Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**P.S.280Q**
DBN (*i.e. 01M001*):	**20Q280**
Principal:	**MS. LISA HIDALGO**
Principal Email:	**LHIDALGO@SCHOOLS.NYC.GOV**
Superintendent:	**DR. PHILIP COMPOSTO**
Network Leader:	**MS. NANCY DIMAGGIO**

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lisa Hidalgo	*Principal or Designee	
Jessica Goldberg	*UFT Chapter Leader or Designee	
Carmen Marca	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Jeffrey Catano	Member/ Teacher	
David Zimmerman	Member/ Teacher	
Stephanie Rodriguez	Member/ Teacher	
Vianney Mendez	Member/ Parent	
Stephanie Rodriguez	Member/ Parent	
Jeffrey Catano	Member/ Parent	
Angela Quintero	Member/ Parent	
Petronka Valente	Member/ Parent	
Teofila Valente	Member/ Parent	
David Zimmerman	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, 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**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 80% of our students will increase 2 reading levels as measured by the Fountas & Pinnell benchmark Assessment System.

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 conducting our baseline assessment in literacy, it was determined that approximately 76% of our students were reading below benchmark levels.

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. **Response to Intervention (RTI**): RTI Interventions will be provided to all students based on the 3 tier system: Tier 1 – whole group, Tier 2-small group, Tier 3-one to one instruction.

2. **Professional Development (PD**): In order for teachers to understand and implement the Citywide Instructional Expectations for 2013-2014 and align them to the Common Core Standards (CCLS), professional development was provided on the instructional shifts in ELA. Teachers will be given an opportunity to reflect and analyze how this impacts their instruction and identify how they will need to modify their lessons to lessen the gap between what the standards require and what the students know and are able to do. All professional development will be ongoing from September 2013 to June 2014.

   - PD will be provided by administration it will focus on ADVANCE, Depth of Knowledge (DOK) and Universal Design Learning (UDL), reconstructing and deconstructing a complex text through close reading. Teachers will be provided with the Revised Blooms Taxonomy Chart as a tool to incorporate higher order questions into their lessons. Teachers viewed a lesson that had higher order thinking questions and used the Danielson Rubric to rate the effectiveness of the teacher and the engagement of the students. In addition, teachers were informed that their DOK questions will correlate with student engagement and assessment of the lesson.

   - Teachers will receive PD on creating rubrics that are student friendly rubrics and aligned to the CCLS.

   - Teachers will continue to participate in professional development to learn the proper administration of the Fountas & Pinnell Benchmark Assessment System

   - Teachers will continue to participate in professional development workshops at Teacher's College. On topics such as but not limited to: conferring, writing for readers, how to books, persuasive writing of all kinds etc.

   - Teachers will receive training in Learning A-Z (RAZ-KIDS, Science A-Z, Writing A-Z and Reading A-Z), Words Their Way and Safari Montage.

   - Our staff developer will provide teachers with additional professional development in areas of differentiation, small group instruction, and guided reading in literacy.

   - Our ESL Coordinator will provide our ELL teachers with ESL methodologies and strategies such as scaffolding, academic vocabulary development, charts, visuals, repetitions, echoing of answers, modeling, bridging, schema building, and accountable talk.

   - Teachers are provided with common planning time in their schedule to allow for weekly planning sessions. During this time, all support staff including

administration attend common planning sessions to provide support and resources.

- Our guidance counselor will provide our teachers with behavior modification strategies, behavior management strategies, and child abuse awareness workshops.

- Our IEP teacher provides our special education teachers with workshops on but not limited to: SESIS, IEP Goals, IEP modifications and adaptations, classroom strategies to assist teachers in order to help students meet their IEP goals.

3. **Inquiry Teams**: All teachers will participate in inquiry teams in order to enhance teaching in the area such as engagement, depth of knowledge questions and learning of reading through data analysis (Fountas and Pinnell).

4. **Monthly Goals**: Reading goals are determined using the data from Fountas and Pinnell, conference notes, small group instruction and guided group work. The analysis of all this data will determin if the student met the goal and is ready to go to the next level. All students will have bi-monthly reading goals based on their current level of performance on F&P running records and data accumulated during student/teacher conferences. These goals are communicated to parents and changed once the student reaches his or her individual goal.

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

1. Response to Intervention (RTI)

- All classroom teachers provide tier 1 and 2. Specifically selected out of classroom personnel and clusters provide tier 3 instruction.

2. **Professional Development (PD)**:

- Professional Development is provided by Principal, Assistant Principal, Staff Developer, ESL Coordinator, Guidance Counselor, IEP teacher, and our in house TC staff developer. In addition, our teachers and staff receive PD from outside organizations such as, TC, Words their Way, Social Studies/Houghton Mifflin and Safari Montage.

3. Inquiry Teams:

- All classroom teachers
- Clusters/Out of the Classroom Personnel
- Principal
- Assistant Principal

4. **Monthly Goals**:

- All classroom teachers

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

1. **Response to Intervention (RTI)**: At the end of 10 weeks, teachers will assess students using the F&P assessment. That data will be utilized in creating next steps and goals for each student.

2. **Professional Development (PD)**: The effectiveness of PD will be monitored via feedback forms, implementation of strategies, execution of lessons, and the implementation of Daniel Framework components. Teachers will receive oral and written feedback on a regular basis which includes commendations and recommendations (next steps).

3. **Inquiry Teams**: The inquiry teams will examine student work using CCLS aligned rubrics to determine what modifications need to be made to instructional strategies ensuring multiple entry points for all students. Furthermore, teachers will articulate to students what their next steps are so each student is aware of how he/she can improve their skills.

4. **Monthly Goals**: The achievement of bi-monthly goals will be monitored and evaluated by student performance on the F&P assessment, conference notes, and guided reading/skills group.

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

1. **Response to Intervention (RTI**): 8 week cycles beginning October 2013 through June 2014

2. **Professional Development (PD**): Beginning August 2013 through December 2013 Fountas & Pinnell, Fundations (Phonics Program), RAZ-Kids, Safari Montage, Words their Way.

   Ongoing weekly and monthly PD throughout the remaining school year June 2014 will consist of:
   - Differentiation with a focus on high performing students and opportunities for them to demonstrate higher order thinking skills or extend their learning
   - Universal Design for Learning
   - ESL strategies and methodologies
   - Depth of Knowledge questioning
   - Academic Tiered Vocabulary Development
   - Flexible Grouping
   - Multiple Entry Points
   - Effective Feedback resulting in instructional adjustments and clear next steps.

PD opportunities have been allotted in the schedule 4 times a week

3. **Inquiry Teams**: November 2013 through June 2014 – Baseline task (November 2013 to January 2014) Midline Task (January 2014 to March 2014) Endline Task (March 2014 to June 2014).

4. **Monthly Goals:** Beginning October 2013 through June 2014

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

1. **Response to Intervention (RTI**): Students receiving RTI are performing below the grade instructional level as measured by F&P. Teachers use the various components in this assessment to gauge areas of weakness and create lessons that target specific skills and/or strategies. Other instructional supports include Fundations, RAZ-Kids, and Words their Way. Resources include but not limited to – Title 1 SWP, TL Fair Student Funding

2. **Professional Development (PD**): Teachers were given a survey to determine PD areas in which teachers felt they needed assistance. In addition, informal observations and walk throughs performed by administration helped determine areas of need for the teachers. Hence, topics for PD were determined based on teacher need. Resources include but not limited to – Title 1 SWP, TL Fair Student Funding

3. **Inquiry Teams**: Teachers use the TC Performance Task to imbed in the curriculum instructional targets that include multiple entry points, differentiation, and specific skill or strategy groups. In addition, teachers use this task to formulate enrichment groups for students that are meeting on their grade level expectations. Resources include but not limited to – Title 1 SWP, TL Fair Student Funding

4. **Monthly Goals**: Bi-monthly goals are determined using the F&P data, conference notes, small group instruction and guided group work. The analysis of all this data will determine if the student met the goal and is ready to go to the next reading level. It also guides teachers to adjust and modify instruction as necessary. Resources include but not limited to – Title 1 SWP, TL Fair Student Funding

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).

1. **Response to Intervention (RTI**): Parents are informed of tier 1, tier 2 and tier 3 instructional practices that are provided to their child through letters and phone calls. Parents are also made aware of their child's progress on tasks via progress reports and report cards. Meetings with parents will be on a need basis. Resources include but not limited to – Title 1 SWP

2. **Professional Development (PD**): Parents have access to RAZ-Kids where they can view their individual child's growth. Parents will have access to our school webpage, where they can view links to literacy websites. Resources include but not limited to – Title 1 SWP, TL Fair Student Funding

3. **Inquiry Teams**: Parents are provided with workshops to inform them of at-home strategies they can do to help their child make academic gains to meet or surpass the reading goal. Resources include but not limited to – Title 1 SWP, TL Fair Student Funding

4. **Monthly Goals:** Parents receive bi-monthly reading goals and strategies that can be implemented at home to help the child reach his/her goal. Resources include but not limited to – Title 1 SWP, TL Fair Student Funding

Budget and Resource Alignment

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

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Purchase of Fountas and Pinnell Assessment Benchmark System – Title 1 SWP
Fundations Phonemic Program – Title 1 SWP
Purchase of classroom libraries – TL NYSTL
Purchase of Teachers College professional development days Title 1 SWP
School Website – NYS STVP Software Voucher
Purchase of Learning A-Z on line programs – Title 1 SWP
Purchase of Safari Montage - Title 1 SWP
Purchase of Listening Materials - Title 1 SWP

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 2014, 70% of our students will increase 1 to 2 levels on the Writing Performance Task as measured by the Teacher's College CCLS aligned rubric.

