

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 165Q
DBN (i.e. 01M001): 25Q165
Principal: RAQUEL DEMILLIO
Principal Email: RDEMILLIO2@SCHOOLS.NYC.GOV
Superintendent: DANIELLE DIMANGO
Network Leader: LYNETTE GUASTAFERRO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Raquel DeMillio	*Principal or Designee	
Rina Walter	*UFT Chapter Leader or Designee	
Dimaris Montanez-Leary	*PA/PTA President or Designated Co-President	
Dorena Bryant	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	
Janine DePaul Ekaterine Petrakos	Member/ Teacher Member/Teacher	
Al Muniz Tina Tam Rashmi Gurram	Member/ Parent Member/Parent – Title 1 Rep Member/Parent	
Kathleen Schumann	Member/ Teacher	
Ifeyinwa Osakwe QiaodingGao (Wendy)	Member/ Parent Member/Parent	
Jacki Marks Marielle Zisser	Member/ Teacher Member/Teacher	
Maya Camou Surendra Sugrim	Member/ Parent Member/Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, through a strategic focus on assessment of learning, ELA teachers will refine in-class assessment practices and pre and post-unit rubrics to school-identified high-leverage common core standards resulting in an increase in performance on the state ELA assessment of 3%.

Comprehensive Needs Assessment

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

- Via Danielson data, the school identified assessment for learning practices as an area for school-wide focus.
- On the 2013-2014 Elementary School Quality Snapshot, student progress was noted as “Fair” on the NYS ELA
- State Tests reveal standards to emphasize: academic vocabulary and author’s purpose

Instructional Strategies/Activities

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

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

1. Communicate assessment of learning as school-wide instructional focus, both verbally and through visual signage throughout the school.
2. Develop Professional Learning Plan surrounding assessment of learning, with input from Professional Learning Committee and teacher stakeholders.
3. Deliver Professional Learning on formative assessment practices, student-driven questioning, co-teaching strategies to leverage assessment, questioning techniques, breaking down the components of Danielson 3d.
4. Work with the literacy team to customize and focus Ready Gen curriculum through cycles of inquiry with Literacy Team Leaders. Focused on alignment of standards, objectives, and assessments to revise end-of-unit rubrics to Common Core Learning Standards identified as high need for our students.
5. Develop capacity of Lead Literacy Teacher Team Leaders on structured protocols for effective inquiry practice.
6. Provide effective support of teacher team inquiry via Google Apps for Education in which teams share agenda and monitor next steps.
7. Review ELA Periodic Assessment data in order to confirm, revise, and revisit high-leverage standards
8. Teachers in the ASD Program to share best practices for increasing academic and behavioral performance in weekly Inquiry Teacher Team meetings.

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

1. Administrative cabinet; Network Literacy Coach; Literacy Lead Teachers

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

1. Administrative review of growth in Danielson 3d
2. Increase in growth in ELA Periodic Assessments
3. Increase aligned curricular Ready Gen materials on Rubicon Atlas

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

1. Fall and Spring Periodic Assessments will be used to monitor and revise Literacy instructional practices by studying increases in student achievement.
2. By June 2015, we will assess our progress toward achieving this goal by studying student achievement on assessments and rubrics.
3. Teacher evaluations on Danielson 3d will demonstrate improved practices.

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

1. Rotating Friday meetings with Lead Literacy and Data Teacher Team Leaders
2. Network Literacy Coach provides bi-weekly coaching support with identified teachers
3. Network-wide ELA PLC to turnkey literacy instructional information
4. Grade specific-inquiry teams meet weekly using structured protocols

Strategies to Increase Parental Involvement

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

Involvement Policy (PIP).

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress
- Parent workshops held monthly, by each classroom teacher, to engage the parents in elements of the academic curriculum and expectations so parents are better prepared to support their child
- A schoolwide “Meet the Teacher” program inviting parents during the day and providing a curricular overview of expectations for the grade
- A Fall schoolwide “Open School Week” inviting parents to observe teaching and learning
- Provide information to parents in understanding Common Core Learning Standards, Interim and NYS assessments
- The school hosts a Curriculum Night, Magical Math Night, Science Night to provide information to parents in engaging with the expectations of each grade
- A whole-school phone message system will provide alerts to parents regarding workshops and important curricular events
- A school website (www.ps165q.net) communicates information regarding curriculum and important workshops and events
- Administrators and Teacher Leaders will present literacy and math curricular workshops to parents
- Provide parent workshops on a wide variety of topics including: *Masterful Parenting, Parenting Skills, Communicating effectively with children, Homework Help, Keeping Your Child Safe, Getting Ready for Kindergarten, Middle School Choice, Respect for All, Internet Safety and Health Topic Workshops*
- Provide behavior and academic support workshops for parents whose children attend PS 165Q in the Autism Spectrum Disorder (ASD) Program
- A number of teachers use Edmodo.com and personalized teacher-created websites, available to the home for homework and communication, to strengthen the home/school connection
- Monthly parent- friendly curriculum charts, outline the learning for all subject areas, and are sent home to the parents in parent-friendly language for grades K-5

Budget and Resource Alignment

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

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

- Professional instructional materials to support curriculum development during the regular school day (TL FSF)
- Inquiry Teams meet for at least one forty-five minute collaborative session weekly (Teacher salaries: TL FSF, TL09 C4E ASD, TL ASD, TL Se Transitional Funding, TL FSF Legacy Teacher Supplement, Sequester/2010 Census Title Iia, Title IIA Supplemental)
- Administrative support for two assistant principals (TL FSF, TL ASD)
- A schoolwide subscription to AtlasRubicon purchased for curriculum development and cohesive unit design. (TL FSF)
- Per-diem substitute teachers for Lead Teachers (Literacy) to attend workshops to support pedagogical growth in our school (TLASD, TL FSF)
- A full-time Parent Coordinator (TL Parent Coordinator)
- An F-status (two-day) special education supervisor provides professional development and evaluation of teachers (TL ASD)
- CFN 571 Network professional development and school support (TL FSF)
- Hunter College and NYU academic and behavioral professionals’ support (TL ASD)

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, implement school-wide systems to increase teacher input for devising professional learning and increase the amount of time for teacher-led structured inquiry, resulting in a 5% improvement in the positive responses to the NYC School Survey in the area of Systems for Improvement.

Comprehensive Needs Assessment

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

On the 2014 School Survey, positive responses for Systems for Improvement questions were noted at 62%.

Instructional Strategies/Activities

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

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

1. Survey staff on a 12-week cycle to determine staff preferences and needs to revise Professional Learning Plan.
2. Provide training on structured inquiry protocols for Teacher Team Leaders to support Professional Learning Community (PLC) inquiry.
3. Schedule the instructional cabinet to meet with the Data, Literacy, and Math Team Lead Teacher Team Leaders on a weekly rotating basis to develop shared goals and review supports.
4. Increase communication and collaboration by developing shared templates and an online repository using Google Apps for Education to support PLCs.
5. Support grade and cluster-specific teams in posting agendas and clearly articulate next steps through shared work posted weekly on Google.
6. Fish bowl effective inquiry teams and host a session in which select teams share work.

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

Instructional Cabinet, Teacher Leaders, Teachers, Network coach, NYU ASD support

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

1. All these strategies will be assessed by a 5% improvement in the positive responses to the NYC School Survey in the area of Systems for Improvement.
2. Staff surveys, on a 12-week cycle, help the Professional Learning Committee and the Administrative Cabinet monitor and revise the Professional Learning Plan for needed next steps
3. Midpoint survey, aligned to Systems for Improvement, (end of January) used to assess progress towards meeting goal.

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

1. Monitoring survey results at the end of the 12-week cycle to determine revisions in the Professional Learning Plan.
2. By the end of January 2015, the results of a teacher survey will be studied to assess progress toward meeting this goal.
3. By July 2015, an increase of 5% in the Systems for Improvement of the School Survey will be noted.

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

1. Send teacher leaders to complete Teaching Matters Teacher Leadership Institute (3 days)
2. Provide on-site PD to formal and informal teacher leaders on the purpose of inquiry and how to use a PLC self-assessment rubric to diagnose strengths and areas for growth.
3. Coaching teacher team leaders on consultancy and other structured protocols for inquiry
4. Conduct surveys of teachers to monitor and revise Professional Learning Plan

Strategies to Increase Parental Involvement

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

- Parent workshops held monthly, by each classroom teacher, to engage the parents in elements of the academic curriculum and expectations so parents are better

prepared to support their child

- Teacher teams support this work with parents by ensuring grade level teams are identifying common grade need areas
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Provide behavior-support workshops for parents whose children attend PS 165Q in the Autism Spectrum Disorder (ASD) Program

Budget and Resource Alignment

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

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

- Professional instructional materials to support curriculum development during the regular school day (TL FSF)
- Inquiry Teams meet for at least one forty-five minute collaborative session weekly (Teacher salaries: TL FSF, TL09 C4E ASD, TL ASD, TL Se Transitional Funding, TL FSF Legacy Teacher Supplement, Sequester/2010 Census Title Iia, Title IIA Supplemental)
- Administrative support for two assistant principals (TL FSF, TL ASD)
- A schoolwide subscription to AtlasRubicon purchased for curriculum development and cohesive unit design. (TL FSF)
- Per-diem substitute teachers for Lead Teachers (Literacy) to attend workshops to support pedagogical growth in our school (TLASD, TL FSF)
- A full-time Parent Coordinator (TL Parent Coordinator)
- An F-status (two-day) special education supervisor provides professional development and evaluation of teachers (TL ASD)
- CFN 571 Network professional development and school support (TL FSF)
- Hunter College and NYU academic and behavioral professionals' support (TL ASD)

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, our school will improve our parents' understanding of Common Core curricular concepts through grade specific workshops for parents provided by teachers, resulting in an increase of 10% of parents, on the School Survey, identifying opportunities to engage with the school and their child's academic program.

