2014: Information about The ELA and NYS Math Exams

February 2015: Family Reading in Native Language and English

April 2015: Multicultural Fair

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	_____	_____

**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.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>28</b>	Borough <b>Queens</b>	School Number <b>160</b>
School Name <b>Walter Francis Bishop Elementary School</b>		

### 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 <b>Tiffany Hicks</b>	Assistant Principal <b>Ms. Bender/Ms.Place</b>
Coach <b>Aline Lubin</b>	Coach <b>type here</b>
ESL Teacher <b>Andrea Holland</b>	Guidance Counselor <b>Mr. Amey</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Guzman</b>
Related Service Provider <b>Cathee Frangella/SETTS</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>623</b>	Total number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>6.10%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In		1	1	1										3
Pull-out	2	1	1	1	2	2								9
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>12</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	1

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	29		3	8			1			38

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		
<b>Total</b>	29	0	3	8	0	0	1	0	0	38
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	6	4	3	5	5								27
Chinese														0
Russian														0
Bengali	1	1	1											3
Urdu														0
Arabic		2	1	1		1								5
Haitian														0
French														0
Korean														0
Punjabi	1													1
Polish														0
Albanian														0
Other			1		1									2
<b>TOTAL</b>	<b>6</b>	<b>9</b>	<b>7</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>38</b>						

## 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)	10	1												11
Intermediate(I)		4	2		2	1								9
Advanced (A)	1	4	4	4	2	3								18
Total	<b>11</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>38</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	2	1			3
4					0
5	2	3			5
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									0
4	1		1						2
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									0
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.  
To assess the early literacy skills of English Language Learners, P.S. 160 uses Teacher's College Running Records, teacher observations and informal assessments. Running records are used to record the child's oral reading skills. It uses a set of conventions in order to provide data that will allow the teacher to evaluate the child's decoding skills, reading accuracy, comprehension and fluency.

The data from the running records are analyzed and used to directly provide reading strategies needed to be in place for our ELL's as well independent reading leveled books.

This data will also help to create an instructional plan that best meets the needs of our ELL's. Differentiated instruction and multiple entry points, across all modalities are implemented based on the individual needs of our ELL population.

The results from running records indicate that most of our English Language Learners have not met the benchmarks in reading.

Targeted instruction is needed in the areas of phonics, higher order thinking, inferential and literal reflection of texts as well as text to self-connections

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across all proficiency levels reveal that listening and speaking are the stronger modalities. Students are more deficient in the reading and writing modalities.
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](#))

Patterns across NYSESLAT modalities- reading/writing and listening/speaking are used to drive instructional decisions. Multiple entry points on targeted instruction are designed to meet the needs of each student. NYSESLAT data reveals that writing is the weakest modality. It is also important to take into account that it takes a student longer to reach writing proficiency.

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?

Students in kindergarten through second grade had the weakest scores on the reading subtest. In grades three through five the writing subtest was the weakest.

Periodic Assesments for English Language Learners provide important data for planning instruction. The data ascertained is analyzed and therefore target instruction can be implemented. From the periodic assessments, English Language Learners have difficulty with conventions of grammar as well as reading.

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](#).)

Data collected for English Language Learners within the Response to Intervention framework is used to serve ELL's who are at-risk for academic difficulties. It is used for prevention and early intervention based on a tiered system of instructional support. Data revealed indicates differentiated instruction is needed to meet the diverse needs of our students. Instruction for ELLs is also based on their language needs as well as understanding the language learning process of ELL's. Within the RtI framework, information is being gathered through formal and informal assessments. The data from these assessments are being interpreted and read in a nondiscriminatory way. Additional data is obtained from service providers as well as classroom teachers.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Informal assessments are used to provide us with the students' skills, abilities and ongoing progress of English Language Learners. Explicit instruction of academic language is used across academic content area and aligned to grade level standards. Students have access to grade-appropriate knowledge and skills by using methods such as scaffolding and incorporating their native language.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Observations, informal assessments, research-based assessments, along with program assessments such as those attached with Wilson Program help to evaluate success of the current program for ELLs.