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 conducting our baseline performance task, it was determined that approximately 80% of our students are writing below grade level.

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. **Professional Development (PD**): In order for teachers to understand and implement the Citywide Instructional Expectations for 2013-2014 and align them to the Common Core Standards (CCLS), professional development will be provided on the instructional shifts in ELA with a focus on writing.

    - Teachers will receive professional development on the standards in writing for their grade. Teachers will review and analyze the expectation for their perspective, previous, and subsequent grade. This will provide teachers with a clear understanding of what the common core learning standards are in writing. Therefore, teachers can modify and adapt instructional lessons to lessen the gap between what the standards require and what the students know and are able to do.

    - Teachers have and will continue to receive professional development on how to create goals and next steps for their students after analyzing their student writing pieces.

    - Teachers will receive professional development before the start of a new unit of study (i.e. informational writing, narrative writing, etc.) in order to allot ample time for students to write, work as authors, cycle through the stages of the writing process (collecting, drafting, revising, editing, and publishing) and give student feedback that is essential to student growth.

    - Teachers have and will continue to receive PD in creating student facing (child friendly) rubrics in writing.

    - Teachers administer the performance task and analyze student work to determine areas of instructional focus (i.e. organization, purpose, use of grade appropriate vocabulary, grammar, etc.). Professional development will focus on the impact of teacher instruction and how to identify and apply modifications to their lessons.

    - Teachers have and will continue to receive professional development on the Revised Blooms Taxonomy Chart as a tool to incorporate higher order questions into their lessons.

    - Teachers have and will continue to participate in professional development workshops at Teacher's College that focus on using mentor texts in the classroom, process and components of the writing workshop, and providing actionable feedback and next steps to students.

    - Our TC staff developer has and will continue to work with our teachers so that learning progressions are aligned to the Common Core State standards and assist teachers to provide students with actionable feedback and self-assessment.

    - Our staff developer will provide teachers with additional professional development in areas of differentiation during writing workshop, small group instruction, and writing skills groups. In addition, teachers will continue to practice how to look at and analyze data to form small group instruction and

develop next steps and goals.

- Teachers will be taught how to observe what students do as writers, develop and create inquiry questions (DOK questions), and analyze how students work independently and in partnerships. Teachers will study and develop discourse and plan teaching strategies to help students learn.

- Our ESL Coordinator will provide our ELL teachers with ESL methodologies and strategies such as scaffolding, academic vocabulary development, charts, visuals, repetitions, echoing of answers, modeling, bridging, schema building, and accountable talk to improve student progress in writing.

2. **Inquiry Teams**: All teachers will:
   - Analyze the baseline, midline, and endline writing task to monitor growth, provide actionable feedback and create next steps to improve student outcome.
   - Evaluate the effectiveness of curriculum and instructional decisions
   - Use the writing data to identify changes in instructional practice that will accelerate learning for underperforming students and higher achieving students

3. **Monthly Goals:** All students will have writing goals based on their current unit of study and data accumulated during student/teacher conferences. These goals are communicated to parents and students and changed once student reaches his or her individual goal.

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

1. **Professional Development (PD**):
   - Professional Development is provided by Principal, Assistant Principal, Staff Developer, our TC staff developer and Network Achievement Coaches.

2. **Inquiry Teams:**
   - All classroom teachers
   - Clusters/Out of the Classroom Personnel
   - Principal
   - Assistant Principal

3. **Monthly Goals**:
   - All classroom teachers will create with students writing goals based on their performance task, conference notes, and data.

1.

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

1. **Professional Development (PD**): The effectiveness of PD will be monitored via feedback forms, implementation of strategies, execution of lessons, and the implementation of Daniel Framework components. Teachers will receive oral and written feedback on a regular basis which includes commendations and recommendations (next steps).

2. **Inquiry Teams**: The inquiry teams will examine student work using common core aligned rubrics to determine what modifications need to be made to instructional strategies ensuring multiple entry points for all students. Furthermore, teachers will articulate to students what their next steps are so students are aware of how they can improve their skills.

3. **Monthly Goals:** The achievement of writing goals will be monitored and evaluated by student performance on the TC writing performance task, conference notes, and guided skills group.

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

1. **Professional Development (PD):** Beginning September 2013 through December 2013 teachers received PD in writing focusing on Citywide Instructional Expectations for 2013-2014, understanding the standards in writing for their grade, how to implement a new unit of study, creating student facing (child friendly)

rubrics in writing, analysis of student work on writing performance tasks, incorporating higher order questions (DOK) into their lessons, using mentor texts in the classroom, incorporating the writing process and components of the writing workshop.

Ongoing weekly and monthly professional development from January 2014 through June 2014 will consist of:

- Providing actionable feedback and next steps to students
- Modeling self-assessment to students when writing
- Differentiation during writing workshop
- Small group instruction and writing skills groups
- Analyzing data to form small group instruction and develop next steps and goals.

2. **Inquiry Teams:** November 2013 through June 2014 – Baseline task (November 2013 to January 2014) Midline Task (January 2014 to March 2014) Endline Task (March 2014 to June 2014).

3. **Monthly Goals:** Beginning October 2013 through June 2014

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

1. **Professional Development (PD**): Teachers were given a survey to determine PD areas in which teachers felt they needed assistance. In addition, informal observations and walk through performed by administration helped determine areas of need for the teachers. Consequently, topics for PD were determined based on teacher need.

2. **Inquiry Teams**: Teachers use the Teachers College Performance Task to acquire instructional targets and imbed them in the curriculum. They include but are not limited to multiple entry points, differentiation, and specific skill or strategy groups. In addition, teachers use this task to formulate enrichment groups for students that are meeting or exceeding their grade level expectations.

3. **Monthly Goals:** Writing goals are determined using the data from the writing task, conference notes, small group instruction and guided group work. The analysis of all this data will determine if the student met the goal and is ready to go to the next reading level. It also serves as a guide to teachers to adjust and modify instruction as necessary.

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).

1. **Professional Development (PD):** Parents will have access to our school webpage, where they can view links to literacy websites.

2. **Inquiry Teams:** Parents are provided with workshops to inform them of at-home strategies they can do to help their child make academic gains to meet or surpass the reading goal.

3. **Monthly Goals:** Parents receive bi-monthly reading goals and strategies that can be implemented at home to help the child reach his/her goal.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

TC Curriculum and Staff Development – Title 1 SWP
Units of Writing – TL Fair Student Funding
Copy paper for writing booklets – Title 1 SWP

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 2014, 75% of K students will demonstrate mastery (Level 3) of the Counting and Cardinality standards and 75% of 1-3 students will demonstrate mastery (Level 3) of the Operations and Algebraic Thinking standards in order to develop problem solving skills as measured by the EnVisions CCLS End of Year Assessment.

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 conducting our baseline assessment, it was determined that approximately 50-75% of our students did not demonstrate mastery (Level 3) of the NYS CCLS Operations and Algebraic Thinking AND the Counting and Cardinality 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.

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

1. **Professional Development (PD):):** In order for teachers to understand and implement the Citywide Instructional Expectations for 2013-2014 and align them to the Common Core Standards (CCLS), professional development will be provided on the NYS Instructional Shifts in Mathematics, vertical alignment of NYS CCLS standards, and the NYS CCLS Standards for Mathematical Practice.

    - Teachers will receive monthly professional development on grade-specific NYS CCLS Standards and NYS CCLS grade-specific Content Emphases. Then teachers will review and analyze the expectation for their perspective grade and the subsequent grade. This will provide teachers with a clear understanding of what the common core learning standards are in math. This will assist teachers in prioritizing lessons from the envision program and develop a more detailed understanding of grade-level expectations.
    - Teachers will receive professional development in curriculum mapping in order to address grade-specific Content Emphases and school-wide data.
    - Teachers will receive professional development on designing the mathematics workshop in order to address the fluency and application components of the NYS CCLS Shift in Mathematics.
    - Teachers will receive professional development lesson implementation in order to foster our students' mathematical thinking, develop and create inquiry questions (DOK questions), and increase student engagement.
    - Teachers will receive professional development in the components of the enVisions program in order to assess student understanding, differentiate instruction, and plan units of study.
    - Teachers will receive professional development in order to develop our students' problem solving skills

2. **Inquiry Teams:** All teachers will:
    - Analyze the enVision CCLS Baseline, Mid-year, and End-of-Year math task to monitor growth, provide actionable feedback and create next steps to improve student outcome.
    - Evaluate the effectiveness of curriculum and instructional decisions
    - Use the data to identify changes in instructional practice that will accelerate learning for underperforming students and higher achieving students
    - Share resources and practices that directly impact student performance.

3. **Monthly Goals:** Student and class math goals are developed by using unit pre-assessments: teacher created or enVision program. These goals are communicated with parents and modified during the unit of study upon meeting of a specified goal

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

1. **Professional Development (PD**):
    - Professional Development is provided by Principal, Assistant Principal and Achievement Coaches
    - Literacy Coach/Staff Developer

2. **Inquiry Teams:**
    - All classroom teachers
    - Clusters/Out of the Classroom Personnel
    - Principal
    - Assistant Principal

3. **Monthly Goals**:
    - All classroom teachers will create math goals with students based on their performance task, conference notes, and data.

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

1. **Professional Development (PD):** The effectiveness of PD will be monitored via feedback forms, implementation of strategies, execution of lessons, and the implementation of Daniel Framework components. Teachers will receive oral and written feedback on a regular basis which includes commendations and recommendations (next steps). End-of-unit assessments will serve as another measure of the effectiveness of the professional development provided to the staff.

