

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

School Name: PS/IS 178Q
DBN (i.e. 01M001): 26Q178
Principal: JENNIFER C. AMBERT
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Superintendent: DANIELLE GIUNTA
Network Leader: MARLENE WILKS

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
Jennifer C. Ambert	*Principal or Designee	
Irene Lazaridis	*UFT Chapter Leader or Designee	
MICA BATAILLE	*PA/PTA President or Designated Co-President	
DOROTHY BECK	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
FREDERICK GUNZEL	CBO Representative, if applicable	
ERICA EHRENTREU	Member/ UFT	
PAULA ELLIS	Member/ PARENT	
CRISTINA PETERS	Member/ UFT	
INESSA KATZAP	Member/ PARENT	
KAREN ODAIRA	Member/ PARENT	
DINYEAN ADGER MIRIAM RUIZ PAUL SEO	Member/ / PARENT Member/Parent Member/Staff-CSA	

**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)
	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, students will improve their reading comprehension skills as measured by up to one year's growth on the Teachers College Reading Writing Project (TCRWP) benchmarks for progress on reading levels.

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.

An analysis of the 2014 New York State English Language Arts (ELA) data reveals that students could further develop their reading comprehension skills, specifically making inference and reading for information.

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

Students will be provided with differentiated instruction, as evidenced by teacher lesson plans, student progress records, and observation of whole class, small group and individual instruction.

1. Facilitate a series of professional development regarding teaching scaffolding strategies to support learners in literacy, in support of strengthening the other content areas. (Administrative Cabinet - Monthly)
2. Continue to provide literacy professional development by administration, coaches, staff developers, Network Support Specialists (NSS) and New York City Department of Education (NYCDOE) workshops, for analyzing the results of assessments as reported through School Net, TCRWP running records and classroom sources. (September, November, January, May)
3. Continue to build on our extensive professional development on administering and analyzing summative assessments for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups based on School Net and TCRWP assessment results. (Administrative Cabinet/Staff Development Committee (SDC) - September, November, January)
4. Further extend professional development for the teachers on the organization of conference notes, conferring, small group instruction via strategy lessons and guided reading. (Administrative Cabinet/Literacy Coaches- Monthly)
5. Further deepen the work of teacher teams by assessing student strategies as it relates to improving reading comprehension through enhancing vocabulary instruction. (Administrative Cabinet - Weekly)
6. Enhance opportunities for teachers to observe effective literacy instruction, as well as exemplars of teachers differentiating instruction, such as guided reading. (Administrative Cabinet - Monthly)
7. Continue to effectively demonstrate the use of technology programs to enhance student fluency and comprehension, specifically for students who are English Language Learners. (English as a Second Language (ESL) Teacher - Monthly)
8. Strengthen the in-house Technology Professional Development Series for all teachers and personnel on Smart Boards, Power Point, Excel, Facebook, Portaportal, Edmodo, Blogs and the use of technology in the classroom in order to effectively improve student literacy. (September, November, June)
9. Continue to provide a Literacy Coach for grades Pre-Kindergarten (PK) to grade three who will extend professional development to teachers and work with teachers one-to-one, as well as in grade-level teams. (Principal - Weekly)
10. Provide a literacy coach for grades four to five to assist with the implementation of Ready Gen (Principal – Weekly)
11. Provide a literacy staff developer to grades Kindergarten (K) to grade five to assist with the implementation of Ready Gen and to support our literacy coaches
12. Provide a grades six to eight school-based support teacher to assist in the implementation of Scholastic Code X (Principal – Weekly)
13. Continue to provide opportunities for weekly common planning time where teachers are engaged in planning for differentiation of reading instruction, such as guided reading and small group strategy lessons [creation of a master schedule that incorporates common preps]. (Principal - Weekly)
14. Further develop teacher teams to pilot tools for collecting and analyzing qualitative and quantitative data, such as organizing conferring notes and templates to analyze assessment results. (Administrative Cabinet - Ongoing)
15. Continue to provide teachers with templates to identify students' area of needs in order to plan for differentiated instruction. (Administrative Cabinet - Monthly)
16. Continue to ensure administration, coaches and teachers meet regularly to discuss results and develop strategies for differentiated instruction. (Monthly)
17. Provide opportunities to meet with teachers on a grade or individually to plan instruction based on the findings. (Administrative Cabinet - Weekly)
18. Conduct walkthroughs and observations to monitor implementations and provide feedback (Administration - Weekly)
19. Periodically analyze class reading level summary sheets for each grade, which reflect student progress. (Administrative Cabinet, Data Specialist - September,

November, January, May)

20. Triangulate all qualitative and quantitative data, identifying trends and learning gaps. (Administrative Cabinet - Ongoing)
21. Provide an after school program to support students below or approaching the standards (January through March)
22. Provide additional reading support through a Response-To-Intervention (RTI) push-in program for all students at risk of not meeting promotion standards in reading. (Daily)
23. Create a program for push-in support targeting students who are performing at levels three and four on the ELA. (Administrative Cabinet - Ongoing)

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

1. Principal/Assistant Principal(AP)/Administrative Cabinet (Coaches), Staff Development Committee (SDC) will coordinate the professional development (PD) activities and strengthen the work of Teacher Teams. Facilitators of the PD include the Administration, Cabinet Members, specialists and teachers. Principal and AP conduct observations. Teacher teams will meet and coordinate their meetings. The technology teacher, external trainers and other PS/IS 178 teachers will facilitate technology professional development. Other activities are coordinated as specified above.