Comprehensive Needs Assessment

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

- On the 2014 School Survey, while 93% of the parents cited that they were satisfied with their child's education at PS 165Q, only 71% of parents indicated that they have been invited to an event at our school 3-4 times (i.e. workshop, program, performance, etc.) throughout the 2013-2014 school year.
- At the November 24, 2014 School Leadership Team meeting, parents overwhelmingly expressed an interest in classroom-teacher led workshops focused on helping support their children and clarifying expectations around the Common Core State Standards.

Instructional Strategies/Activities

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

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

1. Develop and implement teacher-driven parent workshops during parent engagement time that target specific help in supporting students in Math, ELA, and Technology.
2. Provide behavior and academic support workshops for parents whose children attend PS 165Q in the Autism Spectrum Disorder (ASD) Program
3. Crossroads Café, a series of workshops for parents who are English language learners (ELL), will continue to provide parents with the English language skills they need to support their children in all academic areas.
4. On-going pre-kindergarten and kindergarten workshops.
5. Class websites and a school-purchased website displays curricula information, events, and celebrations.
6. Middle-School information night (provides parents with information in choosing a school and getting ready their child for middle school.)
7. Technology safety seminars and ELL workshop seminars.
8. Shows celebrating the Performing Arts in music and dance.
9. Interactive family nights in all the academic areas.

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

All teachers, school leaders, Parent Coordinator, students, Guidance Counselors, Network and NYU ASD support

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

1. Survey SLT and PTA to determine if parents perceive an increase in offerings that meet their articulated needs to learn strategies to support their children.
2. Increase of 5% on parent perception around invitations to school events and workshops, captured on the 2015 School Survey.

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

- By end of February, school letter to parents informs of workshops to date as well as invitation to future workshops
- Principal to speak at monthly PTA meetings, inviting parents to school events and classroom-teacher led workshops
- By end of March, poll will be taken at SLT meetings to ascertain increase in parent perception of school involving them in ongoing workshops

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

1. Use of weekly parent engagement time to invite parents in for various workshops.
2. Continued use of the library to host various events during the school day.
3. Continued use of the auditorium for events that take place at night.

Strategies to Increase Parental Involvement

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

- Provide parent workshops specifically for parents of students with disabilities
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- A school-wide "Meet the Teacher" program invites parents during the day and provides a curricular overview of expectations for the grade.
- A school-wide "Open School Week" invites parents to observe teaching and learning.
- Provide information to parents in understanding Common Core Learning Standards, Interim and NYS assessments
- The school hosts a curriculum night to provide information to parents in understanding the expectations of each grade
- A whole-school phone message system provides alerts to parents regarding workshops and important curricular events
- A school website (www.ps165q.net) communicates information regarding curriculum and important workshops and events
- Administrators and Teacher Leaders will present literacy and math curricular workshops to parents
- Provide parent workshops on a wide variety of topics including: *Masterful Parenting, Parenting Skills, Communicating effectively with children, Homework Help, Keeping Your Child Safe, Getting Ready for Kindergarten, Middle School Choice, Respect for All, Internet Safety and Health Topic Workshops*
- Provide behavior and academic support workshops for parents whose children attend PS 165Q in the Autism Spectrum Disorder (ASD) Program
- A number of teachers use Edmodo.com and personalized teacher-created websites, available to the home for homework and communication, to strengthen the home/school connection
- Monthly parent- friendly curriculum maps, outlining the learning for all subject areas, are sent home to the parents in parent-friendly language for grades K-5

Budget and Resource Alignment

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

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

- Professional instructional materials to support curriculum development during the regular school day (TL FSF)
- A school-wide subscription to Atlas Rubicon was purchased for curriculum development and cohesive unit design. (TLFSF)
- A budget that supports 39 classrooms with highly qualified teachers who provide the parent workshops (Teacher salaries: TL FSF, TL09 C4E ASD, TL ASD, TL Se Transitional Funding, TL FSF Legacy Teacher Supplement, Sequester/2010 Census Title IIA, Title IIA Supplemental)
- Administrative support for two assistant principals (TL FSF, TL ASD)
- Per-diem substitute teachers for Lead Teachers (Math and Literacy) to attend workshops to support pedagogical growth in our school (TLASD, TL FSF)
- A full-time Parent Coordinator (TL Parent Coordinator)
- Hunter College and NYU academic and behavioral professionals' support (TL ASD)
- Per-diem substitute teachers for ASD Teachers to attend NYU Nest Program professional development
- CFN 571 Network professional development and school support (TL FSF)

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<ul style="list-style-type: none"> • English as a Second Language methodologies • Imagine Learning subscriptions • Reading Recovery • ReadyGen phonics program • Special education methodologies in use in all classes • Jolly Phonics • Wilson Reading Program • Morning Academy (12-week) • Foundations Program used as a multi-sensory phonics program for struggling students • Explode the Code • ESL Morning Academy (Title III Jan. – May, grades 2-5) • Morning Academy for ELA extra help (grades 3-5) <ul style="list-style-type: none"> • At-risk ELA services by a special education teacher • Differentiated tiered tasks provided by classroom teacher to address specific needs of students that were identified by post assessments • Picture support for academic vocabulary and content-area learning 	<p>ESL: Small group during a push-in classroom program</p> <p>Imagine Learning: 1:1 support through a technology-viewed program</p> <p>Reading Recovery: 1:1 program for struggling first graders</p> <p>Wilson: A small-group multi-sensory approach (auditory and visual)</p> <p>Foundations: A small-group multi-sensory approach (visual and tactile)</p> <p>Explode the Code: Small-group instruction</p> <p>Morning Academy: Small-group instruction</p> <p>At-risk services: Small-group and/or 1:1 instruction</p> <p>Tiered tasks: 1:1 or small group instruction</p> <p>SmartBoard technology used throughout classroom instruction</p> <p>Small group reading intervention for struggling readers, using Jolly Phonics</p>	<p>During the school day: English as a Second Language instruction, Reading Recovery, Imagine Learning, Foundations, Explode the Code, at-risk services, tiered tasks, SmartBoard technology, Wilson reading, differentiated tiered tasks</p> <p>Before school (45 minutes): ESL Morning Academy for English Language Learners and Morning Academy for grades 3-5</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Small group instruction 	<p>Small-group and 1:1 academic</p>	<p>Small-group instruction,</p>

	<ul style="list-style-type: none"> • ESL Morning Academy (Title III Jan. – May, grades 2-5) • Morning Academy for Math extra help (grades 3-5) • Differentiated tiered tasks provided by classroom teacher to address specific needs of students that were identified by pre-, mid- and post assessments • Special education methodologies in use in all classes • Small group instruction 	intervention push-in or pull-out SmartBoard technology used throughout classroom instruction	differentiated tiered tasks: during the school day Morning Academy: before the school day Differentiated tiered tasks: during extended day
Science	<ul style="list-style-type: none"> • Small group instruction • Special education methodologies in use in all classes 	Small group instruction	During the school day
Social Studies	<ul style="list-style-type: none"> • Small group instruction • Special education methodologies in use in all classes 	Small group instruction	During the school day
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Pro-active intervention through a Peer Mediation program • Counseling of identified at risk students by full-time Guidance Counselors • Use of self-regulation methodologies (problem scales, break areas) 	A Peer Mediation Program, where students are trained as lunchtime mediators, is supported by a Guidance Counselor, who also trains and supports this initiative Counseling: Small groups or 1:1 depending on individual needs	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
A small hiring committee observes all teacher candidates and provides input on hiring decisions. Requests for preferred assignments, by teachers, is provided in the spring and fulfilled by administration. This strategy supports teacher satisfaction and retention. All teachers have appropriate certification for their assignment. High-quality professional learning is conducted weekly with teacher and administrative collaboration.