## 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](#).)

Parents complete a Home Language Identification Survey (HLIS) in the main office upon registering their child. A licensed pedagogue supports and assists parents as they complete the survey. The pedagogue is able to make an initial determination of the child's home language. This is done after an informal interview is conducted. The completed home language surveys are placed in the student's cumulative folder. The pedagogues assigned for the interview process include coaches, ESL teacher and curriculum specialist. An ESL teacher is available to answer any questions that the parents may have. If a parent speaks Spanish only, our parent coordinator helps to translate during the interview process. If there is a language that we are unable to translate, we use the DOE translation services to help assist us with the interview process.

If the home language identification survey indicates that a language other than English is spoken in the child's home, the child is therefore administered the LAB-R within the first ten days of their enrollment in school to determine their language proficiency level. For newly enrolled ELL'S whose home language is Spanish and they do not pass the LAB-R, they are administered a Spanish LAB to determine language dominance. The Spanish LAB is given to these students by a licensed pedagogue who is fluent in Spanish. The LAB-R is hand scored and the results determine if the student is entitled to receive English as a Second Language services. It also determines their level of placement. Once this is determined, parents receive brochures and different resources to help assist them in making a decision about what type of program they want for their child. The programs that students are entitled to include a Transitional Bilingual Program, a Freestanding English as a Second Language Program and a Dual Language Program. Parents receive an Entitlement Letter. This letter explains as well as notifies parents that their child is eligible to receive English as a Second Language services.

The NYSESLAT is given to English Language Learners in the Spring by our licensed English as a Second Language teacher. It is used annually to evaluate our English Language Learners. The scores from the NYSESLAT help the ESL teacher to plan instruction as well as to group our ELL students according to their proficiency. It is also used to determine the length of their instructional time.
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.

Parents are notified of their child's eligibility for ELL services. Parents are invited to attend an orientation session at the beginning of the school year. These orientation sessions are also held throughout the school year for newly enrolled students. These sessions are conducted by our ESL teacher with the help of our parent coordinator. It is an informational session as well as a session to answer any questions and address any concerns. It addresses information on standards and assessments. Parents sign in to the orientation session where they are given an agenda, a Parent Survey and Parent Selection Form as well as brochures. These documents are given to parents in their native language. After these forms are distributed, parents view an orientation video. The orientation video is viewed in English as well as in their native language. After parents view the orientation video, they are explained step by step the program options available for their child. This allows parents to make an informed choice regarding program selection for their child. The video explains to parents the program choices available for their children and helps them to understand all three program choices. These program choices include a Transitional Bilingual Program, a Dual Language Program or a Freestanding English as a Second Language Program. Upon completion of the video, parents fill out their Parent Survey and Selection form. This is completed after parents are informed of all three program option. Parents indicate on this form the program that they want to request for their child. After parents indicate their program choice for their child, it is entered into ATS on the ELPC screen by the ESL teacher. The Parent Survey and Program Selection form is placed into the student's cumulative record. If translation is needed for parents who do not speak English, it is made available to them. If parents are unable to attend this orientation session, they are contacted again to come up to school at their convenience.
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 [\[see tool kit\]](#).)

Entitlement letters are distributed by the ESL teacher to those students eligible to receive services. This is based on their LAB-R scores. The Parent Survey and Selection form is filled out after parents view the orientation video. Parents at this time are made aware of the program choices available at our school. P.S. 160 currently offers a Freestanding English as a Second Language Program. If a parent opts for another program choice, we assist them in finding a placement to accommodate them. Forms are returned and secured/stored within the ESL teacher's classroom.

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.  
The placement of identified ELL students are determined by their parents. Parents make the decision of the program their child receives. If a parent chooses a program model not available in their school, then another placement will be found for that child.
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.  
The NYSESLAT is used to determine the ELL's achievement and proficiency in English. It is a mandated test for all English Language Learners. Based on the NYSESLAT, student proficiency levels in English are classified as beginning, intermediate, advanced or proficient. Students are administered all of the sections of the New York State English as a Second Language Achievement Test. The results are used to provide the required amount of ESL and English Language Arts instruction under Part 154 of the Regulations of Commissioner of Education.
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.   
After reviewing the Parent Survey and Program Selection forms for the past few years, records show the trend in program choices that parents have selected is the Freestanding English as a Second Language Program. 100% of our parents are requesting that their children receive their instruction only in English. This trend has been consistent over the past few years. The program model offered at our school is aligned with parent requests.