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

1. Administrative Cabinet will meet monthly to evaluate the progress, effectiveness and impact of each strategy/activity. Staff Development Committee meets monthly to review and discuss surveys and feedback from teachers.

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

1. The strategies and activities in section A will start in September 2014 through June 2015.

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

1. Program details are specified in section A.

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).

- Conduct parent workshops on literacy, supporting the Common Core Learning Standards; Ready Gen; Scholastic Code X; How to Choose a Just Right Book; Early Childhood Reading; Vocabulary; Supporting Your English Language Learners; Interim Assessments; and NYS ELA. (Monthly)
- Distribute parent literature regarding strategies via Student Goal Sheets to support students at home (Bi-monthly)
- Create a Family Literacy Night so that parents are involved in the selection of grade/reading-level appropriate texts, and so parents can read aloud to students.
- Invite parents to classroom writing celebrations, so that they can experience firsthand the types of writing our students are able to produce. Parents can also participate in delivering feedback to the writers. (Monthly)
- Invite parents to participate in reading to students, (mystery reader, Dad readers, etc.) (Monthly)
- Invite parent volunteers to work with staff in existing afterschool enrichment programs to use parental expertise and talents in specific areas. (i.e. sports).

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

We will use TL Citywide Instructional Expectations and Contract for Excellence funding (i.e. per diem funding to cover substitutes for teachers attending professional development, per session funding for teachers, counselors and supervisors, funding for coaches, OTPS funding: software, hardware, books and materials). We will utilize Fair Student Funding to fund School Messenger (parent communication) and OTPS purchases (materials, advertisements, software, hardware) to strengthen our programs.

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, students will improve their skills in using text-based evidence to support logical inferences drawn from text and arguments made during discussion in literacy, mathematics and other content areas resulting in an increase in the number of students who display mastery of this skill as measured by formative and summative unit-based assessments and other benchmark assessments.

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.

An analysis of the 2014 New York State (NYS) math data reveals that students could further develop their ability to solve math problems and construct viable arguments in mathematics. An analysis of teacher observation reports reveal the need to improve the use of higher level questioning techniques to foster effective student-to-student discourse and to raise the level of critical thinking. An Analysis of the 2014 NYS ELA data reveals that students could further strengthen their ability to read for information by citing text-based evidence to support their answers.

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

Professional Development

1. Facilitate a series of professional development regarding teaching scaffolding strategies to support learners in literacy, in support of strengthening the other content areas in service of this goal. (Administrative Cabinet/Staff Development Committee (SDC) - Monthly)
2. Facilitate a series of professional development regarding teaching discussion techniques and citing evidence in argument in literacy, in support of strengthening the other content areas in service of this goal. (Administrative Cabinet/Staff Development Committee (SDC) - Monthly)
3. Facilitate a series of professional development regarding Socratic Seminar method (Administration/Social Studies Teacher – September/December).
4. Facilitate a series of professional development regarding strengthening turn and talk routines in alignment with the Common Core Standards (Administration/Coaches – September/December).
5. Administrative Team and Cabinet Members will develop the work of Teacher Teams, strengthening Professional Learning Communities (PLCs) to analyze student work products in connection to this goal (Monthly)
6. Teachers will monitor student understanding during a unit, after a unit and quarterly, which will impact future instruction. (Daily, Monthly, Quarterly)
7. Utilize the Math Coaches (Pre-Kindergarten (PK) to grade three math coach and grades four to eight math coach), administration, and Network Support Specialists (NSS) to support teachers' professional development regarding addressing how to construct viable arguments and critique the reasoning of others. (Weekly)
8. Provide PD sessions led by the teachers, administration and/or NSS to support teachers on implementing the math, social studies, science, literacy and cluster curricula, specifically on developing discussion protocols that can be shared with students in service of this goal. (Monthly - Quarterly)
9. Further develop opportunities for weekly common planning time where teachers are engaged in planning for differentiation of instruction, feedback protocols and engaging in text-based discussion (Weekly)
10. Conduct walkthroughs and observations to monitor implementation and provide feedback. (Administration - Weekly)

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

1. Principal/Assistant Principal(AP)/Administrative Cabinet (Coaches), Staff Development Committee (SDC) will coordinate the professional development (PD) activities and strengthen the work of Teacher Teams. Facilitators of the PD include the Administration, Cabinet Members, specialists and teachers. Principal and AP conduct observations. Teacher teams will meet and coordinate their meetings. The social studies teacher will provide professional development on the Socratic Seminar Method. Other activities are coordinated as specified above

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

1. Administrative Cabinet will meet monthly to evaluate the progress, effectiveness and impact of each strategy/activity. Staff Development Committee meets monthly to review and discuss feedback from teachers.

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

1. The strategies and activities in section A will start in September 2014 through June 2015.

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

1. Program details are specified in section A.

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).