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).
CFN Network 571 support is conducted with two Instructional Support Specialists providing targeted assistance with teachers. Distributive leadership is the fabric of PS 165Q: Two Lead Teacher Liaison Facilitators participate in CFN Network professional learning throughout the school year and share this learning with the rest of the teachers. Grade-Level Lead Teacher Facilitators (one per grade in Literacy, Math and Data), meet monthly with Administrators, to improve student achievement, by supporting the sharing of information and providing input from the grades. Ongoing professional learning is provided by grade-specific collaborative inquiry practices, using the Consultancy Protocol. This deepens differentiated instruction, students tasks, looking at student work as a team, studying the Common Core Learning Standards and deepening lesson study, with the ultimate purpose of closing the achievement gap. Cluster Specialists (Art, Dance, PE, Music, Technology, and Science) follow this Protocol and conduct collaborative inquiry in this respect also, as a team. Paraprofessionals receive targeted professional learning from separate sessions with Administration as well as in grade-specific sessions. Our Instructional Focus, Assessment of Learning, is our priority.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are consolidated so Guidance Counselors work individually and in small groups with students on violence prevention, bullying, (including cyber-bullying), and appropriate social behavior. A lunchtime Peer Mediation Program supports student's efforts to communicate effectively with each other. Title I funds (\$100 per child,) have been allocated for students in temporary housing (STH).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The Pre-kindergarten Social Worker provides workshops for parents on topics such as "Dealing with Feelings" and "Everything You Need to Know about Pre-k." Pre-kindergarten students are increasingly transitioned into the routine school day with an initial wo days of limited classroom hours. The curriculum is aligned with the Pre-k Common Core Standards, with center-based, thematic units of learning. Parent involvement activities include weekly celebrations of one student at a time, with favorite stories, snacks and photos from that child's life. In addition, parents are invited to celebrations throughout the school year. In the spring of pre-kindergarten, an outdoor parent-involvement activity involves their interaction with their child and gross-motor centers. Teachers participate in targeted professional learning, provided by Central DOE, using the four pre-k non-attendance days.

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.
Central DOE professional development is provided for school representatives who then turnkey the options for the Measure of Student Learning (MOSL) Committee. The MOSL Committee meets regularly, at the beginning of the school year, to select appropriate options based upon the previous year's student data. The MOSL Committee shares this selection with the

teachers at large and respond to any inquiries. Distributive leadership in our school, as described above, provides for input from all teachers in how students are assessed. A Professional Learning Committee meets regularly to provide input into such activities. A schoolwide teacher survey further provides individual teacher input. A Data Team, comprised of grade-specific Data Lead Teachers meets monthly to determine strategies for best practices in using assessment results to improve instruction for the lowest third.

TA Schools Only

Use of Program Resources

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

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).
n/a

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DBN: 25Q165

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$276,705.00	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$127,888.00	X	See action plan
Title III, Part A	Federal	\$12,244.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,362,186.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 165
School Name Edith K. Bergtraum		

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 Raquel DeMillio	Assistant Principal Catherine Speechia
Coach N/A	Coach N/A
ESL Teacher Michele D'Amato	Guidance Counselor Karen Konstan
Teacher/Subject Area Paola Cayea/Teacher	Parent Dimaris Montanez-Leary
Teacher/Subject Area Cynthia Luck/ESL Teacher	Parent Coordinator Susan Friedman
Related Service Provider Debbie Spector/SETTS	Other
Network Leader(Only if working with the LAP team)	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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	705	Total number of ELLs	105	ELLs as share of total student population (%)	14.89%
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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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	18	8	14	17	16	12	0							85
self-contained	0	20	0	0	0	0								20
Total	18	28	14	17	16	12	0	105						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	96	0	0	8	0	0	1	0	0		105

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	96	0	0	8	0	0	1	0	0	105
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	4	4	1	5								17
Chinese	6	14	3	3	2	0								28
Russian	1	1	1	0	0	1								4
Bengali	0	0	0	0	0	0								0
Urdu	4	6	2	3	4	3								22
Arabic	0	1	1	0	1	0								3
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	1	0	0	0	0								1
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	1	1	0	0	1	0								3
Other	5	2	4	7	4	5								27
TOTAL	18	28	15	17	13	14	0	105						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	3	3	1	3	1								13
Intermediate(I)	11	6	2	4	2	1								26
Advanced (A)	9	6	9	5	11	9								49
Total	22	15	14	10	16	11	0	88						

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	7	4	2	0	13
4	8	3	1	0	12
5	7	4	2	0	13
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	3	2	5	0	3	0	15
4	8	0	3	5	1	0	0	0	17
5	8	1	3	1	0	0	0	2	15
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	2	0	10	0	3	0	17
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.
 Teachers are using Fountas and Pinnell to assess the early literacy skills of students in grades K-5. This system will allow teachers to identify particular areas of weakness in such concepts as early literacy behaviors, high-frequency words, initial sounds, blending sounds, segmenting words, rhyming, reading comprehension and reading accuracy, one and two syllable words, spelling and word

features. The Fountas and Pinnell System will allow teachers to examine data more closely and identify specifically which skills students are lacking (ie. Within the concept of Word Features, a teacher may determine that a student is not able to decode words with consonant digraphs.) The Fountas and Pinnell Assessment System, in addition, offers strategies to support students in the areas they are lacking and supports teachers with planning for small group instruction. Classroom and ESL teachers will also use data they collect from individual conferences to assess the progress students are making in reading, writing, and math to group students in differentiated groups based on their individual needs. In addition, classroom teachers grades K-2 will be administering a NYC Performance Assessment task for ELA. This assessment will measure student learning by administering the students the assessment in the beginning of the year and later in the year to show progress after different instructional strategies are implemented. Teacher teams comprised of classroom teachers, ESL teachers, SETTS teachers, and other specialists will look at the assessment for each child and make instructional decisions to support students learning. Teachers will look at students performance on this assessment and design coherent differentiation to support ELLs as well as other students. This assessment system is ongoing and students reading levels are assessed three times a year or more.

From the Fontas and Pinnell assessments, the data reveals that ELL students are acquiring decoding and encoding skills faster than comprehension skills. Students are able to read texts, but have difficulty answering higher order thinking questions about the text. Furthermore, ELL students seem to need further support with inferencing skills. When examining data from the benchmark assessments, it was revealed that K-2 ELL students had difficulty constructing responses to literature. ELL students will need more opportunities to engage with texts during classroom discussions and prompts to help them participate in conversations about complex texts. In addition, explicit vocabulary instruction for ELLs using visual support to increase their academic vocabulary.

In addition, grades 3-5 take benchmark assessments in ELA. These assessments will be used to assess the skills students have at the beginning of the school year in order to make make informed decisions what instructional strategies will best help support their learning. ESL teachers and classroom teachers work collaboratively to group students for small group instruction and implement strategies to help increase their skills in reading, writing, and math. These assessments are given three times a year to monitor progress for students and to help teachers adjust their teaching to support the diverse needs of ELL students.

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

Data patterns across proficiency levels and grades on the LAB-R and NYSESLAT indicate that English Language Learners acquire speaking and listening skills before reading and writing skills. Instructional decisions reflect this sequence of acquisition. Beginning-level ELLs receive greater exposure to oral/aural modalities, while more advanced students receive more intensive reading and writing instruction within the Balanced Literacy framework. In addition, teachers use the data to drive instruction and differentiate for ELL students at different levels of language acquisition.

The patterns of proficiencies across the grades indicates that ELL students acquire listening and speaking skills before reading and writing skills. From the data, as the grade level increases, there is a steady, overall increase in their raw scores in the different modalities which indicates progress.

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 [AMAQ 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?

On state exams, the results for the state Math and Science exams were:

In Grade 3,two ELLs scored Level 1, five ELLs scored Level 2, Five ELLs scored Level 3 and four ELLs scored Level 4.

In Grade 4, eight ELLs scored Level 1,eight ELLs scored Level 2, one ELL scored Level 3 and no ELLs scored Level 4.

In Grade 5, eight ELLs scored a Level 1, 1 ELL scored Level 2, five ELLs scored Level 3, and two ELLs scored Level 4.

Two ELLs scored a level 1 with a translator to translate in their Native Language for the NYS Math Exam, 8 ELLs scored a level two with a translator to translate the test in their Native Language for the NYS Math Exam, no ELLs scored a Level 3 using a translated version, and two ELLs scored a Level 4 with the Chinese translated version of the NYS Math Exam.

Eighteen ELLs took the NYS science test in Grade 4. Two ELLs scored Level 1, Four ELLs scored Level 2 nine scored Level 3 and three scored Level 4.

At this time, P.S. 165Q is not administering the ELL Periodic assessment.

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](#).)

The school uses data to drive instruction within the RTI model for ELLs. Students are administered the Fontas and Pinnell reading assessment to assess their reading skills at the beginning of each school year. From the results of these assessments, classroom teachers and ESL teachers examine data to evaluate where the students reading level falls in conjunction with the grade level the students are in. Tier II RTI groups are set up based on students deficits in different areas of literacy such as decoding, comprehension, etc. ESL teachers and classroom teachers use leveled texts and different strategies to work with ELLs in these RTI groups to support their language acquisition skills and literacy skills. These groups are flexible and can change based on students progress. Progress is measured in 4 week cycles using running records and literacy assessments.