2. **Inquiry Teams:** The inquiry teams will examine student work using rubrics to determine what modifications need to be made to instructional strategies ensuring multiple entry points for all students. Furthermore, teachers will articulate to students what their next steps are so students are aware of how he/she can improve their skills. Inquiry teams will identify student expectations using the NYS CCLS and the goals of the envision units of study.

3. **Monthly Goals:** Monthly grade-meetings will provide opportunities for teachers and administration to review the progress of each unit of study, evaluate assessments, and use student work to guide and y modifications in curriculum or classroom practices.

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

1. **Professional Development (PD**): Beginning August 2013, monthly inquiry team meeting will begin using student work to evaluate instructional practices and resources used during the mathematics workshop. By using the Danielson Framework, the professional development scheduled from September to December will focus on specific Domains that will directly link to NYS Instructional Shifts in Mathematics. Subsequent professional development, January to June, will focus on identifying, planning, and implementing best-instructional practices in mathematics as evidenced by student work samples.

   Ongoing weekly and monthly PD throughout the school year June 2014 will consist of:
    - Differentiation with a focus on high performing students and opportunities for them to demonstrate higher order thinking skills or extend their learning
    - Universal Design for Learning (UDL)
    - ESL strategies and methodologies
    - Depth of Knowledge questioning
    - Academic Tiered Vocabulary Development
    - Flexible Grouping
    - Multiple Entry Points
    - Effective Feedback resulting instructional adjustments and clear next steps.

2. **Inquiry Teams**: October 2013 through June 2014 – Baseline assessment (October 2013 to January 2014) Midline assessment (January 2014 to March 2014) Endline assessment (March 2014 to June 2014)

3. **Monthly Goals:** Beginning October 2013 through June 2014

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

1. **Professional Development (PD):** Teachers will be given a survey to determine additional PD areas (i.e. differentiation, close reading of a math word problem, reconstructing and deconstructing a word problem, mathematical concepts, developing tasks with multiple entry points. In addition, informal observations and walk through performed by administration will help determine areas of need for the teachers. Hence, topics for PD will be determined based on teacher need. The Master

Schedule will be used to create opportunities for administration to schedule and conduct professional development. In addition, the schedule is designed to maximize time for teacher teams to collaborate and plan instruction.

2. **Inquiry Teams:** Components of the enVision program will be used as tools for differentiation, classroom environment components, ELL support, and to determine specific skill or strategy groups. In addition, teachers use this task to formulate enrichment groups for students that are meeting or exceeding their grade level expectations.

3. **Monthly Goals**: Math goals are determined using the data from performance tasks, conference notes, small group instruction and guided group work. The analysis of all this data will determine if the student met the goal and is ready to go to the next topic. It also guides teachers to adjust and modify instruction as necessary and close the gap between what the standards require and what their students know and are able to do.

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).

1. **Professional Development (PD):**. Parents will have access to our school webpage, where they can view links to mathematical websites. Parent workshops will provide parents with information about NYC CCLS, NYS Instructional Shifts in Mathematics, enVisions program, and tools to support their children at home. Parent-Teacher Association meetings will provide additional opportunities to share information about educational practices, State requirements, and tools for support. Teachers will share methods for communicating student progress with parents.

2. **Inquiry Teams:** Teacher teams will review student work to determine strategies for linking units of study to the home environement so parents have "tool-kits" to support their children.

3. **Monthly Goals:** Parents receive goals depending on topics and strategies that can be implemented at home to help the child reach his/her math goal. Parent-Teacher Association meetings will provide opportunities to share units of study and goals of each unit with parents. Activities for parents will be distributed at Parent-Teacher Association meetings to further support the home-school connection.

Budget and Resource Alignment

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

	Tax Levy	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

EnVisions Math Program – Title 1 SWP

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.
By June 2014, 80% of ELL student performance will increase by 50% in all language proficiency levels as measured by the NYSESLAT.

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.
Upon reviewing the Spring 2013 NYSESLAT scores it was evident that ELL students were not mastering skills in the four modalities of the NYSESLAT exam. Only 6 students became proficient in Spring 2013.

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.

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

1. **Response to Intervention (RTI):** RTI Interventions will be provided to ELL students based on the 3 tier system: Tier 1 – whole group, Tier 2-small group, Tier 3- one to one instruction.

2. **Professional Development (PD**): In order for teachers to understand and implement the Citywide Instructional Expectations for 2013-2014 and align them to the Common Core Standards (CCLS), professional development was provided on the instructional shifts in ELA and Writing. In addition, teachers will receive resources and strategies to support ELL students by scaffolding daily lessons including listening, speaking, reading and writing

- Teachers will use data gathered from NYSESLAT, LAB-R, Fountas and Pinnell, the Fundations Phonics program, and writing tasks to look for instructional trends and patterns which will give us a direct correlation to what the needs are for our ELL population. Teachers will separate the implications by modalities and use their findings to create instructional goals and next steps for their students.

- PD provided by administration will focus on Depth of Knowledge (DOK) and Universal Design Learning (UDL), reconstructing and deconstructing a complex text through close reading. This will help ELL students navigate complex texts and provide them with strategies to manage higher reading levels.

- Teachers were provided with the Revised Blooms Taxonomy Chart as a tool to incorporate higher order thinking questions into their lessons. In addition, teachers were informed that their DOK questions will correlate with student engagement and assessment of the lesson.

- Collaborative discussions with supervisors, ESL Coordinator and ELL teachers are held to determine instructional strategies to support student progress.

- Teachers will participate in professional development workshops at Teacher's College that provide them with strategies and techniques to meet the needs of ELL students.

- Our staff developer will provide teachers with additional professional development that will focus on ELL student achievement and provide strategies in areas of differentiation, small group instruction, and guided reading/writing in literacy to help ELL advance from one level to the next.

- Our ESL Coordinator will provide our ELL teachers with ESL methodologies and strategies such as scaffolding, academic vocabulary development, charts, visuals, repetitions, echoing of answers, modeling, bridging, schema building, and accountable talk to improve all language proficiency modalities

- Teachers are provided with common planning time in their schedule to allow for weekly planning sessions. During this time, all support staff including administration attend common planning sessions to provide support and resources.

3. **Inquiry Teams**: Grade teacher teams meet to identify authentic opportunities for students to develop and improve listening, speaking, reading and writing throughout all content areas.

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

1. **Response to Intervention (RTI)**
   - All classroom teachers provide tier 1 and 2. Specifically selected out of classroom personnel and clusters provide tier 3 instruction.

2. **Professional Development (PD)**:
   - Professional Development is provided by Principal, Assistant Principal, Staff Developer, ESL Coordinator, IEP teacher, and our TC staff developer.

3. **Inquiry Teams:**
   - All classroom teachers
   - Clusters/Out of the Classroom Personnel
   - Principal
   - Assistant Principal

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

1. **Response to Intervention (RTI)**: At the end of 8 weeks, teachers will assess students using the F&P assessment. That data will be utilized in creating next steps and goals for each student.

2. **Professional Development (PD)**: The effectiveness of PD will be monitored via feedback forms, implementation of strategies, execution of lessons, and the implementation of Daniel Framework components. Teachers will receive oral and written feedback on a regular basis which includes commendations and recommendations (next steps).

3. **Inquiry Teams**: The inquiry teams will examine student work using rubrics to determine what modifications need to be made to instructional strategies ensuring multiple entry points for all students. Furthermore, teachers will articulate to students what their next steps are so each student is aware of how he/she can improve their skills.

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

1. **Response to Intervention (RTI)**: 8 week cycles beginning October 2013 through June 2014

2. **Professional Development (PD)**: Beginning August 2013 through December 2013 teachers received professional development in Fountas & Pinnell, Fundations (Phonics Program), RAZ-Kids, Words their Way.

   Ongoing weekly and monthly PD throughout the school year June 2014 will consist of:
   - Differentiation with a focus on high performing students and opportunities for them to demonstrate higher order thinking skills or extend their learning
   - Universal Design for Learning
   - ESL strategies and methodologies
   - Depth of Knowledge questioning
   - Academic Tiered Vocabulary Development
   - Flexible Grouping
   - Multiple Entry Points
   - Effective Feedback resulting instructional adjustments and clear next steps.

3. **Inquiry Teams**: November 2013 through June 2014 – Baseline task (November 2013 to January 2014) Midline Task (January 2014 to March 2014) Endline Task

(March 2014 to June 2014).

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

1. **Response to Intervention (RTI**): Students receiving RTI are performing below the grade instructional level as measured by F&P. Teachers use the various components in this assessment to gauge areas of weakness and create lessons that target specific skills and/or strategies. Other instructional supports include Fundations, RAZ-Kids, and Words their Way to improve academic vocabulary and all language modalities.

2. **Professional Development (PD**): Teachers were given a survey to determine PD areas in which teachers felt they needed assistance. In addition, informal observations and walkthroughs performed by administration helped determine areas of need for the teachers. Therefore, topics for PD were determined based on teacher need.

3. **Inquiry Teams**: Teachers use the Teachers College Performance Task to generate instructional targets that include multiple entry points, differentiation, and specific skill or strategy groups. In addition, teachers use this task to formulate enrichment groups for students that are meeting on their grade level expectations.

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).

1. **Response to Intervention (RTI**): Parents are informed of tier 1, tier 2 and tier 3 instructional practices that are provided to their child. Parents are also made aware of their child's progress on tasks via progress reports and report cards.

2. **Professional Development (PD**): Parents have access to RAZ-Kids, NYSESLAT scores where they can view their individual child's growth. Parents will have access to our school website, where they can view links to various activities.

