

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

DBN: (i.e. 01M001): **25Q164**

School Name: **P.S./M.S. 164 QUEENS VALLEY**

Principal: **ANNE ALFONSO**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PreK-8 School Number (DBN): 25Q164
School Type: Public School Grades Served: PreK-8
School Address: 138-01 77th Avenue Flushing, NY 11367
Phone Number: 718-544-1083 Fax: 718-544-2042
School Contact Person: Anne Alfonso Email Address: AAfonso@schools.nyc.gov
Principal: Anne Alfonso
UFT Chapter Leader: Greer Hansen-Velazquez
Parents' Association President: April Doran & Charlene Dawson
SLT Chairperson: Angelique Brown
Student Representative(s): _____

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing, NY 11354
Superintendent's Email Address: DDimang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-281-7519

Cluster and Network Information

Cluster Number: Children First Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

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)
Anne Alfonso	*Principal or Designee	
Angelique Brown	*UFT Chapter Leader or Designee	
April Doran	*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	
Zachary Brachio	Member/ Assistant Principal	
Heidy Butt	Member/ Teacher	
Andrew Holz	Member/ Teacher	
Charlene Dawson	Member/ PTA Co-President	
Rosemary Pacheco	Member/ Parent	
Diane Salazar	Member/ Parent	
Nina Greebler	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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.

PS/MS 164's mission is to implement a comprehensive, high quality, standards and data driven instructional program infused with technology, the arts, and citizenship. We work to capitalize on the interest, talents and learning styles of our students and address each child's special needs.

Our school is a Pre-K through 8 school located in the Kew Garden Hills section of Queens. It houses two full day Pre-K classes, three kindergarten and grade 1 classes, two classes on a grade for grades 2-5, and three classes for grades 6-8, while offering regents classes in Earth Science and Algebra, and the Proficiency Exam in Spanish to 8th grade students. There are ICT classes on grades 1, 3, 6, 7, and 8. In addition, the school has a K/1 12:1:1 class, one 2/3 12:1:1 special education class, and a 7/8 12:1:1 special education class.

PS/MS 164 has valuable instructional and artistic programs that enhance the cultural, academic and social/emotional well-being of the students. Our curriculum is steeped in the Common Core State Standards utilizing a workshop model. Our Instructional focus centers our vision and craft on student achievement realized through the through the efforts of the entire school community and the components of the Capacity Framework. The 2014-2015 Instructional Focus reads: Use our knowledge of students to increase the rigor, across all content areas, through high levels of student discussion, experiential learning, and close reading resulting in improved student work products. To accomplish this, teacher teams will collaborate to reflect upon and refine instruction to meet the needs of all learners.

Based on an in-depth analysis of the School Quality Guide and data files, there was a 1.7% increase in the percentage of students reaching proficiency on the ELA exam when compared to the peer range. In 2012-13, the data indicated 66.3% of the peer range while in 2013-14, the data indicates 68.0% of the range.

Additionally, there was a 2.8% increase in the percentage of students reaching proficiency on the state math exam. In 2012-13, the data indicated 58.0% of students reaching proficiency while in 2013-14, the data indicates 60.8%.

However, in 2013-14, the school's results for the median adjusted growth percentile on the state ELA exam decreased by 10 points. In 2012-13, the data indicated a median adjusted growth percentile of 73.0 while in 2013-14, the results indicate a 63.0 A similar decrease can also be noted in the results on the state math exam. In 2012-13 the results indicate a median adjusted growth percentile of 68.0 while in 2013-14, the results indicate a 58.0

Our school's strengths and data indicate a rigorous curriculum and instruction addressing the Common Core State Standards in ELA, math and other content areas. Data from the school survey for all constituents support our goals and next steps. We are long standing partners for science with Urban Advantage, recipients of the CASA Grant for afterschool arts, and with the Hall of Science. We are partnered with the afterschool program, SONYC Greater Ridgewood Youth Council, and have worked together to align its programs to support the school's instructional goals and long-range action plans, including classes in STEM, music, and leadership. We will continue to monitor student growth, progress, output and next steps through our teacher teams, as we strive to provide the best education for all our students.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

After analyzing the 2013-2014 Teacher Level MOTL Detail Report for component 3d, Engaging Students in Learning, 98% of all teachers were evaluated in the effective range. By working and supporting teachers through the observation process and providing actionable feedback around the highly effective practices will result in improved student outcomes. This need serves to customize instruction, making it inclusive, motivating, and aligned to the CCLS.

This school fully integrated the Danielson Framework to support the development of teacher practice through observation, conversation, and feedback with colleagues. Teacher teams have collaborated to build rigorous Common Core aligned units of study and provide multiple entry points to engage all learners. A school initiative in all grades and classes is to increase discussion, accountable talk, and opportunities for collaboration between peers while being challenged in high level cognitive tasks.

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, 20% of teachers will have demonstrated highly effective practice in domain 3d, Engaging Students in Learning, as measured by classroom observations documented in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Analyze progress monitoring quarterly with the Teacher Level MOTL Detail Report	Teachers	9/2014-6/2015	Administration
Conduct observation cycles based on teachers' option selection and record evaluations on Advance	Teachers	9/2014-5/2015	Administration
Provide actionable feedback for teachers to implement strategies to improve engagement to show increased student outcomes	Teachers	9/2014-6/2015	Administration

Teachers will collaborate in grade level and departmental teams to design lessons that engage all students in intellectually challenging content through well-designed learning tasks and activities that require complex thinking by students, including entry points for all learners; ELLs, students with disabilities, and other subgroups	Teachers	9/2014-6/2015	Teachers, Administration, Coach
Teachers believe that all learners can reach high expectations. Teachers will collaborate in grade level and departmental teams to provide suitable scaffolding and vocabulary acquisition to challenge students, especially to support ELLs in the four language modalities to promote students' ability to explain their thinking	Students	9/2014-6/2015	Teachers, Administration, Coach
Teachers will develop students to serve as resources for one another as teachers develop an environment where students rely on one another to meet the instructional goals and encourage one another to achieve high expectations	Students	9/2014-6/2015	Teachers, Administration, Coach
The lessons created will have clearly defined structures, and the pacing will provide students the time needed to intellectually engage with and reflect upon their learning as well as to consolidate their understanding	Teachers	9/2014-6/2015	Teachers, Administration, Coach
To promote parent engagement by communicating CCLS expectations and supporting parents' understanding of their students' learning and how to best support their child's learning at home to improve student engagement in the classroom	Teachers	9/2014-6/2015	Teachers, Administration, Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
To achieve this goal, the school program will provide teacher teams time to meet on grade level and department level to integrate the instructional shifts in alignment with the Danielson Framework. As per UFT contract, teachers will use Monday for professional learning in collaborative groups, and Tuesdays for planning with grade level teachers and cluster teachers. Professional development will be ongoing based on teachers' needs. Parent coordinator is used to provide professional learning sessions.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> By February 2015, 10% of teachers will have demonstrated highly effective practice in domain 3d, Engaging Students in Learning, as measured by classroom observations documented in Advance. Timeframe: September 2014-February 2015 				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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

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

Based on the 2013-2014 Learning Environment Survey, 44% of the students think that students in the school treat each other with respect. This goal serves to create a supportive environment where students feel safe, supported, and challenged by their teachers and peers and engaged in ambitious intellectual activities.