If the data shows that shows that ELL students are not making progress then Tier III interventions are put into place based on the ELL students needs. ELL students are placed on Imagine Learning, a research based program which supports ELLs language development and literacy development. There is native language supports within this program for Spanish, Russian, Punjabi, and Chinese. In addition, a reading recovery teacher works with students on a one to one basis to provide intensive support in reading. The SETTS teacher can also provide an intensive Tier III intervention using the Wilson reading program or Explode the Code program.

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

To ensure that a child second language development is considered in instructional decisions, ESL teachers and classroom teachers examine data from the NYSESLAT Modality report (when it is available) to see which areas of their students are strongest and weakest in. Based on this, ESL teachers and classroom teachers make instructional decisions for ELLs to support their needs in reading, writing, listening, and speaking. Pre and post assessments are also used in writing and math to place ELLs in groups that will support their learning needs and provide ESL strategies to help them meet the demands of the Common Core Learning Standards.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

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

To evaluate the success of our programs for ELLs, teachers and school leadership look at the data collected throughout the year. Classroom teachers in collaboration with ESL teachers look at the overall progress of ELL students by examining their progression of reading levels, writing pieces throughout the year and language acquisition. In addition, state exam data is examined as well as NYSESLAT results and periodic assessments. Our annual yearly progress for ESL was met during the 2011-2012 school year.

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](#).)

Upon registering a new student to P.S. 165 Queens, parents participate in an informal oral interview conducted by a pedagogue, either in English or in the parent's native language. A list of bilingual staff members is available in the main office. After assessing the home language, the Home Language Identification Survey is completed, either in the parent's native language, or in cases where translated HLIS forms are unavailable, in English with the assistance of an interpreter. This interview process is always administered by a pedagogue, most often our fully-certified ESL specialists with the support of a translator if necessary. These pedagogues are: Michele D'Amato-ESL Teacher-Dual certification in Elementary ESL and Elementary Education; Cynthia

Luck ESL Teacher-Certified in ESL; Paola Cayea(fluent in Spanish) ESL General Education First Grade Teacher-Dual certification in ESL and Elementary Education; Kerry DaSilva- First Grade Teacher-Dual Certification in ESL and General Education;Eileen McCrory-Third Grade gifted and talented teacher-Certifications in ESL, Elementary Education, and Gifted and Talented. Other pedagogues on staff who provide bilingual interpretation for parents are: - Ekaterine Petrakos(speaks Greek)-Fourth Grade Special Education teacher-Certification in Special Education;Dilshad Kishwani(speaks Urdu)-Kindergarten General Education Teacher-Certification in Elementary Education;Yasuko Yamaguchi (speaks Japanese)-ASD Special Education teacher-Certified in Special Education., Sabira Mashriqi(speaks Pashto), 1st grade teacher, Certified in General Education, and Shakila Barazai, (speaks Pashto and Urdu), certified in Special Education. In addition to these pedagogues, the following educational assistants also assist as interpreters: Grace Tartamella (speaks Italian) ; Berta Kalantorova (speaks Russian) ; Kathy Bae (speaks Korean) ; Sheree Liu (speaks Mandarin) ; Irene Parthenis (speaks Greek) : Ann Wing (speaks Mandarin and Cantonese) ; Murali Ramabhadran (speaks Gujarati) ; Kimeta Bacovic (speaks Russian and Serbo-Croatian) ; Ana Perez (speaks Spanish) ; Palwasha Ferogh (speaks Farsi and Pashto). During periods of high registration there is a schedule for these staff members to be in the office to assist with registration. Whenever a new student registers, a licensed pedagogue is called to help with the process and a translator if necessary.

Once the HLIS form is completed, our ESL teachers review it and determine if the child is eligible for LAB-R testing using the criteria set forth by NYS. That child is then placed on a master list of students arranged by class. This list is constantly updated as students are registered throughout the school year. After all HLIS forms have been reviewed, the ESL teachers begin administering the LAB-R within 10 days of admission. If a Spanish speaking students does not pass the Lab-R, then the Spanish Lab is immediately administered within the 10 day window of admission.

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.

Our fully certified ESL teachers, Michele D'Amato and Cynthia Luck, then interpret the HLIS forms to verify the dominant language in the child's home. When a home language other than English is indicated, parents partake in an orientation session for parents of English Language Learners. These sessions are staffed with the following personnel: Principal Raquel DeMillio, Assistant Principal Catherine Speechia, Parent Coordinator Sue Friedman, fully-certified ESL teachers Michele D'Amato and Cynthia Luck, and our bilingual staff members or parents who are trained to serve as interpreters. (see above) During these sessions parents are shown the "Orientation Video for Parents of Newly Enrolled English Language Learners" in their native languages. Our fully-certified ESL teachers, Michele D'Amato and Cynthia Luck, explain the three program choices to parents with the assistance of interpreters (see above). Parents have the opportunity to ask questions about the three instructional models for ELLs. They prioritize their choices on the Parent Selection form.

After all parents have had the opportunity to make informed decisions as to which instructional model best suits their children's needs, ESL specialists tally the responses to determine whether there are 15 ELLs in two contiguous grades opting for a bilingual program. If this is the case, a bilingual class will be created to address this need. If not, parents are offered bilingual classes in other schools that provide these services.

To ensure that all eligible ELLs are administered the NYSESLAT, our two fully-certified ESL teachers, Michele D'Amato and Cynthia Luck, carefully review the RLER and RLAT reports from ATS. ELLs indicated as eligible to take the NYSESLAT listed on the RLER are compared to the list of entitled ELLs on the RLAT. The results of this cross referencing are then compared to our school list of entitled ELLs receiving their mandated minutes of ESL instruction as per Part 154 Extension of Services. When we are completely satisfied that all ELLs at P.S.165Q are fully accounted for, groups are formed and scheduled for NYSESLAT assessment.

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

Michele D'Amato and Cynthia Luck, our fully-certified ESL specialists, maintain precise records regarding the distribution and collection of entitlement letters and Parent Survey and Program Selection Forms. If a Parent Selection Form has not been returned, our bilingual interpreters are called upon to contact parents by telephone to reiterate the importance of completing and returning these forms to the school. If we are still not in receipt of these Parent Selection Forms, we will send them out again, in a certified letter to the home. In the unlikely case where a form is still not returned, we advise parents that the default program for ELLs is Transitional Bilingual Education as per CR Part 154. All communication is conducted through our bilingual interpreters. Once we are confident that we have received 100% of the Parent Selection Forms placed in a binder in a secure location in room 234, placement letters are sent to parents of all entitled ELL students. All entitled ELLs who have been in the ESL program at P.S.165Q the year prior and who continue to be entitled to receive ESL service based on Spring NYSESLAT results, receive continued entitled entitlement letters. Copies of these continued entitlement letters are kept in binders in a secure location (locked closet) in Room

234, (ESL office).

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.

All new admissions identified to be English Language Learners based on their Home Language Surveys take the LAB-R. The RLER is used to ensure that all eligible students are tested within 10 days of admission. Our two fully-certified ESL teachers, Michele D'Amato and Cynthia Luck administer the Lab-R within 10 days. In addition, Paola Cayea, teacher certified in both ESL and Common Branches administers the Spanish Lab to all Spanish speaking ELLS(Spanish speaking students who are entitled to ESL services as per their scores on the LAB-R) within 10 days of admission. Entitled students are placed in an appropriate instructional setting within ten days of admission. Parent Selection Forms are completed within this period of time, as well. Additional Parent Orientations are ongoing, the scheduling determined by patterns of admissions. Parents who cannot attend an orientation are contacted by our ESL staff so that this can be rescheduled in a timely manner, that being within ten days of admission. If it is still impossible to schedule, an orientation may be conducted over the phone with the assistance of a trained interpreter. Ultimately, all newly admitted ELLs have Parent Selection forms completed and have been appropriately placed within ten days.

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.

Our two fully-certified ESL teachers, Michele D'Amato and Cynthia Luck, ensure that the four components of the NYSESLAT are administered by following these procedures: A master list is created containing the names of all identified ELLs, by class and grade. To the right of these names appears a grid with four columns, one for Listening, one for Speaking, another for Reading and the last is for Writing. After each skill assessment is administered, the corresponding column next to the student's name is checked as complete. All completed answer documents are then stored in folders in a secure location, that being the locked closet in Room 234, the location where both Ms. Luck and Ms. D'Amato have their office. When all NYSESLAT testing has been completed, answer documents are counted and double-checked against the names listed on the master list. Each check made to indicate administration was completed becomes an "X" to indicate that the answer document is perfectly completed and ready for packaging. When we are satisfied that all answer documents are complete and accounted for, they are packaged.

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. 

Since 2010, the overwhelming majority of parents have opted to have their children receive instruction within the framework of the Freestanding ESL program offered at our school. In September 2012, 18 Parent Survey and Program Selection forms were returned. Of these, 17 parents opted for the Freestanding ESL program. This year, September 2013, 16 out of 17 Parent Selection Forms opted for a Freestanding ESL program. Our program model is aligned with parent requests. At this time we do not have a bilingual program at P.S. 165. If future Program Selection forms indicate a trend toward bilingual education combined with the default option for TBE total 15 or more students across two contiguous grades, a Transitional Bilingual class will be formed.