3. **Inquiry Teams**: Parents are provided with workshops to inform them of at-home strategies they can do to help their child meet or surpass goals in listening, speaking, reading and writing.

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		Grants

List any additional fund sources your school is using to support the instructional goal below.

ELL Institute during Spring break 2014 – Title III and TL
Listening Center Materials – Title III
Classroom Leveled Libraries for Dual Language Program (Spanish & English) TL & NYSTL
Classroom Leveled Libraries for ESL program TL & NYSTL

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.
By June 2014, 100% of all our teachers, students, staff members and families will incorporate positive social skill building techniques (Bucket Fillers) to create an environment of respect and rapport for all as measured by domain 2 in the Danielson Framework.

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.
Many parents had been bringing to our attention issues around disrespectful and inappropriate student behaviors. In order to maintain a safe, supportive learning environment free from harassment, intimidation, bullying and discrimination an action plan was put in place to address these needs.

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.
• **Strategies/activities that encompass the needs of identified subgroups**
1. Professional Development was provided by our guidance counselor to discuss the criteria of becoming a Bucket filler. • K – 3 teachers were provided with class buckets that they could decorate and would be used to collect tokens when students exhibited positive behaviors such as helping classmates, following rules, showing kindness, being considerate, being respectful, etc. • K – 2 teachers were provided with “Fill a Bucket: A Guide to Daily Happiness for Young Children” • 3rd grade teachers were provided with “Have You Filled Your Bucket Today? A Guide for Daily Happiness for Kids” • Bucket Filler journals were provided to all students to write and/or draw their thoughts, feelings, and experiences about that day, to use as a companion to “Growing Up with a Bucket Full of Happiness”
• **Key personnel and other resources used to implement each strategy/activity**
1. All teachers, staff members, and school personnel
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. During parent teacher conferences November 2013, many parents commented on the positive effects of the Bucket Filler on their child. As a result our attendance has improved, student of the month has been implemented to track positive behaviors, lunchroom environment has improved, students are excited and eager to receive tokens because they know it allows them to become winners at the end of the month and be recognized by the school community.
• **Timeline for implementation and completion including start and end dates**
1. October 2013 teachers were introduced to the school wide initiative of Bucket Filling. There will be ongoing by monthly professional development and parent workshops throughout the year to encourage participation and incorporation of “Respect for All” guidelines.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. To evaluate the progress of the initiative we have taken the following steps: • We created a bucket filling school • We introduced the concept to the staff • We introduced the concept to the students • We made a school wide statement by placing posters around the school, providing teachers with books, teachers have used bulletin boards that recognize bucket filling, creating a friendly competition by counting coins at the end of each month to celebrate our Bucket Filling class • We have given teachers ten ideas to create a bucket filling classrooms

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).
1. We will provide parents with workshops to explain and describe our Bucket Filler initiative and supply parents with bucket filling strategies so that they can implement the same behaviors at home and have cohesiveness at home and at school.

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		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Read Aloud books – TL Student Fair Funding Classroom Pledge - TL Student Fair Funding Student Journals - TL Student Fair Funding Classroom Buckets - TL Student Fair Funding Coins - TL Student Fair Funding Monthly Rewards for Bucket Filler Winners - TL Student Fair Funding											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Using the RtI model, our teachers provide academic intervention services to the lowest to the bottom 1/3 based on the Fountas and Pinnell assessment	RTI tier II/III services are provided in small group instruction and one to one services.	RTI services are provided during the school day (C-6) and extended day.
Mathematics	Using the RtI model, our teachers provide academic intervention services to	RTI tier II/IIIservices are provided in small group instruction and one to one services.	RTI services are provided during school day (C-6) and extended day.
Science	Utilize a hands on approach to science exploration and discover through experiments	Small group instruction	During the school day and After school
Social Studies	Utilize Common Core aligned materials to incorporate differentiated support for Students with Disabilities and ELL students, document-based lessons/differentiated instruction using picture cues, graphs, diagrams and maps as needed throughout curriculum	Small group instruction	During the school day and After school
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	At risk services are provided by our guidance counselor and social worker. The program they use is The Student Centered Approach focusing on helping students understand his or her thinking and finding a solution within.	Small group and one to one sessions.	Services are provided during the school day.

Title I Information Page (TIP)

For Schools Receiving Title I Funding

2. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The strategies and activities we use to are the following: 1. Recruitment – We have a hiring committee that ensures that all perspective applicants are qualified based on our hiring rubric. 2. Retention – We provide our teachers with individual support as well as differentiated professional development. We ensure that teachers feel valued and appreciated. 3. Assignments – Assignments based on need, experience and qualifications. Professional Development – We have monthly PD based on Daniel's Framework, Advance, grade teams, and grade leader meetings. In addition, teachers are supported based on need and interest.

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).
The strategies and activities for high quality professional development for: **Teachers** – Teachers are provided with opportunities to become familiar and learn how to connect to the CCLS in their instructional practices. (i.e. performance task, looking at student work, lesson planning) **Principal** – Ongoing professional development provided by the Children's First Network 202, Teacher's College Principal Workshops as well as the Leadership Academy **Paraprofessionals** – Professional development for paraprofessional is focused on working with small group and one to one instruction based on student need and level determined by various data.

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.).
Students in Temporary Housing: Title 1 funds are set aside to provide assistance to students who are homeless to help them meet the State academic achievement standards, as well as urgent personal needs. These needs range from educational support, counseling, transportation, and basic supplies.

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.).
We begin our Kindergarten year with an orientation session for parents and students with the child's classroom teacher. At this session all services, curriculum, expectations, and concerns are discussed one-on-one. We also conduct a Meet The Teacher program within the first few weeks of school by class so that parents can learn how they can support their child academically..

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.
PS 280 created a school committee made up of administrators and teachers. School teams attended a training that was provided by the NYC Department of Education, which focused on the evaluation and development system. The training was focused on the Measures of Student Learning, and the Advance teacher evaluation system. Teachers were educated on the decision steps they would participate in the upcoming months. The process included choosing assessment options for all teachers, reviewing growth measurements, and how to present these recommendations to the principal for finalization. The teachers on the committee represented each grade level to determine local measure assessments, and which targeted

population they would select. The committee met informally to discuss individual grade needs and concerns. Team members discussed the pros and cons of each assessment types, and availability for our particular school.

Measures of Student Learning specialists assigned to our network assisted with the implementation of this system. By mid-September the committee would submit the recommendations to the school Principal, who would submit them to the Department of Education via an interactive online tool.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 30Q280

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.				
Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$333,465.66	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	$34,284.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$3,782,679.00	X	See action plan

[1]Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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

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

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

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

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

Part A: School Information	
Name of School: P.S.280	DBN: 30Q280
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 270 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☐5

Part B: Direct Instruction Supplemental Program Information
☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 40 # of certified ESL/Bilingual teachers: 22 # of content area teachers: 7
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Rationale: In order for our students to be college and career ready, they must have studied a rigorous and broad curriculum, grounded in the core academic disciplines, but also consisting of other subjects that are part of a well-rounded education. Instruction for our ELLs/former ELLs at P.S.280Q, provides students with the apppropiate scaffolds, assessments and materials so that students are able to meet rigorous standards. Academic preparation alone is not enough to ensure postsecondary readiness but it is clear that it is an essential part of readiness for college, careers, and life in the 21st century. The direct instructional program used at P.S.280Q is a highly structured approach to instruction designed to demonstrate one year's progress in the NYSESLAT and ELA test. Classroom teachers define tasks clearly, build toward more-complex concepts, use interactive lessons with large and small groups, use frequent praise and acknowledgement, and recognize and correct errors immediately. To maximize time spent on tasks, students are placed in instructional groups based on similar performance and/or areas of wekaness. Therefore, these supplementary programs help us give our ELL/Former ELLs students the extra support they need to demonstrate academic growth. All instruction is provided in English. All our students will be serviced by a Bilingual or ESL certified teacher (per SAM #53 FY 10) that use ESL methodologies and strategies throughout their lessons. Subgroups and grade levels of students to be served: At P.S.280Q we serve students ELL's from grades Kindergarten through fourth. Schedule and duration: Our programs take place: After School on Wednesdays (for 3rd graders) and Thursdays (for 4th graders) from 2:30 to 4:30. Enrichment Program On Friday for grades K-4 which will take place from 2:30pm to 4:30pm. Mid-Winter NYSESLAT Institute- Tuesday, Wednesday, Thursday 8:30 a.m. to 11:30 a.m. Spring Institute ELA/Math - Tuesday, Wednesday, Thursday 8:30 a.m. to 11:30 a.m. Language of Instruction: Instruction is taught in English. # and types of certified teachers: In our programs teachers are certified teachers in ESL and Bilingual Education and/or Special Education.