## 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])?
 

P.S. 160 implements two instructional models for English Language Learners. A pull-out and a push-in ESL freestanding program for kindergarten through grade five students. The language of instruction is English. The instructional model for this program is a combination of push-in and pull-out programs. This provides small group, differentiated and rigorous instruction. Instruction is delivered by a certified ESL teacher who has permanent certification for grade k-6. The ESL teacher also has a background in technology, so computer assisted materials are used daily. This includes the use of a Prometheum Board. Students are grouped heterogeneously according to their proficiency level and grade. This allows for differentiated instruction. The needs of students are addressed during small group instruction. The ESL teacher focuses on content instruction in science, social studies and math in correlation with the grade curriculum, NYS and ESL Standards as well as collaborative planning. We use an integrated thematic approach to core subjects to ameliorate instruction. Within the ESL classroom, all four modalities are stressed (listening, speaking, reading and writing). Using common planning time allows the teachers to provide instruction that meets the needs, interests and ability levels of our ELL students. This will be done with providing native language support. Based on the test results and data there will be more of a focus on writing and reading within content areas to help the ELL students. There is also a focus on academic vocabulary. The ESL teacher plans collaboratively with general education teachers to align the curriculum in order to meet the linguistic needs of all ELL students. Using common prep periods, we are able to align, remediate and enrich the curriculum for our ELL students. During push-in periods, the ESL teacher works with ELLs in their classroom during content instruction to provide the ELL's with language acquisition and vocabulary support.
  
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)?
 

Our ELL program offers the necessary ESL and ELA instructional units required by Commissioner's Regulations Part 154. Advanced ELL students receive one unit or 180 minutes per week of rigor ESL content instruction. This is done through our pull-out and push-in program. In addition, the classroom teacher of our advanced ELL students provides 180 minutes per week of ELA instruction. Our beginning and intermediate ELLs receive two units or 360 minutes per week of explicit ESL instruction. Instruction is designed individually and solely by the ESL teacher with CR Part 154 in mind.
  
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.
 

Content areas and thematic units are delivered throughout each program model. Language is not taught in isolation, but rather within the content areas. This allows for ELLs to be supported through both language development and support for content instruction in their native language. To meet the demands of the Common Core Learning Standards students are presented with cognitive academic language within language and literacy instruction.
  
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

ELLs are appropriately evaluated in their native language throughout the school year. New York State Tests in Math and Science are available in translated versions for ELLs. ELL students are given the Spanish LAB to determine language dominance. There are bilingual teachers and paraprofessionals who are able to provide translation when necessary. Reading of texts are done in English to assess reading levels, but the comprehension questions may be given in the child's native language. This would be done to ensure that the child comprehends the text they are reading. ELLs are able to use content specific glossaries. Classroom teachers work with the ESL teacher to ensure that information from assessments are consistent with the student's knowledge of content area..
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ELLs are evaluated across all modalities; reading, listening, speaking, and writing. Instruction is delivered across content areas at different language proficiency levels and grades. Assessments at all grade levels are given so teachers are able to have in-depth information about students' language development across the modalities of speaking, writing, reading, and listening.
  
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).

SIFE students are students who have experienced interruption in their formal education. These students will be informally assessed once they return to a New York City Public School. SIFE students are provided with extra support from math and reading teachers. In addition, the ESL teacher will meet with the child's classroom teacher to provide any additional support and help that is needed. These students are also being given the opportunity to attend before and after school programs.