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])?

PS165Q employs a Push-In/Co-Teaching organizational model for 85 of our 105 ELLs. The remaining 20 ELLs, who are all in Grade 1, are placed in classes where ESL instruction is provided by their classroom teachers, who are fully certified in ESL. Paola Cayea and Kerry DaSilva, two fully certified ESL teachers, provide these services to our 19 Grade 1 ELLs. Our ELLs are grouped heterogeneously by grade.

The following staff members at PS 165 are fully certified to teach ESL:

*Cynthia Luck-ESL/Elementary K-6

*Michele D'Amato-ESL/Elementary K-6

* Paola Cayea-ESL/Elementary K-6

* Kerry DaSilva ESL/Elementary K-6

*Eileen McCrory ESL/Elementary K-6

Four of our five fully certified staff members are organized to most effectively fulfill the mandated number of instructional minutes as per CR Part 154. Two fully certified teachers push in to grade K, 2,3, 4, & 5. To ensure that the mandated number of instructional minutes as per CR Part 154 are met, some ELLs may push into another class where grade level differentiated ESL instruction is taking place.

Common grade classrooms are closely situated enabling efficient pick up and drop off.

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)?

Explicit ESL instructional minutes are delivered in the program model as per CR Part 154 as follows: 18 Beginning ELLs receive 360 minutes per week of ESL instruction. 32 Intermediate ELLs receive 360 minutes per week of ESL instruction and 41 Advanced ELLs receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are taught in English through a co-teaching model. The team teaching model is most frequently used to start a lesson. Both teachers work cooperatively, teaching the same lesson at the same time. The mainstream teacher may present the minilesson, and the ESL teacher will interject with examples, explanations and extensions of the key ideas. The ESL teacher provides strategies to assist the students in better remembering and organizing information that was presented. ESL teacher will provide visual support for challenging vocabulary and provide explanations to help ELL students comprehend the material being taught. Parallel teaching might follow, with each teacher working with one of two heterogeneous groups. By learning in smaller groups, ELLs experience additional opportunities to interact with each other, listen to their peer models, volunteer responses, or receive feedback from the teacher.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

P.S. 165 utilizes a variety of resources to ensure that ELLs are appropriately evaluated in their native languages. Translated editions of State assessments are supplied when available. When no translations are available, the assessment is administered by a bilingual interpreter from our staff or from an outside agency contracted by the DOE who is familiar with assessment procedures. Word to word bilingual glossaries are provided during assessments when appropriate. The Spanish lab is given to newly admitted ELLs within 10 days of admission. This assessment provides information as to Spanish language proficiency. Leapfrog Reading System, a research based reading program, contains a bilingual component. Bilingual assessment cards in this program indicate how students have acquired skills in their first language.

Bilingual libraries are located in several locations in our school and students have access to bilingual texts in their first language when available. In addition, ELL students use Imagine Learning, a research based program that supports ELL students English acquisition. Support in students first language when using this program is available in Spanish, Russian, Chinese, and Punjabi.

We are fortunate enough to have a bilingual (Spanish/English) School Based Support Team. Maria Endara, our Family Worker provides informal initial interviews. Maria Irigoyen, our school Psychologist, administers bilingual evaluations. Nancy Laracuent-Guarin, our Social Worker initiates outreach to bilingual families.

Finally, we have numerous paraprofessionals and teachers who are fluent in many of the languages represented at our school. These paraprofessionals work closely with assigned students to help them interpret academic material taught in the classroom. The paraprofessionals provide feedback to classroom and ESL teachers on how the students are progressing in all academic areas.

Instruction is differentiated for different ELL subgroups. Although we have no SIFE at the present time, the following procedures will be implemented in the event that SIFE enroll in our school. SIFE will frequently have assigned to them a bilingual teacher or paraprofessional to work with in the content areas during the extended-day period. Lower-level trade books will be added to classroom libraries. Native language texts will be supplied so the student can begin to scaffold English language learning over a strong native language base.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English, ESL teachers conduct student conferences throughout the school year for ELL students to evaluate their listening and speaking skills. In addition, students are administered the Fontas and Pinnell reading assessment atleast 3 times a year to assess students reading levels and their comprehension skills by answering questions regarding what they have read. Students are also administered pre-assessments and post assessments in writing to assess their writing skills and see which areas they still need support in. The Imagine Learning program also monitors ELL students in these modalities and both classroom teachers and ESL teachers have access to reports that provide data in these areas.

6. How do you differentiate instruction for ELL subgroups?

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

Sife students will receive academic and social support upon entering school. Whenever possible, they will be placed in a class with a teacher and or students who speak their native language who will help familiarize the students with school routines and expectations. Sife students will receive picture bilingual dictionaries and have access to ipad applications and Imagine Learning software with native language support when possible. The ESL teacher will group Sife students by ability and conduct language activities that will immerse Sife students into the English language using big books, TPR, hand on activities and smartboard activites. ELLs in US schools less than three years (newcomers) receive academic support. Books in their native language will be available to students whenever possible as well as bilingual content area dictionaries. Classroom buddies sharing the same native language familiarize newcomers with school routines and expectations. Parent Orientations are routinely conducted where administration, our Parent Coordinator and our ESL teachers familiarize parents about various educational options for their ELL children. Our Parent Coordinator offers classes in English as a Second Language to parents of our newly admitted ELLs. A Title III, F-Status certified ESL teacher works with groups of newcomers or sife using a push in model. During this program, the teachers employs different strategies and supports to help newcomers meet the challenges of the Common Core Standards. Leap Frog Learning Systems is also utilized in the classroom for these students. Native language texts, leveled libraries and bilingual dictionaries are available in classrooms, as well as in our school library. During the extended-day period, newcomers work with bilingual staff members scaffolding content area material. Data patterns across proficiency levels and grades indicate that ELLs acquire speaking and listening skills before reading and writing. Instructional decisions reflect this sequence of acquisition. Beginning level ELLs receive greater exposure to oral/aural modalities, while more advanced students receive more intensive reading and writing instruction within the Balanced Literacy framework. Academic language is isolated and analyzed, focusing on Tier Two and Tier Three vocabulary words.

Our instructional plan for ELLs receiving service 4 to 6 years and for Long-term ELLs is as follows. Sch Small groups are

created based on students' common areas of weakness and targeted learning instruction is provided using different modalities to teach specific skills during extended-day instructional time.

ELLs receiving service 4 to 6 years and Long-Term ELLs receive RTI services as indicated by their performance in different academic areas. Our early-morning Test Sophistication Program provides additional small-group differentiation of instruction and test-taking strategies for these ELLs. Students may receive RTI services in six-week rotations for additional small-group, differentiated instruction. In addition, Imagine Learning, an interactive computer program available in multiple languages, is made available to these students. This research-based computer program hones in on phonics and listening skills, as well as sentence structure.

Long-Term ELLs and ELLs receiving service 4 to 6 years who fail to make significant academic gains as reflected by scores on State assessments, teacher recommendations and decisions arrived at by the Pupil Personnel Team can be referred to the Committee on Special Education for evaluation for special needs. Results of bilingual evaluations will dictate what instructional services will be mandated on the student's Individual Educational Plan. ELLs identified as having special needs may be offered one or several of the following mandated services: Resource Room (SETTS), Speech and Language services, Physical or Occupational therapy, Counseling or the assistance of a bilingual paraprofessional. When indicated, these ELLs may be placed in Self-Contained or Collaborative Team-Teaching classes where lower teacher-to-student ratios allow for more differentiation of instruction.

Former ELLs, who have tested proficient on the NYSESLAT continue to receive support in the classroom for two years after testing proficient. These students receive support from the push in ESL teacher as needed. In addition, the ESL teacher will confer with classroom teachers and offer instructional support to further support the formere ELLs. Former ELLs will also receive esl testing accomidations on all State and Local Exams.

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?

In order to provide access to academic content for our ELL-SWD students, teachers have access to an array of materials to help accelerate their English language development. Teachers have access to the learning a-z website where leveled reading materials are available to use and support language development with vocabulary readers, picture support for content area vocabulary, and a listening component which reads books to students. In addition, teachers use sundance comprehension strategies kits, content area picture dictionaries, Ready Gen with ELL support and Go Math. ESL teachers and classroom teachers of ELL-SWD students collaborate about students and share strategies to support their learning.

Teachers of ELL-SWD use different instructional strategies to provide access to academic content areas and accelerate English language development. Some of the strategies used are smartboard technology with visual support and engaging videos to help build children's knowledge.

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?