Part B: Direct Instruction Supplemental Program Information
Types of materials: The materials that are used at P.S.280Q are common core aligned. We will purchase Empire State Nyseslat ESL/ELL and Time for Kids and. In additon, we have created a "Jeopardy" game in which students acquire information and provide evidence of key ideas and details.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Rationale: Professional development is the strategy that we use to ensure that our educators continue to strengthen their practice throughout their career and stay abreast of new methodologies. We have found that the most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. Effective professional development affects students. Student learning and achievement has increased when educators engage in effective professional development focused on the skills educators need in order to address students' major learning challenges. Teachers to receive training: At P.S.280Q all teachers and support staff receive professional development. Schedule and duration: Professional development at P.S.280Q occurs every Monday from 2:20pm to 3:45pm. It also occurs on Tuesdays from 3:05pm - Topics to be covered: Professional development at P.S.280 is closely linked to teacher needs. Teachers are given surveys of topic they feel they need additonal support with as well as input from adminsitration. Topics covered through professional development include but are not limited to close reading, differentiated instruction, shared reading, classroom management, instuctional expectations and outcomes, goal setting, high order thinking, questioning, tiered scaffolds, Implementation of Academic Vocabulary, Language Acquisition, ESL technieques and Strategiesand for ELL's. Name of provider: Professional development at our school is provided by administration, Mr. Mazun and/or Ms. Hidalgo, staff developer Ms. Plaza, IEP teacher Mr. Pinkava, technology coordinator Ms. Castillo and ESL coordinator Ms. Leal.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Rationale: Parents and caregivers are arguably the most important stakeholders in a child's educational success. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Parent engagement at P.S.280 is defined as parents and school staff working together to support and improve the learning, development, and health of children. We believe that parent engagement is a shared responsibility in which the school, the community and organizations are committed to engaging parents in meaningful ways, and parents are committed to actively supporting their children's learning and development. This relationship between schools and parents cuts across and reinforces children's health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community. Schedule and duration: At P.S.280 we hold weekly parent workshops that last last anywhere from 30 minutes to an hour. At times these workshops take place during the day while their children attend school. In order to accommodate and meet the needs of our working parents we also offer workshops in the evenings. Topics to be covered: Our parent workshop topics include but not limited to, Understanding the Common Core Standards, Literacy support at home, Math at home, ARIS, ELA & Math State tests, NYSESLAT tests, and technology usage at home. We also provide the parents with Translation and Interpretation Services. These services are offered to increase the involvment of parents in our school. This Title III, funding is used to translate important policy documents, mainly in Spanish. The Parent Handbook is the documents we have made available. Name of Provider: Parent workshops at our school are provided by administration, Mr. Mazun and/or Ms. Hidalgo, staff developer Ms. Plaza, IEP teacher Mr. Pinkava, technology coordinator Ms. Castillo and ESL coordinator Ms. Leal, science teacher Ms. Torres, and parent coordinator Mr. Roquez. How parents will be notified of these activities: When we hold parent workshops we make every effort possible to reach out to all parents. Parent letters are distributed to students. Flyers are posted inside and outside of the school so parents can see them during arrival and dismissal. Information regarding times and location of workshops are also placed on the school website.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.
Allocation Amount: $_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.		_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 30	Borough Queens	School Number 280
School Name P.S.280Q		

B. Language Allocation Policy Team Composition ⓘ

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 Lisa Hidalgo	Assistant Principal Peter Mazun
Coach Maria Archodis	Coach type here
ESL Teacher Jennifer Leal	Guidance Counselor Danielle Lammering
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Brian Roquez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Nancy DiMaggio	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.		Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers not currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	42	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	486	Total number of ELLs	292	ELLs as share of total student population (%)	60.08%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☒	No☐	If yes, indicate language(s): Spanish

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%)	1	1												2
Dual Language (50%:50%)	1	1	1	1										4
Freestanding ESL														
self-contained		1	1	1										3
Push-In		1	1	1										3
Total	2	4	3	3	0	0	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	292	**Newcomers (ELLs receiving service 0-3 years)**	238	**ELL Students with Disabilities**	58
SIFE		**ELLs receiving service 4-6 years**	54	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	39			0						39
Dual Language	49			24						73
ESL	76	0		54						130

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	164	0	0	78	0	0	0	0	0	242
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	18	23												41
SELECT ONE ____														0
SELECT ONE ____														0
TOTAL	18	23	0	0	0	0	0	0	0	0	0	0	0	41

*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE Spanish	22	3	4	21	23	8	13	11											62	43
SELECT ONE ____																			0	0
SELECT ONE ____																			0	0
TOTAL	22	3	4	21	23	8	13	11	0	0	0	0	0	0	0	0	0	0	62	43

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: 2 Native American: ___ White (Non-Hispanic/Latino): ___ Other: 1	

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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)	63	10												73
Intermediate(I)	4	25												29
Advanced (A)	17	37												54
Total	84	72	0	0	0	0	0	0	0	0	0	0	0	156

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
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:

1. 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.

   Assessment is an essential tool at PS280 that is used to guide our instruction and set instructional goals. Students enter the classrooms with diverse backgrounds and literacy skills. Due to these varying student levels it is necessary that we design literacy instruction that is

tailored to meet the individual needs of each student. Individual student needs can be determined with the use of initial and on going continuous assessments. We currently use the Fountas and Pinnell program to assess all students.

Using the Fountas and Pinnell assessment program allows for consistency and fluidity when analyzing data due to the fact that all teachers use it. Teachers are able to monitor students' reading and comprehension abilities in order to determine independent reading levels and instructional reading levels for guided reading and skills' group instruction. Furthermore it allows. At PS280 our goal is college and career readiness. In order for this to be possible we must develop specific literacy concepts and skills within our students in order for them to have achievement and success in school and become life long learners. These literacy concepts include letter knowledge, phonemic awareness, decoding skill, fluency and comprehension.

Through the use of consistent assessment the Fountas and Pinnell program allows us to identify skills that students have not mastered so that teachers can provide effective instruction to their students. Data analysis can provided us with a snapshot of what students know, which we then compared to student expectations as outlined in the Common Core Standards. Instructional decisions are made by teacher teams in order to meet academic needs and improve student outcomes. The data shows us that our ELL population needs instruction that is clearly aligned to the standards with the use of scaffolding techniques in order to ensure that content is comprehensible to ELLs of varying proficiency levels and development of academic language across all content areas. Through the use of appropriate data analysis we are able to make informed decisions that positively affect student achievement.

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

Our NYSESLAT scores for Spring 2013 reveal to us that students lack basic skills in all modalities. Our beginnger and intermediate proficiency students are still developing their reading, writing, listening and oral language skills in the target language.

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)

As a result of these patterns a number of instructional decisions have been made. Teachers are explicitly modeling for students in order to provide them with a clear, multi-sensory model of a skill or concept. Teachers are differentiating how content is delivered by using reading materials at varying levels and through the use of listening centers. Teachers are presenting information through both auditory and visual means. Teachers utilize partner reading, and small groups strategies on a daily basis in order to reteach a skill to struggling learners as well as extending the thinking and skills of advanced learners. Teachers used shared reading and graphic organizers throughout the day to scaffold student learning.

Teachers use turn and talk and model for students how to use specific stems to make conversations meaningful and purposeful. Teachers provide students with listening activites that extend their abilities to listen effectively in a variety of situations for a variety of purposes and practice the behaviors of active, effective listening. Teachers are using tiered activities through which all learners work with the same understanding and skill but progress with different levels of support and complexity. Teachers also provide students with center time, during which student centered activities are completed, this allows students to take ownership of what they are learning. Teachers offer use of manipulatives and other hands-on supports during lessons. Teachers encourage students to use accountable talk stems, turn and talk prompts and group shares at the end of lessons to promote oral expression. Teachers are using shared reading and shared writing activities. Teachers are embedding in their curriculum the use of complext texts appropriate for their grade. When utilizing a close text teachers model to students how to deconstruct and reconstruct.

Annual Measurable Achievement Objectives are used at PS280Q to monitor the annual increases in the number or percentage of students making progress in learning English, monitor the number or percentage of students attaining English language proficiency by the end of the year, and monitor the adequate progress for the ELL subgroup in meeting grade-level academic achievement standards in English Language Arts and Mathematics. The data reveals that our students are still attaining English language proficiency skills.

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

At PS280 our ELLs are at varying levels of proficiencies. Those students at beginning proficiency levels are still developing their skills in all modalities. Students at this level have very limited of English.. They can respond non-verbally to commands, statements and questions in simple form. As their oral comprehension increases, they begin to use simple words and phrases, and may use English spontaneously. At this level students are developing BICS (Basic Interpersonal Communication Skills).

Students at the intermediate level can understand short conversations on simple topics. They rely on familiarity. They use repetition, gestures and non-verbal cues to sustain coversation. When reading, students at this level can understand basic narrative text and authentic materials, although they will be below grade level. They rely on contextual and visual cues to aid in comprehension. They can write simple notes and make brief journal entries using basic vocabulary and common language structures. Frequent errors are characteristic at this level.

Students at the advanced level are able to understand standard speech delivered in most settings with some repetition and rewording. They can understand the main idea and some details of a text. They can communicate orally in most settings. Students at this level can comprehend the content of many texts independently, although they still may require some support from the teacher. They still require support in understanding academic text. They can read many literature selections for pleasure. They can write multi-paragraph compositions, journal entries, letters and creative passages. They can present their thoughts in an organized manner, but errors may still be present.

Our school leadership team and teachers use the periodic assessments, along with other school assessments, as a learning tool. These assessments provide us with information about what students have learned and what they need help with in order to plan targeted instruction. Periodic assessments allow us to measure student learning within a grade, and from grade to grade to help keep students on track for success in high school and beyond. These tools will allow us to predict our 3rd graders performance on New York State tests so that teachers can help every student meet or exceed the standard. It allows us to monitor areas of strength and weakness. This allows school administration to see what professional development is needed to further promote college and career readiness. At PS280 we believe that parent's are a pivotal factor in a child's development. Therefore assessment results are shared with parents as part of an ongoing process that involves parents in their child's education.

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*.)