Test taking strategies are emphasized for newly enrolled ELLs in preparation for the English Language Arts and Math State Exams. Students are given sample questions as well as practice tests. This helps students learn the format of the test as well as how to bubble in their answers. Newly Enrolled ELLs are encouraged to attend after school programs where reading strategies are the focus. Skills addressed include listening and speaking as well as reading skills such as how to make inferences and how to make predictions. etc.. Newcomers will receive instruction that is simplified for them through different ESL methodologies such as Total Physical Response (TPR) and modeling. For ELLs receiving service for four to six years their NYSESLAT scores help to determine their area of need. They are given support through ELL methodologies.

Long-term ELL students will receive continued transitional support. For these students, there will be emphasis on academic vocabulary in both spoken and written form through language enrichment. Long-term ELL students receive instruction focused on reading comprehension and writing. Students who reached proficiency on the NYSESLAT, continue to receive support from their classroom teacher. This is done as part of the extended day program or small group tutoring during the professional prep period. ELL students who were tested and are classified as "Proficient" are still given additional time for standardized testing for two more years.

- 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?

Instructional strategies used provide access to academic content areas and accelerate English language development. They include academic language and vocabulary development that is aligned to gradelevel writing and reading demands, differentiation and scaffolds to help ELLs meet standards, provide native language supports as well as integrate technology. Students are given support through small group and individually . The ESL teacher meets with classroom teachers to discuss student data and classroom observations. Scaffolding strategies are implemented during instruction to assist in making content understandable to accelerate English Language Development.

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

ELL students with disabilities are accountable for their goals that are standard based. Their IEP's reflect New York State Learning Standards and their educational outcomes for the long term. P.S. 160 has curricular, instructional and scheduling flexibility to meet the diverse needs of ELL's with disabilities. Service providers including: Speech, resource room, ESL, physical therapy and occupational therapy meet with the classroom teacher to make sure students meet their IEP goals and expectations. Scheduling of their services is done collaboratively to ensure that ELL-SWDs receive their mandated services while being in the least restrictive environment. Scheduling is flexible and is subject to change based on the student needs. Schedules of providers are checked with each other as well as the classroom teacher. Careful records are kept and maintained throughout the year by service providers, classroom teachers and administration. This is achieved through observations, assessments, SESIS and notes. This is done to ensure ELL-SWD's mandated services are consistent so each student can meet their ESL and IEP goals while meeting and /or exceeding their curriculum expectations.

### Courses Taught in Languages Other than English

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

Math:				
Science:				