In order to meet the needs of our diverse ELL-SWDs to achieve their IEP goals and attain English proficiency, ELL-SWDs are integrated into an appropriate ELL group based on their grade level and proficiency level. This might have the students either work within their appropriate classroom setting with an ESL teacher for the mandated number of minutes based on their proficiency level or travel to another class to work with an ESL teacher and another group of ESL students. Whenever possible, the ESL teacher tries to limit the number of pull outs for ELL-SWDs because they are being provided other related services that take them out of the classroom. The classroom teacher and ESL teacher collaborate in order to make the necessary modifications for ELL-SWDs in order for them to enable them to meet their IEP goals and attain English proficiency. A bilingual para professional will accompany ELL-SWDs as indicated on their IEP to provide Native Language support as necessary.

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:			

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

Science:				

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

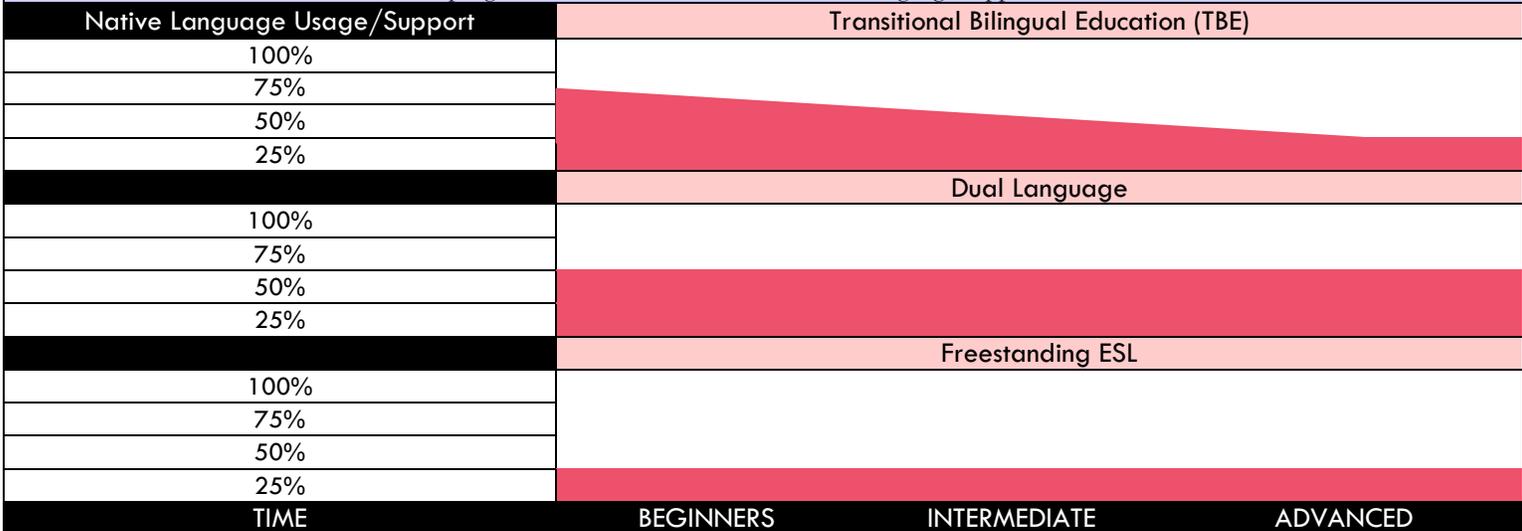
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

During the extended-day period, ELA and math instruction is targeted and scaffolded to support comprehension for our ELLs. SIFE and newcomer ELLs are paired with bilingual teachers or paraprofessionals whenever possible. Native language support facilitates the scaffolding of instruction and supports comprehension. Our morning test sophistication program targets students, including ELLs to provide strategies and support to students for upcoming ELA and Math state exams. Our collaborative inquiry group works on instructional strategies targeted for Long-Term ELLs and those receiving service 4 to 6 years. P.S. 165Q employs a Push-In/Co-Teaching model of instruction, enabling targeted intervention in the content areas for all ELLs. ELLs who have reached proficiency, i.e. those who scored "Proficient" on the NYSESLAT in 2012 and 2013, receive the same test modifications as presently designated ELLs. These modifications are: 1 1/2 extended time and separate location.

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

Within the framework of the Push-In model, ESL teachers introduce an academic vocabulary component to second language learning. These teachers work with ELLs in their classrooms to extract academic vocabulary from their lessons and utilize practiced strategies to decipher or assign meaning. In addition, ELLs, under the tutelage of their ESL teachers, become adept at breaking down complex sentences to derive meaning from nonfiction text. Analysis of sentence structure, reference clues, academic vocabulary and other lexical items supports comprehension. Co-teaching is an effective model for inclusive practices to accommodate the needs of diverse ELLs. It enables ELLs to meet national, state and core standards and it enhances creative collaboration between ESL and mainstream teachers.

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

An online curriculum planning resource, Atlas Rubicon was introduced last year. This program is used to plan curriculum across grade levels and provides a way for teachers to post resources for everyone to utilize. ESL teachers will begin to use this program with classroom teachers and provide resources to support ELLs in the classroom. It will give classroom teachers access to tools to support ELLs and increase to collaboration among classroom teachers and ESL teachers.

The Ready-Gen reading program and Go Math program have both been introduced this school year. Both of these programs provide ESL support materials and scaffolding techniques to support our ELLs in meeting the constant demands of the Common Core Standards.

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

N/A

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

ELLs at P.S.165 Queens are afforded equal access to all school programs. ELLs actively participate in our morning Test Sophistication Program, our performing arts programs, our newly established basketball team, and our peer mediation activities. Supplemental services offered to our ELLs within the school day include Reading Recovery, RTI services provided by the SETTS teacher, peer tutoring, and Bilingual buddies to offer ELLs support in their native language and support their English language development.

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 following instructional materials, including technology, are used to support ELLs:

*Imagine Learning Computer Program

*Wilson Reading System

*Word to word bilingual glossaries

* Sundance - Comprehension Strategies Kits - Fiction and Nonfiction

* Curriculum Associates - Passwords Series – Social Studies and Science Vocabulary

* Options - Best Practices in Reading – Pairing Fiction with Nonfiction

* Rigby - On Our Way to English - leveled libraries

* Scholastic News Magazine – Editions 1, 2 and 3

* National Geographic - Nonfiction Reading and Writing Workshops

* Leapfrog Learning Systems – LeapPad Libraries

* Internet

- * Word processing
- * Power Point slide shows
- * SMART Board
- * Bilingual dictionaries
- * Native language trade books
- * Attanasio & Associates, Inc. – Getting Ready for the NYSESLAT

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

Native language support is provided in the Freestanding ESL Program at P.S. 165. Newcomer ELLs are encouraged to write responses to literature in their native languages. Bilingual staff interprets these responses. High-interest bilingual trade books are available for ELLs to read, as are bilingual dictionaries. Leap Frog System technology offers translations of stories and activities for these students. Bilingual paraprofessionals deliver native language support to ELLs when mandated by their IEPs and when they are working in a classroom that has students whose native language they speak. In addition, Imagine Learning provides native language support when ELL students are using this program to help enhance their literacy skills. The GO-Math program provides a bilingual edition in Spanish to support native Spanish speakers.

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

The resources and required services correspond to ELLs ages and grade levels by grouping ELL students based on their grade level and proficiency level when possible. Grade level materials are used with ELLs along with scaffolding techniques to provide different entry points for ELLs and providing access to grade level materials to support their English language development. ESL teachers are using complex texts within students grade levels and providing language support to help ELL students comprehend these texts to meet the demands of the Common Core Standards. ELL students have access to different types of picture dictionaries based on their grade level and native language to support them in the classroom.

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.

At this time, there are no activities in place to assist newly enrolled students before the beginning of the school year. For new ELLs who enroll throughout the school year, school administration in collaboration with ESL teachers try to strategically place newcomer students in classes where there are students or staff members that speak their native language. A member of the staff who speaks the family's native language will contact the family and try to help them with any questions or concerns they have.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

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.

Our certified ESL teachers attend professional development workshops on a regular basis. Our ELL Liaison attends monthly professional development meetings conducted by Paula , our Network Support Specialist. ESL strategies presented at these workshops are then “turnkeyed” during faculty conferences or staff development workshops for all teachers of ELLs. Each of our ESL teachers attends additional staff development workshops offered by the Office of English Language Learners, or our Network Support Specialist for English Language Learners. Some of the workshops our ESL teachers have attended covered the following topics:

*Math for ELLs: The Productive Struggle

*QTEL

Utilizing the SIOP Model

*Text Complexity and Vocabulary support for ELLs

*Non-Fiction Texts for ELLs

Improving instruction for ELLs in the classroom has been a schoolwide initiative for the last four years. Professional development is provided at faculty conferences, grade conferences and during staff development days to support this effort. Portions of staff development days are devoted to ELL training . Some of the focus of this staff development is dedicated to the Common Core Learning Standards.