Conduct a parent workshop on the Common Core Standards in Math; conduct common core fair nights; and Coffee with the Principal Workshops (Quarterly). PS/IS 178 partners with the following Community-Based Organizations (CBOs): Samuel Field Y Program. This program includes custodial care and homework support, available five days per week and offered for two hours after school. The CBO directors attend School Leadership Team (SLT) and Parent-Teacher Association (PTA) meetings, when invited, to make parents aware of their available programs and how they support the school's goals. As an extension of this work, the Samuel Field Y has started a Big Brother/Big Sister tutoring program where 178 middle school students support elementary students.

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

We will use TL Citywide Instructional Expectations and Contract for Excellence funding (i.e. per diem funding to cover substitutes for teachers attending professional development, per session funding for teachers, counselors and supervisors, funding for coaches, OTPS funding: software, hardware, books and materials). We will utilize Fair Student Funding to fund School Messenger (parent communication) and OTPS purchases (materials, advertisements, software, hardware) to strengthen our programs.

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, we will strengthen and enhance the school-wide opportunities for supporting students' personal/academic behaviors by improving the advisory programs in our middle school and implementing a similar advisory program in our elementary school, resulting in a larger percent of students taking ownership for their own learning and/or applying newly learned skills to solve conflicts as measured by the reduction of teacher intervention in solving conflicts between or among students and as measured by a review of student and staff feedback.

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.

- After an analysis of Online Occurrence Reports, social/emotional developmental needs of students must be strengthened. After a review of student surveys in the Fall of 2014, the advisory program could be improved.

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

- Participate in the NYC Commission on Human Rights Peer Mediation Training and Program
 - Train peer mediators in grades 6 and 7 on effective conflict resolution (Guidance Counselor/Parent Coordinator - February-June)
- Continue to strengthen the student advisory period, which is scheduled once per week for each middle school class. In the advisory sessions, teachers discuss student virtues and create service-learning opportunities, and provide opportunities to share unique experiences. (Dean/Guidance Counselor - Weekly)
 - Utilize student advisory as a forum for students to convey immediate thoughts regarding school climate (Daily)
 - Analyze previous school survey results with the students to identify areas in need of improvement (Advisors - September)
 - Provide professional development to advisors (Dean/Guidance Counselor - September, January, May)
- Provide a full-time dean, full time counselor, part time social worker, psychologist and prevention counselor, so that students understand they can speak to someone immediately regarding an issue (September – June)
- Identify protocols for students to share feedback in advisory (November - December)
- Continue to advise a Student Council, which represents the student body (Assistant Principal – Weekly).
- Continue to coordinate the National Junior Honor Society (NJHS), which provides student service opportunities within the school (NJHS Advisors - weekly)

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

- Participate in the NYC Commission on Human Rights Peer Mediation Training and Program
 - Train peer mediators in grades 6 and 7 on effective conflict resolution (Guidance Counselor/Parent Coordinator - February-June)
- Continue to strengthen the student advisory period, which is scheduled once per week for each middle school class. In the advisory sessions, teachers discuss student virtues and create service-learning opportunities, and provide opportunities to share unique experiences. (Dean/Guidance Counselor - Weekly)
 - Utilize student advisory as a forum for students to convey immediate thoughts regarding school climate (Daily)
 - Analyze previous school survey results with the students to identify areas in need of improvement (Advisors - September)
 - Provide professional development to advisors (Dean/Guidance Counselor - September, January, May)
- Provide a full-time dean, full time counselor, part time social worker, psychologist and prevention counselor, so that students understand they can speak to someone immediately regarding an issue (September – June)
- Identify protocols for students to share feedback in advisory (November - December)
- Continue to advise a Student Council, which represents the student body (Assistant Principal – Weekly).
- 1. Continue to coordinate the National Junior Honor Society (NJHS), which provides student service opportunities within the school (NJHS Advisors - weekly)

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

- Participate in the NYC Commission on Human Rights Peer Mediation Training and Program
 - Train peer mediators in grades 6 and 7 on effective conflict resolution (Guidance Counselor/Parent Coordinator - February-June)
- Continue to strengthen the student advisory period, which is scheduled once per week for each middle school class. In the advisory sessions, teachers discuss student virtues and create service-learning opportunities, and provide opportunities to share unique experiences. (Dean/Guidance Counselor - Weekly)
 - Utilize student advisory as a forum for students to convey immediate thoughts regarding school climate (Daily)
 - Analyze previous school survey results with the students to identify areas in need of improvement (Advisors - September)
 - Provide professional development to advisors (Dean/Guidance Counselor - September, January, May)

- Provide a full-time dean, full time counselor, part time social worker, psychologist and prevention counselor, so that students understand they can speak to someone immediately regarding an issue (September – June)
 - Identify protocols for students to share feedback in advisory (November - December)
 - Continue to advise a Student Council, which represents the student body (Assistant Principal – Weekly).
1. Continue to coordinate the National Junior Honor Society (NJHS), which provides student service opportunities within the school (NJHS Advisors - weekly).

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

1. The timeline for implementation is specified in parenthesis in section A, but will be implemented from September to June.

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

1. Program details will include a monthly professional development session with the Dean/Guidance Counselor and advisors. Advisory sessions are organized weekly. Students will be surveyed once per trimester. Online Occurrence Report System (OORS) data is analyzed each trimester. The Response to Intervention (RTI) team meets monthly to discuss students who are at-risk of not meeting their character learning targets.