We currently have systems in place that ensure the academic, social, and emotional well-being of all students. The guidance department, SAPIS worker, and SBST ensure that students’ needs are met. Peer mediation, an active student council, and ARISTA all promote a positive and supportive learning environment.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015, 90% of students will demonstrate respect and collaboration as evidenced in their group projects measured by rubrics that are presented on Family Nights.
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Teacher teams collaborate to design collaborative activities with grade/subject units that encourage student collaborations and partnerships in achieving high expectations.	Teachers	9/2014-6/2015	Administration, literacy coach
Staff collaborate with Parent Coordinator and parents to increase parental involvement during Curriculum Family Nights and to anchor each event around celebrating students’ work	Parents	9/2014-6/2015	All staff
Administration will support teachers using the Danielson Framework to provide teachers with actionable feedback to encourage an Environment of Respect and Rapport	Teachers	9/2014-6/2015	Administration
Administration will support teachers using the Danielson Framework, Engaging Students in Learning, and provide actionable feedback that will increase student grouping to encourage peer cooperation and	Teachers	9/2014-6/2015	Administration

provide access points for all types of learners, including students with disabilities, ELLs , and all other subgroups			
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Part 4 – Resources Needed

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

To achieve this goal, the school program will provide teacher teams time to meet on grade level and department level. As per UFT contract, teachers will use Monday for professional learning in collaborative groups, and Tuesdays for planning with grade level teachers and cluster teachers. Professional development will be ongoing based on teachers’ needs.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

- By February 2015, 90% of students will demonstrate respect and collaboration as evidenced in their group projects measured by rubrics that are presented during Family Nights, Fall Festival Social Event, Literacy Night in December, Winter Festival of Arts, and Social Events in January.
- Timeframe: September 2014-February 2015

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Teachers completed a Needs Assessment, where they reflected on their professional growth and determined the areas, within the Danielson Framework for Teaching, which they would like to develop. The PD committee in September, 2014, determined that teachers would work in Professional Learning Communities, as per the citywide instructional expectations, on Monday afternoons and would document their work on a Google Docs document for all to review. Teachers then joined and created Professional Learning Communities (PLC) based on their Needs Assessment. PLCs will create a culture of continuous improvement while being committed to professional growth.

This school has created a collaborative environment where teachers collaborate in grade level and/or departmental teams to strengthen student achievement and teacher practice. Teachers work together to reflect upon and refine curricula and instruction that will strengthen student outcomes and increase student achievement. Teachers collaborate in horizontal and vertical teams to strengthen pedagogy across all grades.

Part 2 – Annual Goal

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

By June 2015, Professional Learning Communities (PLCs) will set goals, develop action plans, and implement pedagogical practices leading to enhanced student achievement as measured by quarterly analysis on PLC Google doc and classroom observations of teacher practice on Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Administration will collaborate with teachers in conducting a survey for teachers to reflect on their needs around the Danielson competencies.	Teachers	9/2014-10/2014	Professional Development Committee

Teachers will collaborate in different grade level and content area teams to create a Google Doc to track PLCs' goals and timelines, and provide a platform for teacher teams to create an action plan, develop next steps, and document conclusion or questions for further inquiry. The Google Doc will provide a platform where all teachers from different teams can communicate their goals.	Teachers, Administration	9/2014-6/2015	Professional Development Committee
Teacher teams will present their findings to staff periodically throughout the year sharing instructional strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups and work closely with parents to share strategies that will strengthen student learning.	Teacher Teams	12/2014-6/2015	Professional Development Committee
Administration will collaborate with teachers to conduct a survey mid-year where teachers reflect on the professional growth they've made within their Professional Learning Communities and determine their next steps.	Teachers	12/2014-1/2015	Professional Development Committee

Part 4 – Resources Needed

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

To achieve this goal, teams of teachers will form Professional Learning Communities based on needs assessment around the Danielson Competencies. The schedule will provide time for teachers to meet on a weekly basis each Monday afternoon. Circular 6 provides teacher and additional professional period to collaborate and enhance their professional learning.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

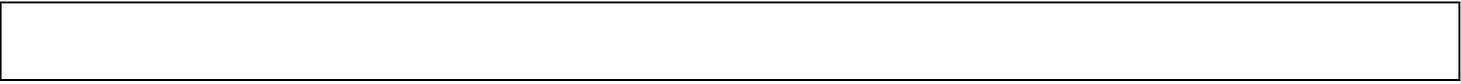
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

- By February 2015, Professional Learning Communities (PLCs) will complete first cycle of inquiry, and have set goals, developed action plans, and implemented pedagogical practices leading to enhanced student achievement as measured by quarterly analysis on PLC Google doc and classroom observations of teacher practice on Advance.
- By February 2015, Professional Learning Communities will present findings and conclusions to staff.
- Timeframe: September 2014-February 2015

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
22.	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

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

The need is to increase leadership capacity around the Citywide Instructional Expectations to implement the schools instructional focus aligned to the Common Core Learning Standards. Teachers completed a survey in June 2014 where they reflected on professional development. The PD Committee analyzed the results from the survey and implemented an action plan incorporating the professional development sessions teachers requested. Teacher leaders will facilitate the professional development sessions within the Professional Development Committee Action Plan.

This school has fostered and supported teachers in taking leadership roles to ensure the implementation of our instructional focus. Teachers have facilitated many professional development sessions that would strengthen instructional practice across grades and in different content areas.