Our Guidance Counselors help ELLs transition to middle school in a variety of ways. They provide interpretation services to the parents of ELLs and have one-on-one family meetings to inform the students and their families of their options for middle school. Our Guidance Counselors assist parents in completing middle school applications and they inform parents as to what are the expectations and responsibilities of children and their parents in the middle schools. When additional information is requested, children consult with our staff on an individual basis. Parent workshops are held both during and after school in order to accommodate working parents’ schedules. Individual classroom visits are made by the counselor to discuss the middle school selection process and to answer students’ questions. This allows for a more intimate atmosphere than if the meetings were conducted by grade or in another large-group setting.

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. is completed by ELL teachers who attend different ELL workshops offered by OELL or our Network support. A copy of agendas they receive by attending these workshops is kept in their file. ELL teachers and administrators provide training for staff members during faculty conferences and on staff development days covering topics such as providing different entry points for ELLs, text complexity for ELLs, designing coherent instruction for ELLs, and using ELL data to drive instruction. In addition, staff members have the opportunity to attend ELL workshops that interest them offered from OELL. Sign in sheets and agendas when applicable are kept in an ELL binder.

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?

PS 165Q Parental Involvement Policy

The PS 165Q Parent Involvement Policy recognizes that “parents are our partners” in the education of our children. With the primary goal of building strong parent involvement in our school, we encourage all parents to become active participants in the educational process and invite them to participate in a variety of parent workshops and activities both at the school and district level. The PS 165Q Parent Involvement Policy is inclusive of requirements set forth by the New York City Department of Education. This Policy is also aligned with New York City and New York State requirements for English Language Learners (ELLs), potential ELLs and Special Education. All Parental Involvement is consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Examples of opportunities for parent involvement, based on these laws and policies are listed below.

TRANSLATION SERVICES AVAILABLE

For written translation of important school documents, P.S.165 uses the NYCDOE Translation and Interpretation Unit to provide translations in seven DOE-recognized languages. We have translations made in Chinese, Spanish, Russian, Urdu, Korean, Arabic and Bengali. For oral translations we request the services of bilingual paraprofessionals and parent volunteers (Bilingual Buddies) who assist non-English speaking parents. We make use of these staff members during Parent Teacher conferences and other important school meetings (i.e. IEP meetings) and activities. Bilingual Buddies and paraprofessionals also translate at parent workshops and meetings upon parental request.

We also assist parents in need of translation through the DOE Translation Unit by Phone. They offer many additional languages and can conference with the teacher/administrator with the parent from their offices.

OPPORTUNITIES FOR PARENT INVOLVEMENT AT PS 165Q

SCHOOL BASED ACTIVITIES

Schools receive technical assistance from the Office of Family Engagement (OFEA), Queens Borough Director and the District Family Advocates, in designing parent activities. School Guidance Counselors, the Youth Development Coordinator and the Parent Coordinator have received extensive training to effectively implement parent activities and workshops, based on the needs of our school community. All of these programs are designed to build and nurture strong parental involvement.

Parent/Teacher Association (PTA) Activities

The Parent Teacher Association (PTA) invites all interested parents to join them in the activities that they sponsor. These activities include regularly scheduled informational meetings and workshops. In addition, the PTA works with school staff to implement special events for students (i.e. special assemblies and professional performances). They publish a Quarterly Newsletter, “The Voice”, and distribute informational flyers and brochures on a regular basis. These newsletters and flyers help to keep parents informed about school events as well as opportunities to become more involved in school activities. There are monthly General Membership Meetings where Parents can receive all current information about School Policy and Programs as well as updated calendars of events. The PTA, in collaboration with the Parent Coordinator, present special programs, workshops or speakers at each of these meetings to ensure renewed parent interest in their children’s Health, Safety and Educational Needs.

Parent/Teacher Conferences and Meet the Teacher

Parent/Teacher Conferences are held twice yearly in the fall and in the spring at PS 165Q. Conferences can be scheduled before, during and after the school day to accommodate parents’ schedules. Notices of when these conferences are held will be sent home with students. At these conferences, parents will have the opportunity to meet with classroom teachers as well as school-based teacher specialists (e.g. ESL teacher, SETTS teacher). School Counselors, Therapists and Staff are also available to assist Parents. In the fall, “Open School Week” is held, the week after P/T Conferences. Parents have an opportunity to visit their child’s classrooms and observe the daily teaching methods and routines.

In addition, our school hosts “Meet the Teacher” days each September. These Meetings are designed so that parents can learn about the curriculum, classroom rules and students’ requirements. Although parents will not have the opportunity to meet individually with their child’s teacher at this time, these meetings provide a valuable opportunity to hear about what students will be learning during the year, discuss ways parents can help students at home, and familiarize parents with the educational program. Coupled with Parent/Teacher Conferences, “Meet the Teacher” Meetings give parents a broad understanding of what their child’s school year will be like.

Pre- K and Kindergarten Orientation

PS 165Q hosts a Pre-K/Kindergarten Orientation Meeting for the parents of incoming students and their families. The Orientation is held in late spring, as well as the first day of the new school year, and gives families an exciting preview of their children's' 1st years in school.

Curriculum Fairs, Musical Performances, School Plays

PS 165Q sponsors many musical and curriculum-based presentations which provide an opportunity for parents to experience, first hand, the kinds of educational activities their children are taking part in. These events include: Winter and Spring Glee Club, Dance Club and Band Concerts, a school-wide Dance Festival, a Celebration of Dr. Martin Luther King, Latin Night and partnerships with professional arts organizations like Studio in a School, Alvin Ailey, Carnegie Hall and Free Style Arts. These special programs are an excellent way for parents to gain a richer understanding of the well-rounded educational opportunities at PS 165Q. Parents are invited to attend these activities as well as participate in their planning and implementation.

School Leadership Team (SLT)

Our parents are actively involved as members of the School Leadership Team. As per the Chancellor's mandate, and in accordance with Section 100.11, parents comprise half the members of the team.

Through membership on the SLT, parents have opportunity for planning and evaluating school programs and procedures, including this School's Parent Involvement policy.

English Language Learner (ELL) Parent Orientations

Annual parent orientations are held for parents of ELLs and potential ELLs, as specified in New York City Department of Education requirements. These orientations are provided so that parents can make informed choices about programs for their children.

Ongoing ESL Classes for adults ("Crossroads Café") provide opportunities for our Parents to improve their own Reading, Writing and Oral Communication skills in the English Language and to become more proactive in assisting their children with their educational challenges.

School Committees

Opportunities exist for parents to sit as members of various school committees through participation in the PTA, membership on the School Leadership Team or as needed for school-wide purposes. These committees include: Safety Committee, Health Committee, CEP Writing Committee and Fundraising Committee. In addition, some committees are formed for special circumstances like Grant Writing or Special Event Planning Committees. Parents are valued members of these project planning committees as well.

School Sponsored Parent Workshops and Classes

PS 165Q provides many opportunities for parent participation by offering parent workshops on a wide variety of topics including: Parenting Skills, Communicating Effectively with Children, Homework Help, Keeping our Kids Safe, Testing and Curriculum, Learning through Technology, Nutrition and Fitness, Understanding Core Curriculum. In addition, our school offers ongoing ESL classes for adults(Crossroads Café). We are constantly looking for new ways to include Parents from every culture as well as those Parents of Special Needs Children and Non-English Speaking Parents. We make sure that Parents are communicated to in a multitude of Languages and try to provide translators for the most important meetings and events. We aim to schedule these workshops and classes at convenient times to accommodate parents' schedules. These workshops and classes are facilitated and led by the Parent Coordinator, Counselors and Administrators as well as many teachers in the building. We are fortunate to also have the cooperation and support of the CEI-PEA 502 and our District 25 Superintendent and Staff.

Other School Based Activities

A wide variety of additional opportunities for parent involvement exist at the school level including telephone contacts, Parent Breakfasts with our Principal, guest speakers, translators(Bi-Lingual Buddies), trips, assemblies, school newsletters, etc.

Our Parent Information Center, just inside our front door, has been a tremendous success. Parents can learn about activities going on in the school and surrounding community and pick up information (flyers, brochures, arts calendars, etc.) that encourages Parental Involvement as well as educational and recreational opportunities for our families. In addition, many parents are trained to volunteer through the "Learning Leaders" program. These parents work one-on-one with at-risk students as well as volunteering at workshops and as classroom assistants.

District 25 Superintendent

Division of Family and Community Engagement/District Family Advocate Esther Maluto

With the recent reorganization of the Department of Education, June 2007, there is now a Division of Family and Community Engagement. Parent Involvement will be coordinated and uniform throughout New York City. In addition, each District will have District Family Advocates who will work closely with the District 25 Superintendent and Queens Borough Director to assist Parents. There will continue to be Parent Conferences, ELL Conferences and larger venue Parent Programs and Workshops throughout New York City. However, the potential for Citywide events and widespread opportunities for Parent Learning will certainly be expanded. As these events are announced the Parent Coordinator will make sure that our Parents have every opportunity to take advantage of everything the NYC Department of Education has to offer.

Parent Lobby Day

Each year in the spring, PS 165Q participates in Lobby Day in Albany. This provides parents with the opportunity to meet with elected State officials to discuss educationally related issues such as Budget and Class Size. Parents can meet with individual legislators about issues of concern to the New York City schools in general and each region in particular.