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).

- The school will organize a pilot group of parents who will participate in student-led conferences (January)
- The Principal, AP and Parent Coordinator will conduct Parent Workshops on academics and on raising the level of student engagement and enhancing the advisory program (Quarterly).
- The Principal will conduct “Coffee with the Principal” to discuss in an informal setting all of the pertinent topics that are impacting our school. (Every other month).
- Parent/Student Engagement events, such as Barnes and Noble Literacy Fair, Career Day, Multicultural Night, Talent Show, Student of the Month Assemblies etc. will be held monthly in order to provide the parents with opportunities to celebrate with their students. (Monthly)
- The PTA will coordinate fundraisers that will promote positive school spirit and enable parents/guardians to support the school. (Monthly).
- The Special Education/SIT Coordinator will provide parents with Shared Path To Success Circulars and be available every Tuesday afternoon to review IEPs with parents and teachers. (Weekly)
- The classroom teachers will provide parents with opportunities for extended conferences to address social-emotional needs. (Weekly).
- The AP will provide parents with middle school progress reports so that parents/guardians know the progress of each student (Quarterly)
- The Principal and AP will provide parents with report cards so that parents/guardians know the progress of each student. (Quarterly)
- The Response to Intervention (RTI) Team will make its team members available to discuss available guidance programs in support of the school's advisory program.(Weekly)

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

We will use TL Citywide Instructional Expectations and Contract for Excellence funding (i.e. per diem funding to pay substitutes for teachers attending professional development, per session funding for teachers, counselors and supervisors, funding for coaches, OTPS funding: software, hardware, books and materials). We will utilize Fair Student Funding to fund School Messenger (parent communication) and OTPS purchases (materials, advertisements, software, hardware) to strengthen our programs.

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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<p>small group instruction in grades K-8</p> <p>Lower Grades – (Words Their Way, Ready Gen, Lexia, Focus on Fluency, Earobics, sight word review, Foundations, Wilson, Balanced Literacy – Guided Reading, Small Group Strategy Lesson, Teacher’s College Curriculum)</p> <p>Upper Grades – comprehension strategies through Shared and Guided Reading; Wilson Program;</p> <p>Vocabulary: Words Their Way; Small Group Strategy Lesson, Teacher’s College Curriculum</p> <p>After School Program (January-March) – Grades 3-8 small group instruction for targeted students</p>	<p>➤ small group, one-to-one</p>	<p>➤ during the school day</p>
Mathematics	<p>small group instruction in grades K-8</p> <p>Lower grades – manipulative/game based review, math journals, remedial components of Go Math/CMP3 Math with a focus on number sense, geometry and measurement; small group strategy lessons</p> <p>Upper grades – manipulative/game based review, math journals and remedial components of remedial components of Go Math/CMP3 Math focusing on algebra, statistics and probability and geometry; First in Math; small group strategy lessons</p> <p>After School Academy – Grades 3-8</p>	<p>➤ small group one-to-one</p>	<p>➤ during the school day</p>

	small group instruction for targeted students- January to March		
Science	<p>small group instruction for students in 6-8</p> <p>Lab/inquiry skills, content area reading, writing and note-taking with a focus on Science</p> <p>Small group guided instruction for students in grades 1-5</p>	<p>➤ small group one-to-one</p>	<p>➤ during the school day during extended day</p>
Social Studies	<p>small group instruction for students in grades 6-8</p> <p>Content area reading and note-taking with a focus on Social Studies</p> <p>Small group instruction for students in grades 1-5</p>	<p>➤ small group one-to-one</p>	<p>➤ during the school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>One-on-one or small group sessions on an as needs basis</p>	<p>➤ small group one-to-one</p>	<p>➤ during the school day</p>

**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.			
	School Wide Program (SWP)		Targeted Assistance (TA) Schools
		X	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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

TA Schools Only

Use of Program Resources

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

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).

**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 City, State and Federal standards and assessments;
- sharing information about school and parent-related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 to serve as a liaison between the school and families. The Parent Coordinator 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-Teacher Association and Title I Parent Committee (if applicable);
- 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.

**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 26	Borough Queens	School Number 178
School Name The Holliswood School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jennifer Ambert	Assistant Principal Paul Seo
Coach Lauren Kienle	Coach Janet Marmo
ESL Teacher Flor Palma-Stuckey	Guidance Counselor Cristina Peters
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Phyllis Corley
Related Service Provider Linda Simon, Speech & Language	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	536	Total number of ELLs	22	ELLs as share of total student population (%)	4.10%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	18	0	0	2	0	1	2		1		22

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	18	0	0	2	0	1	2	0	1	22
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)				1	1									2
Intermediate(I)		2					1							3
Advanced (A)	3	2	1	3	1	1		2	4					17
Total	3	4	1	4	2	1	1	2	4	0	0	0	0	22

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				1			1						
READING/ WRITING	B													
	I													
	A													
	P				1			1						