Part 2 – Annual Goal

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

By June 2015, five teachers will be nurtured in a shared leadership program. Teacher leaders will facilitate 10 professional development sessions and mentor grade level or departmental colleagues measured by Professional Development Committee Action Plan document on Google docs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Teacher leaders will attend workshops, i.e., math and Codex to turnkey for staff and advise on the professional learning that occurs during the professional learning time on Monday. They will collaborate and support staff in different grades and by content area to implement strong instructional practices.	Teacher Leaders	9/2014-6/2015	Administration

Teacher leaders collaborate with and mentor new teachers in accordance with the Danielson Framework to provide strategies that address the needs of students with disabilities, English language learners, and other high-need student subgroups. Teacher leaders provide support to other teachers through peer inter-visitation and collaborative planning.	Teacher Leaders, New Teachers	9/2014-6/2015	Administration
The School Leadership Team, in representing parents in conjunction with the teacher leaders, participate in planning how discretionary funds should be used, supplying extra books and other instructional materials used in the classrooms	Teacher Leaders, SLT	9/2014-6/2015	Administration, Teachers, SLT
Teachers collaborate with teacher leaders during common prep periods to work on unit/lesson plans to incorporate	Teachers	9/2014-6/2015	Teacher Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Lead teachers will receive additional professional development in various content areas as well as leadership skills to be able to present content to colleagues through funds allocated to the Network. Per session for coverage will be compensated by the Network. Lead teachers engage colleagues in professional learning during the time allocated on Monday Afternoons. SLT will receive professional development provided by District.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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:				
29.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
30.	Specify a timeframe for mid-point progress monitoring activities.			
	<ul style="list-style-type: none"> By February 2015, teacher leaders will facilitate 5 professional development sessions and mentor grade level or departmental colleagues measured by Professional Development Committee Action Plan document on Google docs. Timeframe: September 2014-February 2015 			
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the NYC School survey 2013-2014 report, it has been determined that 52% of parents have attended a parent-teacher conference 1-2 times, and 3% have never attended a parent-teacher conference. Parental engagement within the school needs to encourage teacher outreach to families, family involvement in the school, and school community partnerships. The school has worked continuously to engage parents through communicating regularly with parents via phone, email, letters, phone messenger, and JupiterGrades. Through this goal, the school would like to build stronger teacher-family partnerships in educating the children and to encourage strong external relationships with Urban Advantage, Inside Broadway, and Ballet Tech.

This school is using JupiterGrades to communicate with parents throughout the year. In addition, this school has provided many parent workshops on different content to strengthen parent engagement and student achievement. The staff has collaborated with the parent coordinator and PTA to organize and host family events within the school to foster parent engagement.

Part 2 – Annual Goal

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

By June 2015, communication between teachers and parents will improve as measured by teacher sign in sheets and parent engagement logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Administration will collaborate with teachers and the parent coordinator to provide four 3 hour parent-teacher meetings, parent coordinator workshops, Parent Orientation for kindergarten, PreK, high school articulation, and transition into middle school.	Parents	9/2014-6/2015	Teachers

Administration will collaborate with teachers and the parent coordinator to provide parent workshops that will address the social emotional needs of students, including students with disabilities, ELLs, and other high-need subgroups	Parents	9/2014-10/2015	Guidance, Parent Coordinator, Social Worker
Teachers will collaborate with parents during the Tuesday parent engagement allotted time for teachers to meet with parents. Administration and teachers will collaborate with parents during the monthly PTA meetings to address concerns and inform of ongoing activities	Parents	9/2014-6/2015	Teachers, PTA
Logs will be maintained by teachers that track phone conversations, e-mail correspondences, text-messages, Jupiter-grades, and face-to-face meetings to strengthen partnerships between teachers and parents	Parents	9/2014-6/2015	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Tuesday afternoons will be dedicated to parent engagement. Resources including, JupiterGrades, School Messenger, and computers have been purchased to provide a platform for teachers to engage parent partnerships via online. Permits are attained for use of the auditorium during PTA meetings.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
	<ul style="list-style-type: none"> By February 2015, communication between teachers and parents will be tracked and measured, as evidenced by teacher sign in sheets and parent engagement logs. Timeframe: September 2014-February 2015 			
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS ELA assessment cut scores in grades 3-8, MOSL in grades K-2, baseline assessments, teacher recommendations	<i>Foundations</i> in grades K-2 and Leveled Literacy Intervention in grades 1-5, scaffolds to support the writing process, close reading strategies	Small group, one-to-one, tutoring, push-in model	During the school day, afterschool
Mathematics	NYS Mathematics assessment cut scores in grades 3-8, MOSL in grades K-2, baseline assessments, teacher recommendations	Use of manipulatives, foundational skills reinforcement, scaffolds to support problem solving, GoMath interactive online resources	Small group, one-to-one, tutoring, push-in model	During the school day, afterschool
Science	Teacher recommendations based on formative and summative assessment data	Differentiated instruction, lab and hands-on activities, language support, multimedia resources including videos and online websites	Small group, one-to-one	During the school day
Social Studies	Teacher recommendations based on formative and summative assessment data	Differentiated primary source kits, multimedia resources including videos and online websites, use of SIGHT strategies	Small group, one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on needs, such as academic, social, emotional, family and personal issues	Parent workshops are offered regularly. Banana Splits is provided for children of divorced families, At-risk counseling, SAPIS worker teaches decision making strategies and conducts peer mediations	Small group, one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

- Staff participates in weekly professional development sessions as provided by assistant principals and Network Specialists and Teacher Leaders.
- Staff members participate in weekly Inquiry Team meetings
- Staff receives feedback through observations, walkthroughs, and intervisitations
- Staff participates in organized professional development to complete 175 hour requirement by NY State
- Staff participates in professional development to meet citywide expectations
- Use of ARIS Learn to implement skills and strategies pertaining to effective and highly effective Danielson competencies
- Attendance at two Chancellor's professional development days

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).

- Staff participates in weekly ongoing professional development through the Inquiry process
- Staff analyzes and utilizes State and local data to make curricula decisions to develop high quality instructional program
- Lead teachers attend content specific curriculum meetings and turn-key pertinent information to grade and department teams
- Principal and Assistant Principals attends Network meetings to ensure Citywide Instructional Expectations are met

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.).

To support the transition for preschool children to the elementary program, the curriculum is aligned to the CCLS and develops the foundational skills needed for kindergarten through hands on, experiential learning. Vertical planning sessions are held to build coherence between preK and kindergarten to ensure readiness of preliminary skills. Workshops are provided for parents to learn about elementary school readiness, and Social Worker conducts professional learning sessions to inform parents about social emotional skills to support the transition to kindergarten. Teachers will use the authentic, work sampling to monitor student growth in all the developmental areas and provide the information to kindergarten teachers. Teachers perform the ESI-R to target students in need of early intervention services.

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.