It is imperative that we provide our ELLs with rigorous, culturally responsive and grade appropriate instruction. This ensures that our ELLs thrive in the classroom and are less likely fall behind. The Response to Intervention at PS280 is one way that we service our ELLs who are at-risk for academic setback. Our RtI model aims to prevent and intervene using a tiered system of instructional support. Through the use of ongoing progress monitoring we are able to make decisions that will promote student achievement. When students demonstrate academic difficulties, intensive small group instruction targeting their instructional needs ensures that we are meeting the needs of each student. When we plan for Tier I of RtI we consider all the instructional practices that are in place for ELLs. These considerations include, but are not limited to, phonemic awareness, phonics, vocabulary development, and concept building. When our ELLs demonstrate areas of difficulty we immediately provide Tier II small group intervention (no more than 5 students in a group) during our extended day and circular 6. Specific and intentional instruction takes place during this time. At the end of 6-8 weeks of intense instruction assessments are administered. If the results show that a student is significantly behind then they receive Tier III 1:1 tutoring (e.g. running records).

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

PS280 has a linguistically diverse student population. These students arrive at our school with a range of abilities in their first language and varying levels of development in their second language. It is important to adapt instruction to meet the needs of ELLs. These adaptations facilitate learning and acknowledge that the student is learning literacy skills and content knowledge simultaneously in addition to developing a second language. Due to the fact that language and literacy development are dynamic and interdependent there are a few factors that we keep in mind when instructional decisions are made; the linguistic structure of both the L1 and L2, the influences of environment, SES (socioeconomic) factors, maintaining the integrity of the classroom environment, balancing program components, integrated thematic units, content enriched lessons, and oral language development. When teaching, content teachers use scaffolding methods to facilitate the learning of ELL. These methods include, pre-teaching vocabulary, activating prior knowledge,

think-pair-share and turn and talk opportunities, and use of visual aids.

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?

English proficient students are assessed using Fountas and Pinnell, estrellitas, end of unit math tests, FUNdations tests, etc.

Our school does not have any data on state and city assessments. This will be the first year we assess using a state assessment when our 3rd graders take the English Language Arts and Math tests.

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

To evaluate the success of our ELL program we assess the progress of our ELLs in meeting English language development goals. Some of the questions we ask ourselves include but are not limited to:
1) Are students acquiring English language skills at a pace that is consistent with ELL program goals or expectations?
2) Is the rate of language development progress compatible with the district's objectives for academic progress?
3) How will our 3rd grade ELL students perform in the ELA state test compared to the district's goals and standards?
4) Are ELL students progressing in English language skills so they will be able to successfully handle regular coursework?
5) Do former ELL students who no longer receive English language development services continue to demonstrate English language skills that enable them to successfully handle regular coursework?

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

Upon arriving at PS280Q for registration parents are taken to the library. Once settled, they are greeted and welcomed by our parent coordinator, ESL coordinator and school secretary. As a group the above mentioned personel explain what forms are found in the registration packet and their purpose. The parent coordinator and school secretary assist parents with the completion of forms. Once forms are completed the ESL coordinator meets with the parent and child individually/ one to one conference to conduct an interview in order to determine the student's dominat language. As a result of the interview and review of the HLIS the licensed pedagoge determines the OTELE (Other Than English Language Exposure) for the child.

All newly admitted students who speak a language other than English at home and meet the criteria of eligibility are administered the Language Assessment Battery-Revised (LAB-R) within 10 days of enrolling in our school. If Spanish is the dominant language and the child does not meet benchmarks in the English exam, the Spanish LAB-R is administered as well. The results of the test are used to plan instruction and create class groupings. Parents are then shown a video describing the various programs that are available to English Language Learners. At this time, parents make an informed decision as to which program they would like their child enrolled. The school reviews the forms and places students (within 10 days of admission) in the selected program depending on the number of students that warrant such a program and seat availability in the class.

In 2013-2014, we have self-contained ESL classes in 1st, 2nd, and 3rd grade, self contained Dual Language classes in K, 1st, 2nd and 3rd grade, 2 Transitional Bilingual classes in K and 2st grade and one ESL teacher who pushes-in throughout the school day to provide students with the mandated amount of minutes based on students' level of performance on the LAB-R or NYSESLAT.

Should there not be enough students to form an ESL, TBE, or DL class; then parents are informed of the availability of such programs in another school within the district.

At the same time, parents have the option to reject their child transferring to another school. Instead, parents may choose to participate in the other ELL programs available at our school at the time.

Our school monitors the preferences of families for future class planning and development.

All identified ELLs receive the mandated units of ESL/ELA/NLA according to the results of the LAB-R or NYSESLAT.
In the spring, ELLs are given the NYSESLAT exam to determine language proficency in English and continued entitlement for ESL services.

To evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT), our ESL coordinator runs the ATS report to determine which students need to be administered the exam.

Additionally, we hold parent workshops to inform parents about the different components of the exam and different strategies that could be done at home in order to help their child.

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.

The parents of all newly registered students identified as ELLs participate in a one to one conference and a parent orientation during the registration process. Should the child enroll after September.

During the orientation, parents are shown a video and given a brochure in their native language which describes the three programs available in the NYC school system. Parents are given a survey allowing them to indicate their preference for Bilingual, Dual Language, or ESL programs. Students are placed in the appropriate program based on parental preference pending availability and spacing of that program at PS 280Q.

TBE and Dual Language programs require a minimum of 15 students on two (2) continuous grade levels in that program. Should there not be enough students to form TBE/DL class; then, parents are informed of the availability of such programs in another school within the district. Parents have the option to reject their child transferring to another school and choose to participate in another ELL program available at the school.

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].)

Our ESL coordinator ensures that entitlement letters are distributed using the LAB-R scores of students. Entitlement letters for each family are sent home and returned with parental signature.

Copies of all the letters that are distributed are housed in binders kept in the ESL coordinator's room.

Parent Survey and Program Selection forms are distributed to parents during the registration process. While we check that all forms are completed by the end of the registration meeting, Ms. Leal follows up on outstanding Parent Survey and Program Selection forms after she reviews them. Forms that are completely filled out are kept in each student's cumulative folder. The ESL teacher schedules appointments before, during, and afterschool with any families who need further guidance or clarification

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.

Based on the HLIS, all newly admitted students who speak a language other than English at home and meet the criteria of eligibility, are administered the Language Assessment Battery-Revised (LAB-R). The results of the test are used to determine the child's placement in Bilingual, Dual Language or ESL programs according to parent preference and space availability.

Parent orientation sessions are held to ensure that parents are aware of these programs and how placement is determined. At these meetings, parents have the opportunity to complete Program Placement forms.

Using this information in conjunction with the parental preference, students are either placed in a Bilingual, Dual Language or ESL program within 10 days of admission and placement letters distributed at the time of student placement by the ESL coordinator. The ESL coordinator also invites parents to ask questions about each program and to reflect on how their child will function in each of the different settings. Ms. Leal maintains the records in the ESL room.

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.

In order to annually evaluate ELLs using the NYSESLAT we determine the eligibility of each student by reviewing the following ATS reports: RLER, RLAT, REXH, and the LABR. This is usually done by the ESL coordinator, Ms. Leal. Classroom teachers administer the Listening, Reading and Writing components of NYSESLAT. Classroom teachers administers the Speaking section of the NYSESLAT individually to students.

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.

At PS280Q, the trend in program choices over the past three years has been the dual language program. However, this year we are seeing more parents opt for the ESL classes due to the fact that our 3rd graders will be taking state exams. The program models are offered at our school are ESL, Dual Language and Transitional Bilingual. In order to continue to build cohesion between parent choice and program offerings we will send out ELL continuation of service letters to parents in order to create and maintain classes that they request.

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])?

Currently, we have one Transitional Bilingual Program (TBE) in Kindergarten and 1st grade, one ESL Self-Contained class in 1st, 2nd and 3rd and one Dual Language class in Kindergarten, 1st, 2nd and 3rd grade.

For our students in the TBE classes, instruction is provided in the students' native language with rigorous support in English. The native language is utilized to reinforce comprehension skills while developing fluency and comprehension in English. As per CR Part 154 policy guidelines, English instruction will increase from 60%/Spanish – 40%/English to 60%/English – 40%/Spanish (dependent upon student progress and linguistic needs).

The goals of our TBE, ESL, and Dual Language programs are:
1. To achieve L2 (English) proficiency within three years.
2. To utilize English as a Second Language techniques in all subject areas with the purpose of facilitating comprehension.
3. To support the ELL students in acquiring English language proficiency and meeting state requirements for exiting the program successfully.
4. To identify 'at risk' students, their needs and provide RtI services.

The Transitional Bilingual, ESL Program and Dual Language programs at PS280 are designed and implemented in accordance with CR part 154 Title III guidelines. Servicing approximately 60% of the student population, these programs are demonstrative of natural learning conditions. These environments reflect communities of learners who share common cultural and linguistic similarities.

The bilingual classrooms emulate student cultural and linguistic backgrounds. Moreover, they are enriched with the learning experiences of the target language (English). Our vision is to create environments that promote successful academic careers, emotional solidity and strong positive social skills. In addition, the TBE Program aims at utilizing the student's native language to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking in their native language with the purpose of embedding comprehension skills while they are learning English. This coupled with the ESL strategies will develop skills in understanding the cognitive areas (listening, speaking, reading and writing) in English. Content area instruction will be provided in the native language and English according to the student's language proficiency. This will enable the students to maintain an appreciation for their history and culture while developing effective communication skills.

Teachers use linguistic summaries of all teaching points for the last 15 minutes of each lesson. Lessons include teacher modeling, guided practice, independent work, group work and partnerships. Students are provided with ability-based activities that align with the language proficiency. The teachers encourage the use of the instructional language and discourage code switching. The acquisition of L2 (English) provides for an increase of English instruction and a decrease of L1 (Spanish) instruction. This gradual process is closely monitored by classroom teachers and the administration. It will be monitored through teacher-student conferences, observations, running records and ongoing assessments. Therefore, differentiated instruction is applied and the groups are functional and flexible.