NYS ELA

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

NYS Math

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

NYS Science

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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.
PS/IS 178Q utilizes TCRWP to assess early literacy skills of ELLs. TCRWP assesses oral reading rate, phonemic awareness, letter and sound recognition and comprehension.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data from the NYSESLAT reveals that students score higher on the listening/speaking modalities than in reading/writing. The patterns of proficiency across the four modalities affect instruction. LAB-R and NYSESLAT analyses are used to tailor instruction and identify next steps. All ELLs have access to coherent programs, as well as rigorous instruction in all subject areas. This will allow each ELL to meet the high standards set for all students. At PS/IS 178, the school leadership and the teachers are using the assessment results, including results from the ELL Periodic Assessments, to plan for individual and group assignments with varying levels of instructional work. Teachers receive professional development on best practices to teach reading and writing, following the Ready Gen and Scholastic Code X Common Core Curriculum and Balanced Literacy Approach. ESL Teachers implement balanced literacy, mirroring the work of the classroom teacher. Classroom teachers work with ELL students in small groups to target next steps in writing through documenting writing conferences. One of the resources used for newcomers is material from Great Source Education Group – Access: Building Literacy Through Learning, which includes the use of visual aides and interactive games.

The ESL Program is vital for students acquiring the English language. Our success is measured primarily by the proficiency level reached by students on the NYSESLAT and by students progressing to a higher level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns found across NYSESLAT modalities show the effectiveness of our instructional program. Most of our ELL's move forward to the next level, most of our students are at an advanced level. Our students' periodic assessments demonstrate that our ELL's score highly and that they are capable of achieving success. These tests are helpful to see if any changes need to be made in our program. If we find any necessary changes, then administration will make any necessary changes into place.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

See response for question #2.

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](#).)

Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for a small group of students. These students are targeted as they are not responding to Tier I instruction and interventions. Students who receive Tier II interventions also continue to receive Tier I instruction and intervention. The interventions are designed to remediate students' basic academic skills. Tier II interventions take place during Literacy instruction or during extended day. Guided reading and small group strategy lessons are examples of our Tier 2 interventions. These interventions, provided in the classroom, enable teachers to target those students experiencing difficulty mastering a specific skill or concept. These groupings are flexible and can be modified depending on the need. The school uses various resources as Type II interventions for reading. Some resources included:

Lower Grades: TCRWP assessments for progress monitoring, Ready Gen, Lexia, Focus on Fluency, Earobics, sight word review, Foundations Wilson, Balanced Literacy/ Guided Reading, Small group strategy lessons, conference notes, student work samples, reading logs, books on tape, available technology such as Lexia Software, Ready A to Z, iPad II Apps, Rosetta Stone and Typing Pal.
Upper Grades: Interim assessments for progress monitoring, TCRWP assessments, Fountas and Pinnell, comprehensive strategies through Shared and Guided reading, Wilson Program, Vocabulary: Words Their Way; Small group strategy lessons, After School Academy (Dec-March) Grades 3- 8 group instruction for targeted students, conference notes, student work samples, reading logs, books on tape, available technology such as Lexia Software, Ready A to Z, iPad II Apps, Rosetta Stone and Typing Pal.

All "At-Risk" students receive high quality Tier II interventions. Interventions are provided by teachers and or service providers who:

- Meet to develop an intervention plan that addresses the learning needs of each identified student in Tier II
- Administer assessments to target proficiency levels.
- Analyze student assessment data to monitor student progress and to determine the need for additional intervention or a change of intervention.

Tier III interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations. More intensive interventions are achieved with a smaller student-teacher ratio, a longer duration of instruction, detailed attention of individual learning with more frequent progress monitoring. Students in Tier III instruction continue to receive core instruction. Tier III instruction occurs during the literacy block and extended day.

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

As articulated above, progress monitoring of each ELL student impacts instructional decisions that are made within each classroom and throughout the school. Each classroom teacher is responsible for maintaining accurate records on the progress of each ELL. Each classroom teacher provides detailed records to consider the ELL student's involvement in further RTI if the data suggests that additional intervention is required to improve student progress.

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

N/A

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

Paste response to question here:

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](#).)

A home language survey is given to parents by the Pupil Accounting Secretary, is completed by all parents of new students. The secretary provides the parent with a HLIS in the native language, if available, when noting a home language other than English is indicated. The ESL teacher or other qualified pedagogue assists parents with home language survey and conducts an informal interview to help determine the home language. Available personnel who speak the native language are called upon for assistance if necessary. If there is no one available who speaks that particular language, over-the-phone interpretative services are utilized. Contingent upon the information on the home language survey and the interview, the ESL teacher administers the LAB-R to students with a home language other than English within the first ten days of initial enrollment. Students who do not pass the LAB-R are eligible for ESL services.
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.

An orientation for parents of new ELLs is conducted immediately following the completion of LAB-R testing. Parents view the orientation video, which explains all three programs, shown in English, when requested, or in the native language, if available. Interpreters are present at the orientation, if necessary, to address any questions or concerns. If parents are not able to attend the orientation on the specified date, the ESL Teacher will set up a meeting when both parent and teacher are available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters and Parent Survey and Program Selection forms are mailed to the home. Parents are invited to attend an in school orientation, at the orientation parents are presented information regarding the program. Parents are to complete a survey and selection form after orientation. If the parent is able to attend the orientation, the survey and selection form are completed at that time. If parents are unable to attend the orientation they are provided with a link in which they are able to access the orientation video in their native language. If absentee parents do not return surveys by the indicated date, the ESL Teacher will contact parents and request the return of forms or set up a meeting to assist parents in successful completion of forms. Completed Parent Survey and Program Selection forms and copies of entitlement letters are placed in cumulative folders with office copies retained.
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.