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

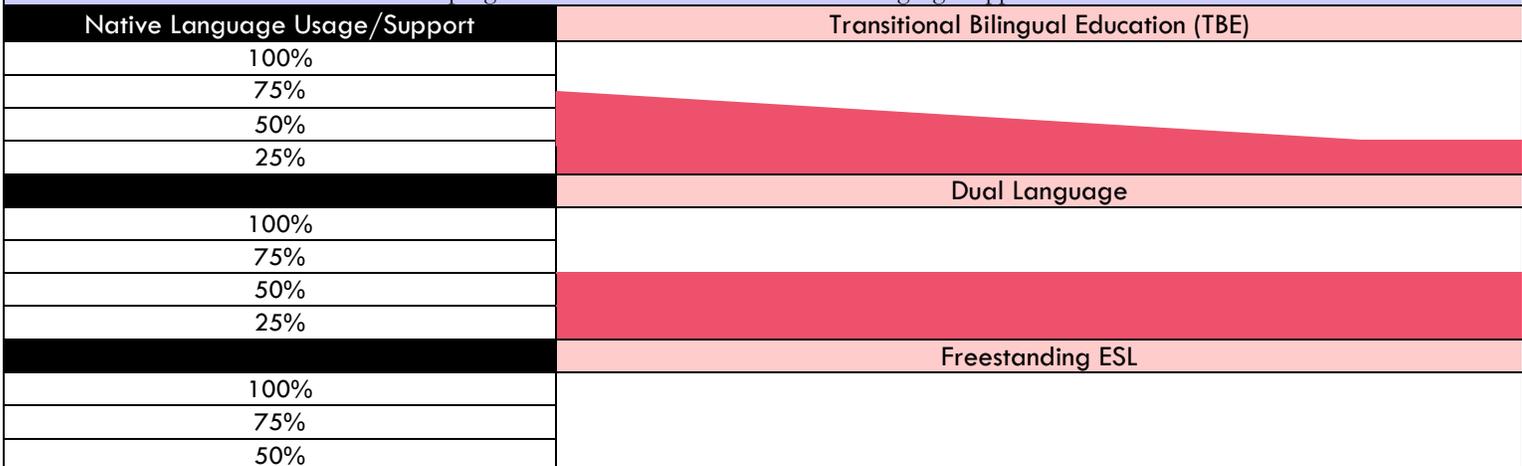
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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.
- Interventions for ELLs are during extended mornings, (At Risk) services and an afterschool program. ELL students who are identified as at risk, are provided with individualized and small group instruction in content areas as needed. This is to strengthen the knowledge of content related materials for these ELLs. It is also to focus on explicitly teaching academic language across all content areas. When possible, the native language of ELLs is used to clarify and reinforce key concepts in content area instruction. Targeted intervention programs for ELLs in English Language Arts and Math are for ELLs in need of these services. For ELLs in need of testing support, we make sure they attend an After School Program. The After School Program will focus on different ESL strategies, content area instruction and math methodologies.
- ELLs who have reached proficiency on the NYSESLAT, are given continued support in their classroom. Some of these students are paired with newcomer ELLs who share the same language. Classroom teachers are made aware of these ELLs and so they can be grouped accordingly for classroom lessons and projects. We offer continued transitional support for ELL students who have reached proficiency on the NYSESLAT. These students are given extra time on the New York State Math and New York State English Language Arts Tests for the next two years. These students are also provided with extra help in reading and math as needed. Proficient ELL students are invited to extended day in the morning as well as any afterschool programs offered.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ELL program is meeting the needs of ELLs in both content and language development. It is aligned to the Common Core Learning Standards. There is a balanced approach to literacy being used to include high-quality instructional practices. ELL's need to meet the high standards set forth for them. Students receive instruction in English with native language support. The program uses ESL methodologies and instructional strategies to make content comprehensible. Lessons are rigorous to prepare ELL's for thinking critically, being able to communicate in the language of instruction and solve problems. Assessments of students are ongoing across content areas as well as language development to inform us about learning and what is being taught. Setting annual measurable goals and collecting and analyzing data help to improve areas that impact teaching.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year we offer interventions through Wilson Reading, Fundamentals and Just Words. We will also be using RAZ KIDS to support English language learners with tools, resources, and research-based strategies. The program is designed to achieve success with social and academic English. The four modalities of reading, listening, speaking, and writing resources are organized in content area topics.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan on discontinuing any programs that we have in place for our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded access to all school programs including: extended-morning, intervention services and afterschool activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers use a variety of realia, print, technology and visual media. Modifications are made based on individual student needs. Scaffolding is used for content areas and academic language to support ELL students. The Balanced Literacy Program follows the workshop model of Teachers College. It is used as well as guided reading for differentiated instruction.
- Every classroom is equipped with laptops with internet connection. As part of differentiation, teachers are using computers as part of their program and curriculum. Classrooms are equipped with Prometheum boards as well as ELMO visual projectors. This technology gives ELLs additional support with visual aids.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In order to assure for communication, students' native languages are taken into consideration. Students are provided with bilingual books, bilingual dictionaries as well as audio books.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Every effort is made so that ELL students are given resources to support their age and grade level such as leveled trade books that support their interests as well as ability. All ELL materials used within our ELL program are age and grade appropriate to support our ELLs in meeting Common Core Learning standards.
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.

Presently, our school does not have any activities to assist newly enrolled students before the beginning of the school year.

18. What language electives are offered to ELLs?

N/A

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)?

N/A

### 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.

There will be ongoing professional development for the staff in order to meet the needs of ELL students. The ESL teacher attends workshops throughout the school year. In addition, the parent coordinator attends different workshops to provide parents with the necessary information on services for their children. The literacy coach will provide professional development to support staff and teachers. The professional development will include understanding and the use of instructional strategies in order to meet the needs of ELL students. The ESL teacher will facilitate workshops to assist the classroom teachers in incorporating ESL strategies in their classrooms. These workshops are offered throughout the school year to meet the needs of each ESL student.