The MOSL committee met and concluded to reduce the amount of school wide MOSL testing thereby choosing the default option for Local Measures. Instructional Team, in conjunction with teacher input, determined the need to continue with the use of Periodic Assessments as they are aligned to the ELA and mathematics curricula, and provide teachers with valuable information regarding student growth. Grade level teacher teams collaborate to determine formative and summative assessments within each unit of study in all subject areas to measure student growth. Professional development is ongoing, beginning with how to analyze, disaggregate, and interpret State Assessment data through the Item Analysis to determine strengths and areas in need of improvement. Teachers used this information to reflect of previous year's instruction and plan for the needs of current students on their roster. Literacy coach provides professional development to analyze, disaggregate, and interpret data from Periodic Assessments and MOSL assessments using SchoolNet to identify needs of all students, including ELLs, students with disabilities, STH, and other subgroups to improve instruction.

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

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

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$242,525	X	9, 11, 13, 15, 17
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$40,882	X	9
Title III, Part A	Federal	\$11,200	X	9, 11, 13, 15, 17
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,376,878	X	9, 11, 13, 15, 17

¹Explanation/Background:

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

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).

4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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. **P.S./M.S. 164**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S./M.S. 164** 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;
 - Workshops on all grade levels will be provided in literacy and math to discuss the core curriculum learning standards and to help parents/guardians work with their children at home. Materials will be given out that will assist parents/guardians with understanding the goals their children will be required to meet.
 - A series of computer classes will be offered so that parents/guardians can learn the basic computer skills, such as opening up an email account, as well as, learning how to navigate ARIS, JupiterGrades; the school website and additional outside websites. Parents will also be shown how a Smartboard works and how teachers are using this interactive tool in their classroom.
 - Providing a "List of Terminologies" used by the Department of Education to parents in English and translated copies using the Department of Education translation services.
- 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;
 - Workshops/conferences will be held to inform parents/guardians of the many different services that are offered by the Department of Education, such as: English Language Learners (ELL), etc.; as well as the different levels of school involvement and leadership opportunities, such as: SLT, PA/PTA, and Learning Leaders.
 - Parent/Guardian meetings will be held at various times throughout the school year to inform parents of the different educational choices parents have, such as: the high school application process, the middle school choice process; gifted and talented program, etc.
 - Communicate with parents via backpacking, emails, school website and automated phone system all

parent/guardian events, workshops, trainings and/or conferences held at the school level; the district level; and the central level.

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - Encouraging parents/guardians to contact their child's teacher in between Parent/Teacher Conferences to ensure their child is making adequate progress.
 - Progress reports given out twice a year – between the 2nd and 3rd semesters and again between the 3rd and 4th semesters for students in grades 6 through 8.
 - Providing on site interpretation by staff, as well as “over-the-phone” conferencing with the Department of Education Translation/Interpretation Department, to ensure that all parents/guardians feel welcomed in the school and to help them understand the needs of their child.
 - Sending out notices in the 9 languages offered for translation by the Department of Education; as well as additional languages if the budget allows.
 - Encouraging parents/guardians to log on to ARIS.
 - Using *JupiterGrades*, an online interactive program which allows parents/guardians to log on and see their child's progress, as well as, connect with the teacher via email.
 - Invite parents/guardian to class celebrations such as; author celebrations, school and grade performances, and family curriculum nights.
- providing assistance to parents in understanding City, State and Federal standards and assessments;
 - Hold meetings and/or conferences so that parents are able to meet in small groups by grades to understand the core curriculum learning standards related to their particular child.
 - Send home the school calendar, as well as the State and City assessment dates, so that parents are aware of when their children will be taking the ELA and Math State tests as well as other assessment tests that will be given throughout the year.
 - Holding workshop for grades K-2 parents/guardians to help parents understand how to decode Fountas & Pinnell Benchmark Assessments Reading Tracker on ARIS.
 - Having the Parent Coordinator offer open session/meeting times for parents/guardians to ask questions.
 - Holding workshop for grade 3-8 parents/guardians to discuss the difference between the different assessment tests and how to best help their child prepare for the state standardized tests.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - Information will be distributed in many different forms, such as: Backpacking; electronic emails; school website; automated phone system and posted on the “Parent Information Wall” in the main lobby.
 - Written information, such as: letters, notices, school-wide events, testing and assessment schedules, etc., will be sent for translation into the 9 languages offered by the Department of Education Translation and Interpretation Division. Translations into other languages will be provided based on the school budget. The translated copies will also be sent home via backpacking, email, school website, and posted on the “Parent Information Wall”.
 - Parent survey sent home by the Parent Coordinator regarding the needs for oral and written translation services.
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
 - Train parents/guardians from all cultures to assist in working with teachers and staff to help them reach out to parents/guardians who have a language or cultural barrier.
 - Encourage staff member to use over-the-phone interpretation when needed.

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences 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/Night 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

P.S./M.S. 164, 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.

- **School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- **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;
- **Student Responsibilities:**
- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Queens Valley	DBN: 25Q164
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 44
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: To ensure that the ELL students meet the Common Core Standards and pass the required assessments for their grade, we will continue to provide direct instruction and support for 36 ELLs and 8 FELLs in an afterschool program. Students were targeted using data from the NYSESLAT and the NYS ELA and Math assessments. Most of our grade 2-8 ELLs require above and beyond help in reading and writing. We decided to target ELLs that received a score of intermediate or advanced on writing /reading modalities of the NYSESLAT and FELLs in those grades to give them added support. Three certified ESL teachers will be hired to work with students in a group of 10-15 students two times a week for two hours per day. The 24 sessions will begin on December 17 and end on March 27, 2015 from 2:30-4:30PM. Each teacher additionally holds Common Branch 1-6 license to support content area learning. The strengthening of the four areas of listening/speaking and reading/ writing will be realized through vocabulary and language development in the content areas. Language will be developed and strengthened through academic conversations and non fiction writing based on the Common Core State Standards. Materials used will support language growth, accessing the CCSS for the four modalities. Emphasis will be on ongoing evaluation of student performance and growth and the maintenance of tier 2 and 3 vocabulary. All supplemental materials Coach Materials for ELA and Math through Triumph Learning , and Ready Materials for ELA and Math by Curriculum Associates. for close reading, writing, and problem solving will support student growth and student achievement.g

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: Professional development is provided in Math and ELA one period a week for classroom/ELA teachers and during team meetings and during the dedicated professional learning on Mondays. Ongoing professional learning will also be provided on Election and Brooklyn Queens Day and through teacher teams and the review of student work. Looking at our data from the 2014 NYSESLAT, NYS ELA and Math assessments, we decided that our teachers need coaching in the areas of task writing, language development and the CCSS and how it relates to our ELL and FELL population. Our network support specialist will provide a series of workshops supporting research-based approaches to

Part C: Professional Development

supporting ELL comprehension and participation using grade level complex text. After school teacher teams will have built in time on Mondays and Tuesdays from 2:30pm-3:45pm to review student writing/output and next steps. Follow up workshops will be conducted during professional learning sessions by the Network Achievement Coach and the literacy coach on topics pertaining to language and the content areas to support teachers in their work.