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)?

During our recruiting process and throughout our professional development, we are committed to having teachers who are certified to teach English Language Learners or who are knowledgeable about effective language instructional strategies. Instructional mandates are met in various ways: a) the dual language program, b) the self-contained ESL class, c) the push-in ESL program. Those students who test on the Intermediate and Beginner levels meet the mandate by working with an ESL or bilingual teacher for

360 minutes per week. Those students who test in the advanced category, meet the mandate by working with an ESL or bilingual teacher for 180 minutes per week.

Students in the dual language program meet the native language arts mandate by receiving 50% of instruction in their native language (Spanish). Students in the ESL class and program meet the native language arts mandate by receving 25% of instruction in their native language (Spanish, Urdu, Bengali, or Chinese) through teacher communication, a native language library, and online programs.

Beginners (60/40)
• 360 minutes per week (ESL)
• Native Language Arts = 45 minutes daily
• Social Studies/Science = 35 (NL)/ 10 (EL)
• Art/Music = 45 (EL)

Intermediate (50/50)
• 360 minutes per week (ESL)
• Native Language Arts = 45 minutes daily
• Social Studies/Science = 35 (NL) /10 (EL)
• Art/Music = 45 (EL)

Advanced (25/75)
• 180 minutes per week (ESL)
• 180 minutes per week (ELA) =as per CR Part 154)
• Social Studies/Science = 35 (EL) 10 / (NL)
• Art/Music = 45 (EL)

All students are appropriately grouped and instructed in accordance with CR Part 154 Regulation. The teachers are continuously assessing students using formative and summative assessments with the purpose of driving instruction that is conducive to their needs. The students are gradually moved (flexible grouping) as their needs change linguistically, academically, socially and emotionally.

Teachers instruct, assess, diagnose, and prescribe in a cyclical manner. No group ever remains stagnant. There is ongoing active engagement within the groups with the teacher serving as a facilitator. When children reach the level of proficiency, they are placed in a monolingual environment.

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.

At PS280, we have licensed pedagogue that utilize researched ESL instructional strategies across content subject areas. Teachers use the natural approach to learning English.
• Instruction is delivered only in English, but supported by the use of ESL methodologies and techniques.
• The ESL teacher and the classroom teachers share ongoing articulation with the purpose of aligning instruction to student needs.
• Scaffolding is an essential part of the instructional delivery, such as modeling, bridging, schema building, contextualization, text representation and meta-cognition.

Though the content areas (math, science, social studies) are delivered slighlty differently in the ESL and DL programs, the instructional approaches that teachers use are very similar. In the ESL and DL classrooms, the teachers allocate three periods each week to social studies and align instruction to the NYS Core Curriculum using Houghton Mifflin Social Studies. Similarly, both the DL and the ESL programs use enVisionMATH and FOSS to teach math and science. However, in the ESL program, math and science are taught in English.

In the dual language program, math, science and social studies are taught in English and Spanish on alternating days and parents are sent information in both languages. Instructional approaches in both programs include: dramatization, total physical response, vocabulary instruction, manipulatives, repetition, visual aids, audio aids, and elements of Shelted Instruction.

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

We ensure that English Language Learners are appropriately evaluated in their native language by purchasing materials that are available in English and Spanish. Additionally, our teachers differentiate assessments to ensure student comprehension and participation.

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

Teachers are the linguistic role models. Strong efforts have been made to provide high quality teachers who have mastery over both languages (Spanish/English) with the aim of affording the students high quality instruction. The teachers design lesson plans based on the results of the NYSESLAT, LAB-R, and other formal/informal assessments. The activities are designed to develop cognition, higher order thinking, introduce relatively novice language concepts, and develop vocabulary. All activities and additional support provided to our ELL population is based on their academic needs and language levels. Our goal for our students demonstrates progress in English language proficiency and academic achievement

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).

a. For SIFE students, depending on the number of students that fall within this category, we may open a special class for them to support their transition to a school environment. If numbers do not allow for this, we will provide additional academic services before and after school, counseling with our guidance counselor, and have the Child Study Team track the success of these students.

b. For students who will be in school for less than three years, we will make sure teachers use effective ESL strategies and that their parents participate in workshops throughout the year that support student learning at home. Similarly, we will organize cultural learning opportunities for these students to learn about their new country through field trips and performances.

c. For students who will be in school for 4 to 6 years, we will have a specific learning plan that sets specific learning goals based on their previous performance on standardized exams.

d. Our plan for Long-Term ELLs includes intensive small group instruction before, during, and after school and including summers if possible.

e.Our plan for former ELL's after 1-2 years of testing out is to continue to provide them instruction that is geared towards college and career readiness. We will continue to support their instructional needs so that they can perform at the level of their native English speakers in order to close the achievement gap.

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

Our plan for ELLs identified as having special needs will begin with an analysis of those students' IEPs by the teacher and Child Study Team. Based on the needs of the child, students will receive instruction and services aligned to the information in the Individual Educational Plan.

After a thorough review of the students' latest IEPs, various instructional strategies are used to meet their specific needs such as creating an environment that allows ELL-SWDs to be more comfortable and be able to take greater risks such as increasing accountable talk in the target language, breaking tasks down into smaller "chunks" with frequent comprehension checks as opposed to an overall unit test, and using realia or manipulatives in the classroom which provide comprehensible input in the second language.

Also, explaining key concepts through visual aids such as flow charts, story maps, pictures, Venn diagrams as well as demonstrations while supporting or scaffolding student language development to promote success, are additional instructional strategies that are used in our school.

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?
We carefully select the instructional programs that are available to our ELL-SWDs because we would like for all of them to have equal access and success in the general education curriculum. As a result, ELL-SWDs learn the same curricula while their teachers have the knowledge and flexibility to differentiate, modify, and accommodate to the learning demands of their students. Taking into consideration the student's language level, the lessons may be planned to meet the child's educational goals with differentiated instruction.

Additionally, service providers (OT, PT, Speech-therapy, guidance, school psychologist) work in conjunction with the classroom teacher and with each other in order to create a program that centers on the student's strengths and is aligned to the school curriculum.

With the differences in needs of ELL-SWDs, it is imperative for all service providers to work closely together in order to fulfill all mandates without scheduling conflicts, repeated instruction, or instructional gaps.

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:	4			
Social Studies:	4			
Math:	4			
Science:	4			

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

Through our school's Child Study Team, we use a Response to Intervention (RtI) program for students, including ELLs, in mathematics and literacy. The first and second tiers of intervention will be conducted by the child's homeroom teacher in the classroom based on the results of school-wide or teacher created assessments. The third tier of intervention will be provided once a week by the classroom teacher or by the out of classroom teachers.

During our extended day program, ELL students will receive literacy intervention in small groups, such as letter work, fluency practice, close reading, as well as reconstructing and deconstructing of complex texts. The language of instruction will always be English for ELL students.

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 instructional programs at PS280Q have instruction influences that promote our ELLs native language and culture. Instruction that we provide develops discipline-specific language along with discipline-specific knowledge and competencies. Instruction is common core standard aligned and grade level appropriate. Instruction also addresses the needs of students with various levels of English proficiency and with a variety of prior school experiences. Our instruction provides the necessary support to ensure that ELLs comprehend disciplinary texts and tasks. This will enable students to acquire the language and knowledge they need to become more independent learners. Formative, summative and ongoing assessments are used to identify students' knowledge and academic language competencies to guide instructional practice.

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

During the 2013-2014, we have implemented a variety of new programs that aim to target student achievement. We have purchased school-wide licenses for the program Raz-Kids, Safari Montage, Science A-Z, Reading A-Z and Writing A-Z. This online animated program provides students with leveled books and interactive quizzes. Students listen to books read aloud, increase knowledge of vocabulary, monitor comprehension skills and build fluency. The goal is to improve reading comprehension and fluency so that students make gains in individual reading levels.

We have purchased the EnVisions Common Core aligned math program for our students. The EnVisions program meets the Common Core State Standards. We find that mathematical practices are deeply rooted in the curriculum. These practices promote student success in mathematics.

We currently use (TCRWP) Teacher College Readers and Writers Program for literacy and writing. Based on long-term goals of college and career readiness for all students the TCRWP pays special attention to higher-level thinking skills as they play out in reading, writing, speaking, and listening. The TCRWP has studied the CCSS closely in order to understand their infrastructure, locate the standards that enable a host of other proficiencies, and adjust curricular plans in order to address potential instructional gaps.

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

Previously, the Dual Language Program spent 90% of the time is spent in the target language and 10% of the time in the English. Previously, the Dual Language had a side-by-side model, there were two classroom teachers - one providing instruction in Spanish and the other in English. The first three periods of the day were reserved for literacy instruction. When with the English teacher, students received literacy instruction in English. When with the Spanish teacher, students received literacy instruction in Spanish. After literacy, students are integrated for content area instruction. Once again, when they are with the English teacher, they receive instruction in English, and when with the Spanish teacher, they receive instruction in Spanish.