PS/IS 178 recognizes the importance of parent, family and community involvement in the education of English Language Learners.

At “Meet the Teacher Night,” ELL parents are informed about state standards, assessments, school and class expectations and program requirements for the freestanding ESL program. An ELL Parent Orientation is conducted for parents of new ELLs soon after LAB-R testing of eligible students. Parents view a video in their own language, if available, before making an informed program selection. Classroom and ESL teachers meet with parents at parent teacher conferences and throughout the school year. ELL parents are encouraged to become active members of the PTA. Interpreters are available for any and all conferences.

Presently, there is an elementary school in the district that offers free ESL adult classes. Our parents were notified and invited.

Prior to the beginning of the school year, the principal, assistant principal and parent coordinator conduct a parent orientation for new families. Focused efforts are made to create home-school communication which involve families in school decisions. School personnel who speak the home language of a student, when available, are also utilized to communicate with the parent/guardian. If interpreters are not available on-site, the DOE provides over-the-phone interpretation.

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.
All ELLs are administered the NYSESLAT in the spring. The speaking portion is administered individually. Students are pulled and grouped according to their grade levels (each level of the NYSESLAT covers two grades; e.g., K and 1, 2 and 3, etc.) and are given all other sections of the NYSESLAT.
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. *①*
The majority of parents prefer their children to be in the Freestanding ESL Program we offer at our school, but a small number select a Transitional Bilingual Program as their first choice. Thus far, the number of parents requesting a bilingual program have not met the minimum number of students required to start a bilingual program in the school. Presently, all surveys demonstrate a request for our freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Push-in and pull-out models are used. ESL students are grouped heterogeneously. In some instances, grades must be combined in order to satisfy the required units of ESL instruction for students.
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)?

As per CR Part 154, we have one full-time ESL provider who is able to meet all of the required periods of ESL instruction for all ELLs. ESL Staff review enrollment data with the pupil accounting secretary to determine which students need to be tested for ESL eligibility upon enrollment. Once a student is determined eligible for ESL, a schedule to instruct that student is created in conjunction with school administration and the ESL Teacher. Beginner and intermediate students receive two units of study of ESL; advanced students receive one unit of study of ESL. Students also receive two, forty-five minute periods of daily 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.

The Common Core Curriculum is embedded in each of the four core content areas: English Language Arts, Mathematics, Social Studies and Science. The ESL teacher implements the common core standards and common core shifts through each program model via push-in or pull-out instruction. When the ESL teacher pushes into a classroom, collaborative team teaching is conducted, so that learning is maximized and opportunities to implement the core curriculum are presented, using a sheltered approach, students are provided access to mainstream, grade-level content. The materials used in content subjects are Ready Gen, Go Math and Code X.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are provided test accommodations in Science and Math in grades three and up. Students are also provided with glossaries for use during the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

See response for question #2.
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).

PS/IS 178 presently does not have SIFE students. Our plan includes administering assessments to ensure proper placement, and an instructional plan of literacy and learning standards on par with the expectation of advancing these students. Instruction would be tailored to learning styles based on educational strengths. SIFE students receive differentiated instruction, extended day and after school instruction, contingent upon funding. SIFE students receive invitations to summer school. Students who are newcomers are partnered with students who speak the same language. For newcomers, the ESL Teacher uses: Total Physical Response (TPR); visuals; realia; repetition; music; math manipulatives; graphic organizers; sound/word games; and role play. ELLs receiving more than three years, but less than six years, of service, attend the extended-day program. A thorough review of past educational services will help to determine what further services these students need. An educational plan using differentiated instruction, peer tutoring, small group instruction and reading intervention will be implemented. Long-term ELLs attend the extended-day program. A thorough review of past educational services will help to determine what further services these students need. An educational plan using differentiated instruction, peer tutoring, small group instruction and reading resources are implemented. The plan for an ELL identified as having special needs is to have him/her seen by teachers who provide the necessary related service(s), such as, Speech and Language, Occupational Therapy, Physical Therapy, Hearing and Vision Teacher, and SETSS. Classroom teachers and the ESL teacher will provide information on educational strategies to assist students to achieve the state-designated level of English proficiency for their grade. The ESL teachers follow the Individualized Education Plan (IEP) of any ELL student with an IEP. In addition, grade-appropriate materials that also accelerate English language learning from a variety of vendors, such as Scott Foresman and Pearson are used. Classroom teachers with ELL students have received 7.5 hours of professional development on strategies to teach ELLs.
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?