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: PS/MS 164 through the support of the parent coordinator will provide activities for the parents of ELLs to result in positive outcomes and higher achievement. Ongoing parental engagement activities include but are not limited to use of interpreters at meetings, use of translated materials, a trip to the library, and workshops on ELA and Math. These meetings will take place three times during the afternoon concurrent to the afterschool activities. Parents will be notified of these activities through backpacking, email, school website and the school messenger in their translated language. Then major languages at the school are Spanish, Russian, Chinese, Bengali, and Gujurati. We find that the parents of ELLs/FELLs need to be able to help their children with their school work as well as to understand student expectations. We also want parents to feel welcomed and comfortable in our PTA activities. Topics will include : The CCSS: What is means for you and your child, Access to materials, translations and translators. Assessments students will be taking NYSESLAT, NYS ELA and Math and how parents can provide support. These activities will support our Title 3 goals by instructing ELL/FELL parents in ways to support their children and help them to be successful students through workshops. .

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 25	Borough Queens	School Number 164
School Name Queens Vallley		

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 Anne Alfonso	Assistant Principal Chanah Markowitz
Coach Shali Wang Pratt	Coach type here
ESL Teacher Rose Lewinson	Guidance Counselor Alla Schneider
Teacher/Subject Area Josephine Cespon	Parent type here
Teacher/Subject Area type here	Parent Coordinator LuAnn Atchison
Related Service Provider Rita Rayna	Other type here
Network Leader(Only if working with the LAP team) Diane Foley	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	599	Total number of ELLs	81	ELLs as share of total student population (%)	13.52%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Push-in	16	4	4	4	4	4	4	4	4					48
Pull-out	4	4	4	0	4	0	4	4	4					28
Total	20	8	8	4	8	4	8	8	8	0	0	0	0	76

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	6

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	66	0	6	9	0	6	6	0	3	81

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	66	0	6	9	0	6	6	0	3	81
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	1	2	0	0	2	1	2					13
Chinese	4	8	2	0	0	1	1	1	2					19
Russian	5	0	0	0	1	1	1	2	0					10
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	1	1	0	0	0	0	0	0	0					2
Arabic	4	0	0	0	1	0	1	0	0					6
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	1	0					1
Punjabi	1	0	0	0	0	0	0	0	0					1
Polish	1	0	1	0	0	0	0	0	0					2
Albanian	0	2	0	0	0	0	0	1	0					3
Other	8	6	2	1	1	1	1	1	3					24
TOTAL	27	19	6	3	3	3	6	7	7	0	0	0	0	81

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)	7													7
Intermediate(I)	4													4
Advanced (A)	16					1								17
Total	27	0	0	0	0	1	0	0	0	0	0	0	0	28

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1		0		0		2
4	0		0		1		0		1
5	4		0		0		1		5
6	0		2		3		0		5
7	2		4		1		0		7
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		0		1		0		1
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.
P.S./M.S. 164 uses a variety to assessments programs to asses the early literacy skills of our ELL population. There are numerous programs that are utilized in the beginning of the year and at the end of the year, the programs that are utilized in beginning of the year and at the end of the year, the programs are as follows Fountas & Pinnell Reading Assessment, At Performance, The New York

City Department of Education Measures of Student Learning Performance Assessment (Grades 3-8) and the New York City Performance Assessment (K-2), all ESL students took these tests except ELL's who have been in this country less than a year. Both the New York City Department of Education Measures of Student Learning Performance Assessment (Grades 3-8) and the New York City Performance Assessment (Grades K-2) are aligned to Common Core State Standards, students are given a task that requires students to write an essay using evidence from texts, graphs, charts, etc. to support their answer. Students are given these assessments in the beginning of the year in order for teachers to target student's needs. Students are reevaluated with these assessments in order to monitor the progress of the students. Students will receive instruction on using reading and writing skills that are geared toward ELL's to increase English proficiency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that students need additional instruction in reading and writing. ESL students receive instruction that is targeted to their specific needs. Students in grades K-8 have the most difficulty in reading and writing modalities on the NYSESLAT. Most of the students have scored beginner and intermediate levels in both reading and writing. A majority of students scored on the listening and reading modalities an Advanced and/or Proficient score.
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 [AMAQO tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The lower grades on the whole tend to score higher than the upper grades. For example, grades 6-8 tend to need additional instructional intervention because of higher academic level of content area that they are expected to master. A student's level of literacy in their own native language is assessed both formally and informally at the school level. However, there are informal assessments of a student's language ability performed by teachers who are bilingual. We presently have the capability to translate in Chinese, Russian, Korean, Greek, Spanish and Hebrew by licensed and certified teachers. P.S./M.S. 164 has paraprofessionals that are bi-lingual in the following languages: Korean, Russian, Ukrainian, Spanish and Greek. All students and parents have both teachers and paraprofessionals available to them for translations regarding any aspect of educational concerns. The Parent Coordinator has the ability to translate any language spoken or written via the New York City Department of Education website which is schools/nyc.gov/offices/translation.