Community Education Councils (CEC)

With the implementation of Community Education Councils, parents now have an opportunity to be elected to a District-wide council and to help shape the educational policies for the District 25 schools. The council consists of 11 members, nine of whom are parents, and this council replaced the Community School Board. One of our Parents is currently serving on the District 25 CEC as well as one of our former parents!

Presidents' Council

The Presidents' Council is an organization comprised of representatives from each of the school based Parents Associations. Our PTA Co-Presidents attend the regularly scheduled monthly meetings to share ideas and discuss educational programs. The Council provides an excellent forum for learning about parent involvement opportunities and how to incorporate these programs into the fabric of PS 165Q.

All of these activities, workshops, meetings and programs provide parents with many opportunities to learn about the education of their children and participate in their children's educational success.

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:

P.S. 165Q

School DBN: 25Q

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Raquel DeMillio	Principal		12/13/13
Catherine Speechia	Assistant Principal		12/13/13
Susan Friedman	Parent Coordinator		12/13/13
Michele D'Amato	ESL Teacher		12/13/13
Dimaris Montanez-Leary	Parent		12/13/13
Paola Cayea/1st Grade	Teacher/Subject Area		12/13/13
Debbie Spector/SETTS	Teacher/Subject Area		12/13/13
	Coach		
	Coach		
Karen Konstan	Guidance Counselor		12/13/13
	Network Leader		
Cynthia Luck	Other <u>ESL teacher</u>		12/13/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25 School Name: PS 165Q Edith K. Bergtraum

Cluster: CEI Network: 571

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.

We use two major sources of data to assess the translation and the interpretation needs of our school. First, we use the preferred language list in ATS to make sure parents receive documents and communications in appropriate languages. Secondly, we keep a list of our students receiving ESL and send home communications that mirror the home language as well. In addition, we call poll our parents at PTA meetings for feedback on documents we have translated and simplify or modify these documents as needed. Finally, parents request written or oral translations from us throughout the year, including translation requests for Parent/Teacher conferences.

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

The major findings were that our school has families that speak seven of the eight recognized Department of Education languages. In addition, we have needs in at least six other languages. A written request list will be created for all teachers and staff, so that written communication needs are concise and consistent throughout the building. In addition, parent volunteers will be recruited to communicate with parents in their own languages at important meetings, events, and Parent/Teacher conferences.

Part B: Strategies and Activities

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

The school will continue to provide written translations in the seven recognized Department of Education languages, through the Department of Education Translation Division. More school based documents will be translated to enhance communication with our culturally diverse community. Translation requests will be sent more than 21 days ahead of time to ensure there is time to properly inform parents. Additional language needs for languages not recognized by the Department of Education such as Hindi, Farsi, Pashtu, Hebrew, Albanian, etc. will be accomplished by bilingual school staff, teachers, and paraprofessionals. Parent volunteers, "Bilingual Buddies", may also be asked to assist if the staff member does not speak that language and they are secured in written communication.

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.

Oral interpretations will be provided by our school staff, teachers, and paraprofessionals who speak many of the languages needed. In addition, parent volunteers, "Bilingual Buddies", will assist parents in any and all required languages both one-on-one and at important meetings or workshops. An outside recognized vendor will be used if there is not an interpreter available within the school and parent community. The Department of Education Translation Call-In Unit will be used by classroom teachers when no other interpreter is available. The school will continue to provide free English classes to parents to assist in bridging the communication gap.

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>.

Our main office, security desk and administrative staff will have access to translation cards at all times. Posters are prominently displayed at important entrances and exits and informing parents of translation opportunities. Signs are posted at the same locations, informing parents of translation and interpretation services that are available. All safety plan procedures, parent bill of rights, and discipline codes are sent home in the translated languages that are available by the NYC DOE. The Parent Coordinator will keep a current list of staff, teacher, paraprofessional and parent translators. Staff and teachers will be prepared to assist parents with the translation and interpretation needs. Teachers will request interpreters for all meetings with Non-English speaking parents. The school will contact the Department of Education Translation Call-In Unit for all interpretation assistance in all languages, when no person in the building is equipped or available to translate in a parent's home language.



Department of English Language Learners and Student Support

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<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: Edith Bergtraum	DBN: 25Q165
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 2
of certified ESL/Bilingual teachers: 2
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: The Title III ESL Super Academy here at PS 165 Queens, is a supplemental program that will provide additional support . This morning program will meet on Tuesday, Wednesday and Thursday from 7:35 - 8:20 AM. The duration of this program will be 16 weeks. The target population for this program are 20 students at the Beginner/Intermediate level of English Language Proficiency based on the NYSESLAT and/or newcomers to the country. The data used to select students includes NYSESLAT scores, New York State Exams, Pre- and Post-Assessments, reading running records and teacher observations. Two consecutive years of NYSESLAT scores and New York State Exams are examined. The supplies (OTPS) for the Super Academy will be used to purchase pictured items to support and strengthen the vocabulary development of ELLs, during reading and writing activities, using Oxford Picture Dictionaries in Chinese, Spanish, Urdu and Russian. These languages were selected based on our current inventory and the diversity of our ELLs.

A fully certified ESL teacher will provide this early morning instruction to support these students in the area of reading and writing. This service will be above and beyond the students' mandated number of ESL minutes, as per Part 154.

This ESL teacher will conduct small group instruction using ESL methodologies, guided reading and targeted academic vocabulary instruction. Academic instruction will also be provided through the use of a wide array of content area materials. Comprehension strategies kits by Sundance publishers, pairing fiction and non-fiction reading passages to improve reading comprehension. Options Publishing Best Practices in Reading Levels A-D provides differentiated reading practices for our ELL students. National Geographic Non- Fiction reading series provides non-fiction trade books for our Beginner/Intermediate ELL students.

In addition, another certified ESL teacher will conduct an Advanced Academy, two times a week for 10 weeks. This program will support Advanced students in grades 3-5 in preparation for the NYSESLAT and the New York State ELA and Math assessments. These students are nearing proficiency and additional support will help them gain familiarity with the structure of the test. Early morning classes will be scheduled two days a week (Tuesday and Wednesday) from 7:35 AM to 8:20 AM. A certified ESL teacher will be teaching this program. The students to be included are as follows: Grade 3 = 9 students, Grade 4= 6 students and Grade 5= 3 students. Materials used for the Advanced Academy, will be Getting Ready For the NYSESLAT by Attanasio & Associates, to strengthen the students' listening, speaking, reading and writing skills as well as provide rigorous instruction in reading passages and working with higher-order thinking questions.

Part B: Direct Instruction Supplemental Program Information

A supervisor will provide instructional support for both Title III programs. The supervisor will support the certified ESL teachers during the Title III Academies by ensuring that the instruction/curriculum is aligned based on the NYS Common Core Standards. The supervisor will provide instructional leadership to ensure the lessons are engaging and rigorous.

Diana Espinal, (do not use student names)an intermediate ESL student, with an IEP, will require an IEP-driven health paraprofessional when attending the Title III Advanced program. This IEP-driven health paraprofessional will be paid for with Title III funds.

All Super Academy and Advanced Academy staff will be paid per session. Related staff, consisting of the ESL teachers and the IEP-driven paraprofessional, will be paid per session at contractual rates.

Participation teachers will have the following certifications:

*Professional NYS Certificate in English to Speakers of Other Languages

*Permanent NYS Certificate in Elementary Education (K-6)

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: PS 165Q ESL certified teachers will attend Network and DELLSS workshops on ESL-related topics such as ESL methodologies, the SIOP model and text complexity. These workshops will occur once a month in various locations. Our ESL liason, will also participate in monthly Network meetings with our Network ESL support point person. The ESL Liasion will present staff development on topics such as data driven instruction, vocabulary instruction and writing instruction. She will turnkey this valuable information to the Title III ESL certified teachers in the building. In addition, a representative from Attanasio & Associates will present an overview of materails that will be purchased for the Title III program. A Pearson consultant will be hired to provide one full day of Professional Development on the SIOP model to our certified ESL teachers.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Our PS 165Q parent engagement activities focus on communication and outreach with our ELL parents, in order to help them support their child(ren) at home. We strongly foster an interactive connection between the home and the school.

Afterschool Parents will receive invitations (in translated versions), to ESL Parent Workshops, which will be conducted once a month from 2:45-4:45pm by ESL teachers to familiarize ESL parents with technology and to instruct parents in how to navigate ESL-supportive websites at home. In addition, parents will learn how to assist their child(ren) in acquiring academic vocabulary. Workshops will also provide support in adult literacy as well. In addition, translators will be present at these workshops. Workshops will take place on the first Wednesday of each month from 2:45pm-4:45pm. Participating certified ESL teachers will be paid per session. Paraprofessionals will be paid with FSF, at no cost to the Title III funding.

Participating Teachers will have the following certifications:
Professional NYS Certificate in English to Speakers of Other Languages
*Permanent NYS Certificate in Elementary Education (K-6)

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____