Currently, we have implemented a 50% - 50% model in which students receive ELA, Math and content area instruction in both English and Spanish. The program sets out to accomplish the following goals:
1. Develop high levels of proficiency in Spanish and English

2. Achieve grade level academic performance in Spanish and English
3. Increase the use of foreign language among monolingual groups
4. Develop children who will be college and career ready
5. Take advantage of the optimal window of learning a second language during the primary years
6. Nurture understanding of different cultures
8. Develop bilingualism, biliteracy, and biculturalism
9. Develop positive cross-cultural attitudes and behaviors

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

At P.S.280Q we seek to ensure that all students including ELL's meet the same rigorous standards for academic achievement. We accomplish this by developing high-quality language instruction educational programs and providing equal access to a quality education. The school's instructional programs are designed to meet the New York State Common Core academic standards in order to provide students with the greatest possible access to college and career readiness as well as affording students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency. We are committed to ensuring a quality education for all students. In order to fulfill this mission and provide equal access to all core curricular areas, English language learners may receive the instructional approaches described below:

1. Ensuring the delivery of quality instructional programs for all English language learners
2. Identifying program options and instructional programs, which guarantee quality programs that meet the academic and linguistic needs of English learners; and
3. Providing English language learners with the educational opportunities, which will enable them to succeed.
4. ELL students are successful in English academic programs
5. Structured English Immersion – ELL students participate in mainstream/content classrooms where teachers differentiate instruction to address the linguistic needs and backgrounds of the ELL/LEP students. The goal is the acquisition of English while learning academic content.

6. Sheltered English Instruction – ELL students from one or more language background are grouped to receive specifically designed content area instruction that focuses on modifying the delivery of academic content so that the linguistic demand of the materials is appropriate for the English proficiency levels of the students. The goal is the achievement of academic content and skills.

7. Push-in English Instruction – The ELL teacher goes into the mainstream classroom to assist ELL students with academic content and English language skills.

8. Collaborative Service – The mainstream teacher, ELL teacher, service providers and out of classroom teachers collaborate and team together to determine accommodations, modifications, and appropriate instructional strategies for ELL students.

9. Classroom teachers are the primary means for content area instruction and are required to accommodate the language needs of ELL students using one or more accommodations recommended by research based theories. Teachers differentiate content specific lessons and adjust plans, classroom structure, and assignments to allow for the most favorable learning environment for ELL students. The classroom teacher collaborates with the ESL teacher to provide supplemental support through collaborative service and Push-in English Instruction.

10. All students are held to the high academic standards – students are expected to establish proficiency in all content areas appropriate to grade level.

11. Supporting data is used to monitor student progress toward meeting grade level standards.

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

We currently use Teachers College for reading and writing instruction. We use Common Core Aligned EnVisions math program. We

use New York City aligned Social Studies program. In order to engage our students and provide instruction that is multi-faceted we use SMART boards, ELMO's, Mac computers, laptop carts, etc.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In Transitional Bilingual classrooms, students are provided native language support with content area books in their native language.

In ESL, native language support is delivered by providing home communication and instructional materials in Spanish. Also, students are allowed to communicate with each other in their native language and to ask questions to the teacher in this language too.

In the Dual Language Program, native language support is delivered on alternating days. All students have materials in their native language of literacy and home communication is available in that language as well.

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

All of the instructional materials we use and the instructional approaches we follow will be appropriate for the developmental stages of a 5 year old kindergarten students through 3rd grade students.

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.

In order to assist newly enrolled ELL students we offer them Response to Intervention services (RtI). Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning

We also invite them to participate in our extended day program in which they receive targeted ELA and Math instruction in a group of no more than 10 students. Progress of students is monitored on an on-going basis.

Furthermore we offer them access to SAFARI Montage and RAZ-KIDS. SAFARI MONTAGE comes preloaded with educational video titles that have been hand picked for their direct application to the curriculum. RAZ-Kids is an interactive reading tool for our students to practice reading fluency and comprehension. All students have a log in and a password to get into their reading account. Teachers are able to monitor students progress and change their reading level. These levels are all individually based on each child's reading level and are adjusted to reflect their abilities. Students can listen to a story, read a story out loud, record themselves reading, and then take a comprehension quiz

18. What language electives are offered to ELLs?
There are no language electives offered at the elementary school level.

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

a. In the Dual Language program 50% of instruction in is the target language and 50% of instruction is in the native language.

b. English proficient students and English Language Learners are integrated throughout the entire school day due to the fact they are in a self-contained Dual Language class.

c. Instruction is separated 50% in English and 50% in Spanish in alternated days.

d. We use the self-contained Dual Language model.

e. Emergent literacy is taught sequentially. The first important milestone of the journey in emergent literacy is called print motivation. This basically means that children need to understand that there is a world of printed language and have a desire to be a part of that world. Children must see how printed language applies to them, or how much fun it can be to learn what is inside a book. This gives a reason for trying to crack the code. There must be strong and consistent motivation for a child to want to start and continue on this path. At P.S.280Q we help children get this motivation by immersing them in reading and writing. We believe that reading books together, providing many different writing materials, keeping books, magazines, and newspapers around for children to access are all good ways to immerse children in the world of print.

C. Professional Development and Support for School Staff

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

All teachers at P.S.280Q receive extensive professional development. All teachers service present ELLs or former ELLs. Therefore, every PD is based with that in mind. It is our goal that teachers become knowledgeable about the essential elements of instruction and develop an understanding of the connection between instruction, student learning and the impact on student achievement. Teachers will be aware of the essential elements of instruction and use strategies as they plan and implement their lessons.

All teachers will receive PD in

1. Instructional Expectations
2. Teachers College Reading and Writing Project
3. EnVisions math program
4. Data analysis
5. ESL compliance and ESL techniques and strategies
6. F & P Running record administration and analysis
7. FUNdations word work program
8. SMART board and ELMO training
9. Extended afternoon expectations
10. Words Their Way word study program
11. Writing techiniques and strategies
12. Creating Rubrics
13. Providing constructive feedback
14. Differentiated Instruction during literacy

Included in this is how ESL strategies and techniques can be incorporated in all content areas. All teachers at P.S.280Q get more than 7.5 hours of ELL training.

Professional Development for the 3rd grade teachers will also consist of a deeper understanding of the ELA and Math state tests. Teachers will learn about answering and explaining problem solutions, raising the level of thinking, providing multiple ways to solving problems and deconstructing and reconstructing a complex text. Teachers will be knowledgeable about the variety of ways to present problems solving techniques and strategies. Teachers will receive further information on rubrics in mathematics and English language arts to assess student work.

All our teachers are provided with a minimum of 7.5 hours of ELL training for all staff memebers. We keep agendas and sign in sheets as verification of attendance and compliance.

D. Parental Involvement

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

1. Parent involvement at P.S.280Q is very high. We have parents that choose to participate in the life of the school. We currently have a parent association with a newly elected president. We offer three to four monthly parent workshops on a variety of topics. All parent workshops have an agenda and sign in sheets as proof. Our parent coordinator is always available to meet with parents and assist them with any issues that arise.

2. Currently, we have partnered with The Jackson Heights Beautification Group, The Queens Public Library, Learning Leaders, BeaconGoodwill, and neighborhood elected officials. Our Social Worker has relationships with various neighborhood and city organization who provide social, physical, and mental services to our students and families. Through out partnership with Learning Leaders, we plan to have parents present in our building throughout the day, so they support teachers and students inside and outside of the classroom.

3.We evaluate the needs of parents through surveys, teacher input, informal conversations, requests, and demographic information. Communication is always sent in English/Spanish and in any other language represented in the community. We plan to conduct our meetings in English while having translators available for the audience.

4. Our parental involvement activities address the needs of parents because they are directly related to their child's success in school. The activities we plan serve to inform parents about their child's academic and social curriculum and how they can best support their child's learning. Our activities are also reflective of any parenting or adult education needs that parents express throughout the year.

We plan to offer several classes weekly for parents in ESL, computer, literacy, math, nutrition, arts and crafts. We have special sessions that focus on parenting safe kids and citizenship classes. Throughout the year, parents come to the school to take part in community celebrations, such as mother's day, father's day, family day, and various cultural events.

Translations services are provided during parent association meetings. The meetings are held in Spanish while our English-speaking parents wear FM transmission units so that they can get the information in the desired language. All our parents know their rights and can exercise it at any time.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS280Q		School DBN: 30Q280	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Hidalgo	Principal		1/1/01
Peter Mazun	Assistant Principal		1/1/01
Brian Roquez	Parent Coordinator		1/1/01
Jennifer Leal	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Maria Archodis	Coach		1/1/01
	Coach		1/1/01
Danielle Lammering	Guidance Counselor		1/1/01
Nancy DiMaggio	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		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: 30Q280 **School Name:** P.S.280Q

Cluster: _____ **Network:** 202

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.

At P.S. 280Q during the registration time parents are interviewed. During that time parents are asked what language they prefer to receive notices in. Report cards, notices, progress reports, etc. are sent in the language of preference. In addition, parents fill out a Blue Emergency Card which depicts language of preference as well.

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

The vast majority of our parents written translation and oral interpretation needs are in Spanish. Everything we send home is sent in Spanish and English. Our findings were reported in parent teacher association meetings and in registration interviews.

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.

All of our notifications are sent in Spanish and English. Whenever written translation services are required, we use in house staff and teachers to assist in translation.

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.

Our oral interpretation and translation services are provided by staff and teachers whenever necessary.

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.

We have our notification requirements at the main entrance. The Bill of Rights and Responsibilities and Translation and Interpretation services for parents are posted in at the main entrance in 8 languages. Our safety plan contains procedures that specifically call or interpretative services if parents need or request it. In addition, our parent coordinator assist us in ensuring that parents are aware of their rights in their specific language. He makes certain that all parents are aware of the Translation and Interpretation Unit available. Furthermore, during our PTA meetings we use our FM units. These FM systems transmit sound from the speaker's microphone to the listener's receiver via radio waves. This allows the presentation to be presented in Spanish due to the majority preference language while at the same time allowing English speaking parents to get a translation of what it being said at the same time.