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](#).)
In English students that scored a 1 or 2 on the ELA will receive small group instruction with a focus on needed skills and strategies. There will be after school programs for extra help. Students that scored above a level 2 will receive continued small group instruction with a focus on skills and strategies that show need of improvement. After school programs are offered for extra help and for first time ELA testers. Scaffolding techniques and differentiated instruction will be used.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Bi-lingual dictionaries and glossaries are available in student's language. Additional texts and instructional materials are available in different languages. All content teachers (Math, Social Studies, Science) have had training in ESL methodology. Additional assistance with the help of ESL teachers additional reinforcement is provided through small groups instruction based on each child's ability. ELLs are encouraged to utilize their foundation and knowledge in their native language whenever possible. Emphasis is placed on the student using word to word glossaries and dictionaries whenever possible in their academic activities. Collaboration between classroom/content area teachers occur on weekly basis to ensure the educational needs of ELLs. Differentiated instruction is implemented to meet the academic needs of the ELL's are met.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ELLs have made significantly good progress since last year. We had 22 students that received a final score of Proficient, 46 students received a score of Advanced, 13 students received a score of Intermediate, and 2 students received a score of Beginners on the 2013 Spring NYSESLAT. Forty seven went up one or two levels on the 2013 Spring NYSESLAT. More than three quarters of the total of the ELLs who took the NYSESLAT received a score of Proficient or Advanced.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All new admits, code 58, are given a Home Language Survey to fill out facilitated by pedagogues (teachers on staff) and translation assistance. An oral interview is conducted by an ESL or trained pedagogue at the time of registration, questions are addressed to both parent and student at that time, if oral translation is required it is provided. At the time parents can view the orientation video provided by the Department of Education in their target language if that language is available on the video provided by the Department of Education in their target language if it is available in their language on the video, any questions will be addressed by a pedagogue that is present at that time, if any translation is required the school will accommodate the parent to provide it. Parents are informed and advised of Dual language, Transitional Language programs and ESL programs. They are given the option of choosing the program of their choice and made aware at registration that they can request a bilingual program in another school if they so desire. The student will be given the LAB-R within 10 days of school, and the parent will be invited to a video orientation session within that 10 day period any questions that the parents have are addressed during the informal interview and parents are informed of the three programs. The Spanish lab is administered by a certified ESL teacher who is bilingual and biliterate in Spanish, she also has a extension on her bilingual license.
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 invited to a video orientation session upon registration, explanations of the three programs that are available are given at the time of registration, the informal interview is also conducted at that time. If the parent cannot view the orientation video at the time of registration, they are contacted within the ten day period to be interviewed, informed of the three programs and given the opportunity to address any and all questions that they may have. If any parent needs further clarification in their language it can be provided by paraprofessionals, teachers or administrators or by a translation service. They can select the program of their choice after they have reviewed all opponents of the three programs.
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 [\[see tool kit\]](#).)
Beginning with Kindergarten registration in the Spring prior to the new school year, parents are given a preliminary overview of the ESL program at P.S./M.S. 164. An entitlement letter is sent to the parent of the ELL student stating that the student is entitled to receive ESL services when a student scores at or below the cut-off score on the LAB-R. This letter explains that the student is entitled to a mandated bilingual or ESL program. Copies of the entitlement letter sent to parents are kept on file. The original is placed in the student's cumulative records.
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.
Administrators, teachers, paraprofessionals that are bilingual are called upon to answer questions parents may have regarding bilingual or ESL instructional programs. Translations services are available through the Parent Coordinator from the Department of Education Translation and Interpretation services.
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.
Students are identified using the LAB-R and the NYSESLAT once identified all students are administered all sections of the NYSESLAT. ESL teachers administer the NYSESLAT. The Speaking part is administered to students individually, and the Listening, Reading, and Writing is administered in small groups. If a student is absent for a particular section(s) make-up(s) are given as soon

as the student is present in school.

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 three years, the trend that has been observed at P.S./M.S. 164 indicateds that most parents have requested ESL Programs. In September 2013, among the new admits we had the majority of the new admits picked ESL as a program choice. In September 2013, among the 28 new admits we had 21 parents that requested EDL services, 5 parents who requested Transitional Bilingual Education and 2 parents who requested Dual Language. Our programs are aligned with parent requests. At the intitial meeting parents are given a description of our ESL program. We explain that our ELL students receive instruction four periods a week in ELA and/or content areas such as Social Studies, Math or Science using the push-in model. ELL students (Beginners & Intermediate) receive an extra four periods using the pull-out model for grades 3-8, and a combination of a pull-out/push-in model for grades K-2. We currently have two full time ESL teachers.

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])?

The ESL Program consists of a push-in/pull-out model. The English Language Learners are distributed heterogeneowly throughout the grades. The ESL classes receive their instruction in English. The beginner ESL students receive their madatory intructional time by having the ESL teachers work with the classroom teachers during a 180 Block in a Push-In.Co-teaching model during ELA instructional period and/or core content area subject. Beginner's and intermediate students receive an additional 180 minutes in a pull-out program to help support English language development that includes a teacher Read Aloud, independent reading, partner reading, and cloze reading aligned to the Common Core Standards. In all these models, the teacher's goals are to help the ESL students use English to communicate in social settings, to progress academically in all content ares and to learn appropriate social and cultural communication skills. Some of the instructional strategies are TPR (Total Physical Response) Cooperative Learning, Individualized Instruction, CALLA (Cognitive Academic Language Learning Approach),

Differentiated Instruction & Scaffolding of Instruction and collaboration with staff members.

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)?

The ESL teachers provide ESL services eight periods a week for a total of 360 minutes for the beginner and intermediate groups and 180 minutes for advanced groups as per CR Part 154.

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.

In all these models, the teachers' goals are to help the students use English to communicate in social settings, to progress academically in all content areas and to learn appropriate social and cultural communication skills. Some of the instructional strategies are ILA (Integrated Language Arts), TPR (Total Physical Response), use of Multiple Intelligences Approach, Cooperative Learning Individualized Instruction, learning Styles, CALLA (Cognitive Academic Language Learning Approach), Sheltered English Approach, Differentiated Instruction, and Scaffolding of Instruction. I

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students who speak in other languages are informally assessed by school staff who speak their language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
During the school day, all teachers use informal and formal assessments to determine the level of proficiency for each child. Based on these assessments students receive differentiated instruction in all subject areas using scaffolding techniques. ESL teachers push-in to help administer small group instruction.
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).

At present no students have been identified as SIFE on the BESIS survey. In order to meet the needs of a SIFE student, the following actions will be taken: leveled libraries, with a range from two levels below to one level above the SIFE student's identified reading range, the guidance counselor will continue to profile emotional and affective factors, the student will be screened for learning disabilities. Staff members will learn about the student's cultural and family background, and differentiated instruction will be implemented along with grouping by ability and need to target needed skills. Students who have been here less than three years (newcomers) will receive small group instruction before, during or after school. Students who have been receiving service for 4-6 years will have instructional learning that focuses on the student's needs, paired with instructional academic language aligned with the common core standards. Long-term ELLs will receive additional instruction geared to their special instructional needs using scaffolding techniques. Academic Intervention Services (AIS) will provide additional support to the long term ELLs to increase literacy and mathematical skills. Students receive small group instruction during the day the push-in ESL teacher targeting skills and strategies in which the students need help.