The guidance counselor coordinates articulation meetings for parents and ELL students so parents and students are able to address their concerns and questions before entering middle school. Our ESL teacher is also involved in the TC Reading and Writing Project and is adapting many of the reading and writing strategies for our ELL students. We also have common planning periods during which the classroom and ESL teacher meet in order to plan best practices for our ELL students.

The minimum 7.5 hours of ELL training for all staff members as per Jose P. are given during staff conferences as well as professional development. The literacy coach, along with the ESL teacher have professional development workshops throughout the school year. These workshops include testing procedures, promotional criteria and testing modifications for ELL students. ELL methodologies and scaffolding strategies are also demonstrated 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?

Parent Involvement is encouraged throughout the school year. Parents of ELLs attend parent teacher association meetings. They also attend parent workshops in literacy, mathematics, science and social studies. Translators are provided when necessary. Letters regarding school events and communication are written in the native language of our students. This is accomplished by utilizing members of the staff as well as community based workers. The needs of parents are vocalized during parent workshops, parent-teacher meetings and orientation sessions. Our bilingual parent coordinator has helped to create more parental involvement. She conducts a variety of workshops that focus on test taking strategies, help with homework and ways parents can help increase their child's English language development.

Parents attend a variety of workshops and assemblies throughout the school year. Parents are also being acquainted with Community Based Organizations which offer English as a Second Language.

P.S. 160 encourages and stresses open communication between parents and school staff. Parents are given the email addresses of each staff member to continue with open communication after school hours. The parent coordinator greets parents in the morning as well as making herself available during dismissal. If a need arises, the information is given to administration. Parents of ELLS are encouraged to make frequent visits to school to address any concerns or needs that may arise. Parents may become members of the School Leadership Team as well as to become a Learning Leader. This allows for parents to have some say in school policy as well as become involved in their school community.

## 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: 28Q160 School Name: P.S. 160 Queens

Cluster: 2 Network: 207

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

### **Part A: Needs Assessment Findings**

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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.

The data and methodologies used to assess our school's written translation and oral interpretation needs are assessed through the home language surveys. The home language surveys, which are filled out at time of registration, are reviewed in order to determine the primary language spoken in the home, as well as by the student. ATS reports such as the RHLA report is also generated and reviewed to help determine written translation and interpretation needs. Classroom teachers can also provide information on students in their classroom.

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.

According to our needs assessment, Spanish is the predominant language spoken by children and parents. A minority of our non-English speaking parents speak Bengali, Punjabi and Arabic. Parent communication written and/or spoken is translated by the Department of Education and/or in house staff members. Many parents are able to bring relatives to parent-teacher conferences to help with translation needs. There is a need for oral translation to be provided for workshops and Special Education meetings. These findings are reported to the school community through Parent Workshops, Parent Teacher Conferences and PTA meetings.

## Part B: Strategies and Activities

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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 provided by P.S. 160 include: letters and memos which affects the students and parents, notices of Title III afterschool and Saturday Academy classes, invitations to parents for school orientations and letters from school administration. Our bilingual parent coordinator is available to serve as a translator during parent-teacher conferences as well as meetings throughout the school year. The Translation and Interpretation Unit will be used as needed. In order to ensure a timely provision of translated documents to parents, translation request forms are submitted well before the document is needed. This is if the Translation and Interpretation Unit is being used. P.S. 160 also uses in-house school personnel to help translate needed documents.

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.

For limited English-proficient parents, P.S. 160 will provide over-the-phone interpretation services which are available through the Department of Education. The assistance of an interpreter on the phone, allows the school to communicate with a parent effectively . This allows the school to contact the child's home without any language barriers as well as for parents who make visits to school for any reason who are unable to communicate proficiently in English. Staff members and parent volunteers also assist with oral interpretation needs.

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>.

P.S. 160 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways: important documents will be translated in a timely manner, interpretation services will be provided, signs are posted indicating translation services are available and information on the primary language of each non-English speaking household. There are translated versions of the Parents Bill of Rights available in the main office.