PS/IS 178 has a Freestanding ESL Program, the language of instruction being English only. There is one full-time fully certified ESL teachers. Both the push-in and pull-out models are used. ESL students are grouped homogeneously in the pull-out model. However, in classrooms, there is heterogeneous grouping. Grades must be combined in order to satisfy required units of ESL instruction for students. Instruction is aligned to ESL/ELA learning standards and embeds the new common core standards. ESL instruction uses ESL methodology, some of which include: visuals; realia; repetition; music; math manipulatives; charts; graphic organizers; sound/word games; and role play. Technology is also integrated into the ESL curriculum with the use of the Lexia learning program and Rosetta Stone program. Other technology programs are integrated to teach ELLs. Mini lessons, read alouds and guided reading are part of the ESL experience, as the school implements a Balanced Literacy Approach to teaching reading and writing. Instruction for the upper grades includes literature and content-based instruction. The ESL teacher supports students' understanding by scaffolding academic language in content areas. There is congruency among classroom and ESL teachers, who collaboratively plan instruction for ELL students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
See question #7 response.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

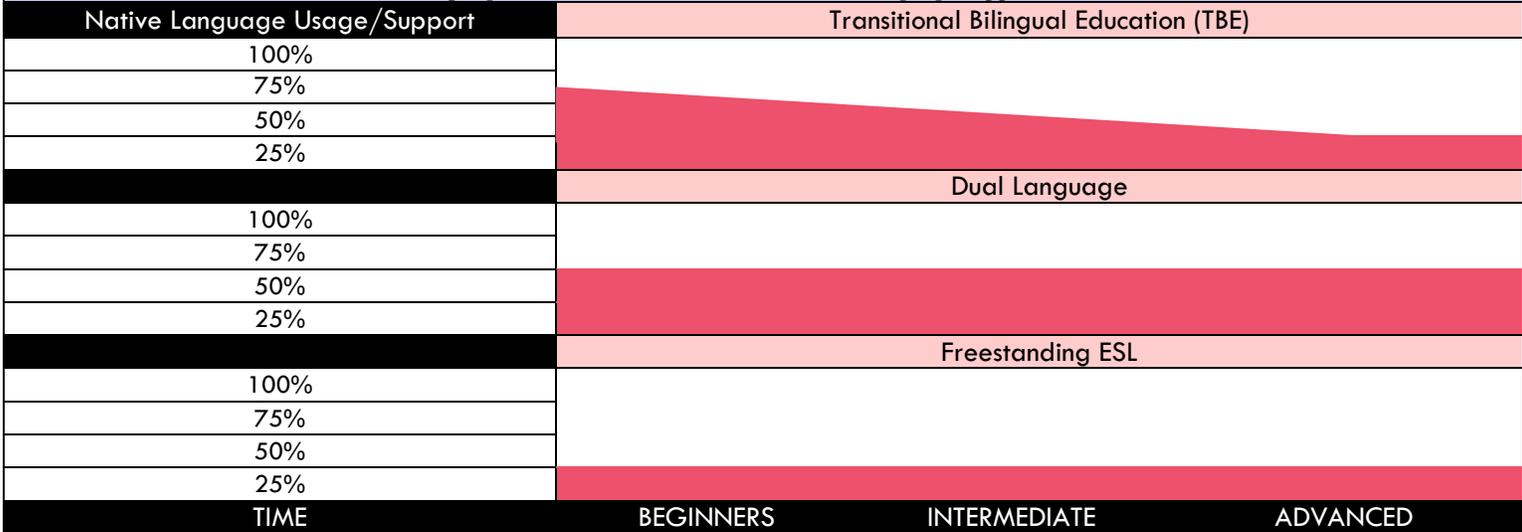
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- English only is the language of instruction. Instruction is aligned to the ESL/ELA and Common Core Learning Standards in all content areas. Small group and differentiated instruction is employed. Support services for our ELLs include extra help in extended day. In which an instructor, including the ESL teacher provide the necessary support needed in the content area.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is assessed by the periodic monitoring of our ELL students both in content and language development. The program is successful when minimal time away from the student's classroom is embedded in the student's schedule. Using the push-in model allows students to acquire content material with the assistance of the ESL teacher content material is differentiated based on their level of English language level.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs include purchasing software programs, such as Rosetta Stone to improve student progress. Improvements to the program include scheduling more time for push-in ESL instruction, so that there is parallel teaching taking place within a classroom between the classroom teacher and the ESL teacher.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are fully serviced and receive the mandated number of minutes per week. Former ELL students receive testing accommodations for two years following their proficient status on the NYESLAT. They are also serviced by an AIS teacher for additional support. Former ELL students are invited to attend the Extended Day Program. ELLs in the testing grades are invited and encouraged to attend the ELA and Math After School Program, which includes comprehensive preparation for the statewide assessments (ELA and Math).
- PS/IS 178 implements the following enrichment and extracurricular activities for all students, including ELLs:
- CHAMPS After School Sports Programs – for Middle school students
 - Talent Programs, including Drama, Digital Media and Visual Arts (Grades 6-8)
 - Music Literacy (grades PK-8) all students
 - Chorus (grades 3-8) - all ELLs invited to audition
 - Debate Team (Grades 5-8 students)
 - Math Team (Grades 5-8 students)
 - Ballroom Dance (Grade 5 students)
 - Percussion (grades 1-2) – seasonal
 - Art (grades PK-8) -all students
 - Basketball (MS students) - seasonal
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- See RTI information.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered as needed using the resources at our school ie. translated glossaries, reading material, textbooks.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of our required services support and resources correspond to the ages and grade levels of our ELL's. By having a push-in model ELL students are consistently exposed to grade level content and material. ESL Teacher provides students with differentiated instruction.
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.
- Students who are newcomers are partnered with students who speak the same language. As stated above, orientations take place. Student service monitors in upper grades provide mentoring to newcomers.
18. What language electives are offered to ELLs?