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?
Our school is introducing a new math program which is GoMath, professional development at our school is conducted by our lead math teacher for this program. ESL teachers, classroom teachers and math teachers will collaborate on this new program and share teaching strategies that would benefit the ESL students. The reading coach and various classroom teachers will network with ESL teachers on the new reading program ReadyGen in order to better serve the needs of the ESL students and provide the optimal planning and implementation of all lessons being delivered. CodeX is a new reading program that is being introduced to the (middle school (Grades 6-8). The reading program is aligned to the Common Core Standards, it features predominately non-fiction text academically challenging vocabulary. ELA and ESL teachers will collaborate on how to deliver lessons to ELL's in order to meet the specific needs of the students.
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-SWD students receive all services mandated on their IEP. Push-in teachers work closely with the classroom teacher in order to communicate areas of need and student progress. All service providers are given an opportunity to familiarize themselves with each student's IEP in order to help students meet their goals through modifications and scaffolded entry points. Support is

provided through small group instruction that focus on specific skills and strategies needed as per the IEP. Summative and formative data is also analyzed in order to help target specific skills.

Courses Taught in Languages Other than English

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

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

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

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

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

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

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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

ESL teachers, classroom and content area teachers will focus on strategies that will address the needs of the ESL students who are struggling with the language of math, math concepts and math skills. Some of these students with IEPs who need continued English language support in this content area. ESL teachers will collaborate with classroom and content area teachers on the skills and strategies that show need of improvement. After school programs are offered for extra help and for first time ELA Testers. Scaffolding techniques and differentiated instruction will be used.

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 program is effective in meeting the needs of our ELLs in both content and language development. Academic language is specifically targeted in all subject areas. Both the ESL, classroom and content area teachers collaborate regarding instruction for ELLs. Planning and driving instruction is discussed between content/classroom teachers in regard to our ELL population with special emphasis on focusing on their individual learning needs. All classroom, ESL and math teachers analyze the results of the New York City Performance Assessment Test that the students took in the beginning of the year. All classroom, ESL and math teachers use this assessment to drive instruction. All classroom, math and ESL teachers are familiar with our program Go Math which is used by Grades K-8, there are assessments given after each unit, all teachers involved in instructing ESL students collaborate on how to best serve these students needs. In addition, all classroom, math, and ESL teachers use the New York State Math Assessment test to analyze the item analysis on ARIS. In regard to social studies, grades 6-8 took the New York City Social Studies Performance Assessment Test in the beginning of the year, all the teachers that are involved in instructing ESL students will use this assessment test to direct instruction to their instructional needs. In grades K-5 use ReadyGen, the literature is aligned with Common Core Standards, again all teachers involved in the instruction of ESL students collaborate on the instructional needs of these students. In addition teachers collaborate on determining and writing a unit plan for their grade in regard to Social Studies which is aligned with the Common Core Standards, all classroom and ESL teachers are involved in planning and implementing this unit. Units tests are administered after each unit along with a culminating task, which is instrumental in driving instruction for the ELL population. In grades K-5 students receive Science instruction by our Science teacher and in addition in their classroom, all instruction is aligned with the CCS. The Science teacher, the classroom teachers and the ESL teachers discuss and review the curriculum needs of the ESL students in regard to the science curriculum. Unit tests and culminating tasks are assigned after each unit of study which is reviewed by all teachers in regard to providing for the instructional needs of the ESL students. For Grades 6-7 all students took in the beginning of the school year a New York City Performance Assessment test, the results will drive instruction for meeting the needs of ESL students. In addition, the Science teacher for Grades 6-8 collaborates with the ESL teacher in regard to the progress of ESL students and how to meet their instructional needs.

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

Our school is considering utilizing more technology in the classrooms with the use of SMART boards, websites and technology programs that would enhance language development.

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

The Teacher's College Workshop Model will not be totally discontinued but will be used less frequently because it is not entirely aligned with the Common Core Standards.

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

Workshops are conducted by the Parent-Coordinator which includes ESL classes for parents, the budget permitting book clubs, and workshops on various topics such as: Preparing for the Parent-Teacher's Conference, Ready NYC, and Tecnolgy Support. The needs of the parents are evaluted through surveys, during meetings, and through the PA. Monthly breakfast workshops focus on informing parents on pertinent school issues concerning their children such as standardized testing, homework strategies, the City-wide discipline code and ELL programs.

Both written and oral translation services are available for families whose primary language is not English in order to keep them informed of school events and issues.

Performances by the arts department and individual classes both in the day and evening offer parents the opportunity ot observe their children in activities beyond the classroom.

Family literacy and math evenings are an annual occurrence.

Ongoing publicity through flyers, school messenger, email, web page and a highly visible message board outside the building continue to keep parents and family members informed of school events.

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

The increased use of a SMART Board by the majority of the teachers will be used in classrooms. The Math program that is being used this year is GoMath and the ELA program is ReadyGen. ReadyGen is planning to provide reading texts in different languages to align with the texts that are in English.

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

Students in the ESL program are also given books to read in their native language as well to help them integrate into small group instruction as it pertains to the Common Core Standards. ReadyGen is planning to provide reading texts in different languages to align with the texts that are in English.

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

All instructional materials are aligned with the Common Core Standards and grade levels that the ELLs are in. All ESL teachers use scaffolding techniques in regard to any and all instructional materials. ESL teachers collaborate with classroom/content area teachers in order to align instructional objectives.

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.

All students are invited to partake in all activities through out the school year. For example, students are invited to Math Night, Social Studies Night and any other activities that occur through out the school year.

18. What language electives are offered to ELLs?

In our middle school courses are available in Spanish, all these classes are available to ESL students.

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)?

Paste response to questions here:

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.

1. All ESL teachers are involved in professional development in the components of the Common Core Standards during planned professional development days such as Election Day, Staff Development days and Faculty Conferences. During these staff development days all teachers that instruct ELL's discuss different methodologies regarding these students which are aligned with ESL strategies. During some inquiry meetings both ESL teachers conducted training to teachers of ELL students on vocabulary development specifically as it relates to our ELL population and this instruction is aligned to Common Core Standards.

2. Specialized staff development meetings are given to ESL teachers which are specifically geared to addressing the needs of ESL students. During these staff development meetings all teachers are trained in using scaffolding, differentiated instruction, using the Socratic method, cooperative learning, all teachers are encouraged to implement these methodologies into their instructional planning in order to drive instruction productively.

3. As we are a K-8 school, the transition for our grade 5 students to grade 6 (middle school) is smooth. Before the end of the school year our grade 6 teachers are in communication with our grade 5 teachers. Portfolios are put together and data is analyzed to place each child in the best homeroom class for them. The Guidance Counselor keeps up-to-date information with each child and meets with parents as needed. The grade 8 Guidance Counselor communicates with high school counselors of accepted schools to inform them of the needs of each child and possible input for placement.

4. Our Network ESL specialist conducts professional development at one of its regular meetings where the ESL teachers are trained in how to address the needs of the ESL students in academic content area subjects according to the expectations of the Common Core Standards. Special emphasis is placed on meeting the needs of the ELLs as it relates to their level of English proficiency. Different learning skills are explored and implemented through the ESL training. Teachers are given professional development by our Network ELL Specialist and our ESL teachers on designated professional days, faculty conferences and workshops that are given throughout the year.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents of new ELLs are invited to an orientation session regarding the Core Curriculum, assessments, and general information about the program. A letter is sent home to the parents inviting them to the orientation in their home language. Letters and translators are provided to parents in the language of the community.
 2. Workshops are conducted by the Parent-Coordinator which includes ESL classes for parents, the budget permitting, book clubs, and workshops on various topics such as; Preparing for the Parent-Teacher's Conferences, Ready NYC, and Technology Support. the needs of parents are evaluated through surveys, during meetings, and through the PA. Monthly breakfast workshops focus on informing parents on pertinent school issues concerning their children such as standardized testing, homework strategies, the City-Wide discipline code and ELL programs.
 3. All teachers of ELLs inform parents in their language in terms of the individual educational needs of the ESL student. Parents are kept abreast of academic needs as they arise through oral or written translations. Upcoming events such as school trips, after school social events such as school dances, holiday performances , cultural celebrations, math night, social studies night, and science night. Parents are informed of PTA events in their language either orally or in written correspondence. Both written and oral translation services are available for families whose primary language is not English in order to keep them informed of school events and issues. Classes offer curriculum celebrations focusing on the work students have completed in the content areas. Parents will be invited to share in these celebrations with the class. Performances by the arts department and individual classes both in the day and evening offer parents the opportunity to observe their children in activities beyond the classroom. Family literacy and math evenings are an annual occurrence.
 4. Ongoing publicity through flyers, school messenger, email, web page and a highly visible message board outside the building continue to keep parents and family members informed of school events. Our parent Coordinator evaluates the needs of our parents at the start of the school year. Parents are invited to meet with the ESL teachers and the Parent Coordinator to learn about the different activities/workshops/Book Clubs that will be offered during the school year. At that time a survey is handed out so that parents can give their input. A calendar is sent to all parents monthly as well as posted on our school website. Our parent involvement activities address the needs of our parents. Every week parents are invited to attend either a workshop, book club, or activity that is presented by a staff member which includes teachers, assistant principal, guidance counselor, and/or parent coordinator. Topics requested by parents include; ARIS Training, CommonCore Curriculum and how it affects their child, how to prepare for the parent-teacher conference, applying to middle/high school, and navigating NYC.

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: 25Q164 School Name: Queens Valley

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

Translation needs were researched by examining the RPOB report from ATS that there are 81 ELL students in the school. HLIS surveys indicate that ELLs made up 13.52% of the total student population. The RPOB report indicates that the languages spoken most by ELLs are Chinese and Spanish. Observations on a daily basis by teachers, administration, Parent-Coordinator Survey and other staff members have determined that many parents need a translator in order to communicate with the school.

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.

Through observation by Administration, the Parent-Coordinator, teachers, and office staff, it was determined that many parents who tried to contact the school either by telephone or personal appearance, needed the help of an interpreter in order to communicate. Parents often brought a representative to the school building to interpret for them during school events such as Parent-Teacher Conferences and Educational Planning Conferences. Staff surveys were conducted and discussions were held during faculty conferences to report and determine the for both written and oral interpretation for non-English speaking parents and guardians. Many staff members were asked to interpret when the situation arose, indicating a need for interpretation services. During students state assessments there was a growing need to provide translated exams and hire oral interpreters for students new to this country. This demonstrated and indicated a need to research the need for translation and interpretation services for the parents of these students. Information regarding translation and interpretation is posted in the main lobby by the school safety security desk, backpacked home and posted in the weely newsletter emailed home to to parents.

Part B: Strategies and Activities

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

2. Approximately, two thirds of our school community populations comprises speakers of other languages. One of the reports we utilized to determine our translation and interpretation needs was the (RPOB), which allows us to contact these families regarding how they would prefer to have correspondence sent to their homes. The Department of Education of the City of New York monitors and reports through ATS which enables the school to receive written information of academic, social and cultural services available through the school and in the community.

The Parent Coordinator is pivotal in her role during parent teacher conferences in communicating and informing staff of different languages that are available. This is done by asking teachers what their translation and interpretation needs are regarding all students in their class. In addition, teachers are made aware of the DOE's Department of Translation and Interpretation services through communication with the Parent Coordinator. The Parent Coordinator informs the staff of all tools and phone numbers that they may access in order to receive translation and interpretation services.

Parents/Guardians are informed of interpretation and translation services through parent surveys, weekly emails, a large poster that is visible as soon as parents/guardians enter the building, and automated phone system.

The school utilized the Department of Education translation services and a private vendor named LIS Translation and interpreters to translate written material into the student's home language. Written translation is needed for important parent papers regarding upcoming assessments and standardized tests, school wide events such as arts and classroom performances, class trips, and school meetings held by the Parents Association. Bulletin board notices, letters sent home, the parent weekly newsletter and the electronic school messenger service informed parents that translation services are available. Parent survey sent home by the Parent Coordinator regarding the needs for oral interpretation and written translation services.

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.

Staff members are available to act as interpreters during Parent-Teacher conferences and on a needed basis. Forms are distributed to teachers allowing them to request the services of a interpreter during Parent-Teacher conferences, emergency parent meetings and Education Planning Conferences.

Staff members are given a Language Identification Card distributed by the Department of Education Translation and Interpretation Unit as well as the phone number for over-the-phone interpretation.

Parents are notified by:

1. Letters sent home and a Parent Weekly Newsletter as distributed by the office of the Parent Coordinator.
2. The Electronic School Messenger System
3. The school phone system that included an option to reach a menu that is spoken in Spanish. A copy

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

A copy of Section III Chancellor's Regulations A-663 regarding the obligation of the school and central office to provide language assistance services and where the notice can be obtained will be made available to parents in a covered language. The safety plan will include procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices.

A copy of Chancellor's Regulations A-663 regarding translations and interpretations as well as the website needed to obtain this particular regulation as well as the other Chancellor's Regulations will be made available to parents in a covered language. In-house staff will be used for written translation and oral interpretations.

Parents/staff will be used for oral interpretation during conferences and meetings. The office of Translation and Interpretation will provide an interpreter in American Sign Language.

Primary language spoken will be determined by survey in September.

translated versions of the "Parent's Bill of Rights" are on file in the main office entrance.

Signage indicating the availability of interpretation services are posted in the major languages provided by the Department of Education.

Additional signs that are posted in the lobby are also posted in the major languages provided by the Department of Education.

A staff member has been assigned to coordinate translation and interpretation services for the school.