Paste response to question here:

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

N/A

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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.

All teachers participate in professional development and are provided the minimum 7.5 hours of training. Teachers are taught how to plan for individualized or group instruction for all students, including ELLs, to help them meet or exceed New York State and City standards. ESL professional development for ESL teachers, include training on SIFE Diagnostic Testing, push-in versus pull-out instruction, CFN-led professional development, including a series from Dr. Lily Wong Fillmore and Mary Ann Cucchiara on implementing "juicy sentences," as well as professional development for working with ELL students and on differentiated instruction, as well as UFT offerings on ESL instruction. Professional development is provided to all teachers on literacy, math, social studies, science, physical education, library services, special education, music and the arts on an ongoing basis, which are aligned to the Common Core Learning Standards and Charlotte Danielson's Teacher Effectiveness Framework. Professional development is conducted in-house through staff members turn-keying, as well as by administration, coaches, universities, such as Teachers College, etc. Professional development modes vary: 1-1, whole group/grade/department; vertical and horizontal grade planning; entire faculty. Records are maintained by all pedagogues sign in at every meeting, logs are securely kept in a file by our office personnel.

The transition from elementary to middle school is a smooth one, as we are a K-8 school and teachers collaborate to ensure proper placement for each child. The guidance counselor assists the staff for students transitioning to high school.

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/IS 178 recognizes the importance of parent, family and community involvement in the education of English Language Learners. At "Meet the Teacher Night," ELL parents are informed about state standards, assessments, school and class expectations and program requirements for the freestanding ESL program. An ELL Parent Orientation is conducted for parents of new ELLs soon after LAB-R testing of eligible students. Parents view a video in their own language, if available, before making an informed program selection. Classroom and ESL teachers meet with parents at parent teacher conferences and throughout the school year. ELL parents are encouraged to become active members of the PTA. Interpreters are available for any and all conferences.

Presently, there is an elementary school in the district that offers free ESL adult classes. Our parents were notified and invited.

Prior to the beginning of the school year, the principal, assistant principal and parent coordinator conduct a parent orientation for new families. Focused efforts are made to create home-school communication which involve families in school decisions. School personnel who speak the home language of a student, when available, are also utilized to communicate with the parent/guardian. If interpreters are not available on-site, the DOE provides over-the-phone interpretation.

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

Part VI: LAP Assurances

School Name: <u>The Holliswood School</u>		School DBN: <u>26Q178</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer C. Ambert	Principal		1/1/01
Paul Seo	Assistant Principal		1/1/01
Phyllis Corley	Parent Coordinator		1/1/01
Flor Palma-Stuckey	ESL Teacher		1/1/01
Mica Bataille	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Lauren Kienle	Coach		1/1/01
	Coach		1/1/01
Cristina Peters	Guidance Counselor		1/1/01
Marlene Wilks	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q178** School Name: **HOLLISWOOD - PS/IS 178Q**

Cluster: **2** Network: **2.05**

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.

The tools that were used to indicate the translation needs in languages for parents were: Home Language Information Survey (HLIS), ATS Otele Report, input from the ESL teacher, classroom teachers, counselors, PTA, and the parent coordinator.

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.

Interpretation service is needed in the following languages: Russian, Urdu, Italian, Arabic, Chinese (Mandarin and Cantonese), as well as Spanish. Translation in Farsi is required, but not available through DOE translation services. Approximately only five percent of our parents need translated services; the majority of translation is needed in Russian about 3% percent, .5% percent Urdu, .5% percent Italian, .5% percent Arabic and .5% percent Chinese. These findings were reported to the school community through the school's CEP, Quality Review, and Accountability and Overview Report, as well as through school meetings: School Leadership Team, PTA, SBST, and Faculty.

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 types of documents that need to be translated are Parent-Teacher Conference Information, parent workshop flyers, PTA notices, traffic and safety notices, school events (concerts, science fairs, arts festival, etc.) and central notices not already available in translated versions. Written translations will be provided by volunteers, outside vendors, Superintendent's Office, parents, and in – house staff.

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 translation for our ELL parents is needed in Russian, Chinese (Mandarin and Cantonese), Urdu, Italian, Arabic, as well as Spanish for the following: Parent Workshops on assessment, individual Parent-Teacher Conferences for November and March, individual parent meetings with teachers and staff, and telephone communications. Oral interpretation service provided by outside vendor, Superintendent's Office, parents, in – house staff, parent volunteers, and over-the-phone interpretation services for all NYC DOE schools at 718-752-7373 ext. 4. Translation in Farsi is required, but not available through DOE translation services. These findings were reported to the school community through the school's CEP, Quality Review, and Accountability and Overview Report, as well as through school meetings: School Leadership Team, PTA, SBST, and Faculty.

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>.

PS/IS 178 has posted near the primary entrance, on Radnor Road, a sign for translation and interpretation services in the appropriate languages. At the security desk is a language identification card so that non-English speaking parents may find their language and identify it for the agent. A staff member listed in the translation binder may be called or over-the-phone interpretation service may be accessed by calling 718-752-7373 ext. 4. Parent's Bill of Rights in DOE translated languages is available at the security desk and in the parent coordinator's office, room 207.