

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

DBN: (i.e. 01M001):

27Q316

School Name:

QUEENS EXPLORERS ELEMENTARY SCHOOL

Principal:

MELISSA COMPSON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 27Q316
School Type: NYCDOE Grades Served: PK, K
School Address: 90-07 101st Avenue, Ozone Park 11416
Phone Number: 718-558-7088 Fax: 718-558-7091
School Contact Person: Melissa Compson Email Address: mcompso@schools.nyc.gov
Principal: Melissa Compson
UFT Chapter Leader: Christina Tracy
Parents' Association President: Natalie Bissoon
SLT Chairperson: Melissa Compson
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 208 Network Leader: Daniel Purus

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melissa Compson	*Principal or Designee	
Christina Tracy	*UFT Chapter Leader or Designee	
Natalie Bissoon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Diana Bramante	Member/ Teacher	
Melissa Marrero	Member/ Parent	
Joanne Pierre-Louis	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. Mission

At Queens Explorers Elementary School, we are committed to teaching students the essential skills to become active and engaged global citizens. We will build character through our core values of responsibility, respect, and trust, and teach social action **to affect positive change** in our local community and around the globe. Students will make global connections and impact the world for the better through an interdisciplinary curriculum and service learning programs.

Core Values

Trust: All stakeholders communicate freely with the confidence that others will be critical, compassionate, consistent, knowledgeable, honest and open.

Responsibility: All stakeholders will join as partners in having mutual accountability for meeting the academic and social needs of all students.

Respect: All stakeholders demonstrate an attitude of consideration toward the world, the community, the school, each other, and themselves through thoughtful actions and words.

All three core values are embedded into learning activities for students, parents, and staff.

Unique Characteristics

Queens Explorers Elementary School is a school that teaches ELA and Mathematics through interdisciplinary SS and Science Units. We infuse each unit with a Global Exploration component. For example, we go on at least one Virtual Field trip to another part of the world in each unit, we have a Global Lending Library, and we have a Global Travelling Trunk for artifact discussion. We also infuse at least three Service Learning Projects per school year into the curriculum. Each project has a component that serves the community we live in as well as a component that serves another area of the globe.

2. Strengths: We are a new school, starting in September 2014. As a staff we have the time, space and structures in place to collaborate and engage in professional learning as a community. The entire staff is involved in aligning family and school events with our core values and with the goals of the curriculum and the Common Core Learning Standards. Accomplishments: This year we are writing our ELA curriculum, drawing from components of Balanced Literacy and Core Knowledge. We have had 100% attendance at Parent Teacher Conferences. We have also held at least two evening events each month for families to spend time with their children as they engage in activities that align with the school core values and Common Core Learning Standards.

Challenges: Some of our challenges include resources, staffing, and curriculum. First, we must ensure that we have instructional and general supplies in a timely manner. Since we are writing our ELA curriculum units, we are doing much of the research on our own and determining the materials and resources we need. Also, since we are a new school, many of our supplies need to be ordered for the first time and this poses a challenge due to time and money. We also use the Go Math Curriculum for Mathematics instruction and have come to understand that we need to make some revisions based upon our school's need and the Common Core Learning Standards benchmarks. Additionally, we have to fully staff the school for our first year. This has been challenging and much time has been spent interviewing to determine the best candidates for our school.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As a school, our instructional priorities are language development, differentiation, data driven instruction, and integrated technology. These priorities drive the academic program and structures that we put in place. Each structure and program must also align with our core values of TRUST, Respect, and Responsibility.

After the initial Fountas and Pinnell (F&P) Periodic Assessment of our Kindergarten students in September 2014, the data showed that 25 of the 67 students scored as “Pre Level A.” 55 of the 67 students could not identify all of the lowercase letters. 46 of the 67 students could not identify all of the uppercase letters. 42 of the 67 students knew one or less sight word.

We have to address the needs of the students in reading. The priorities are:

- Letter Identity
- Letter Sound
- Letter Formation
- Oral Language
- Beginning Sound
- Sight words
- Leveled reading

Strengths: As a new school, we systematically met in the summer to plan our interdisciplinary units and our instructional priorities. We were able to common plan and develop a common vocabulary and philosophy around curriculum planning and instruction to meet the needs of all students.

Data Source: Fountas and Pinnell (September 2014)

Part 2 – Annual Goal

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

By June 2015, at least 60% (40) students are expected to progress at least 4 Fountas and Pinnell levels as measured by the Spring Fountas and Pinnell Periodic Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
2. Strategies to address the needs of students with

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>RTI Groups – All Students, including SWD and ELL students, identified as having high need based upon the F&P assessments, Wilson Foundations assessments, unit performance tasks, and language interviews are supported in small groups for repetition.</p>	<p>Students who have difficulty identifying letters, sounds, and those who need support speaking in sentences</p>	<p>10/31/14-6/15</p>	<p>Margaret Micucci – letter identity and sound Patricia Eugene – Letter identity and sounds Nicole Brennan – language development Anwar Khan – Letter identity and sounds</p>
<p>English Language Arts (ELA) Center Time – Students will have 25 minutes of time per day to practice with the books and skills that they are working on in their guided reading group.</p>	<p>All students are targeted in small group at their guided reading level</p>	<p>10/31/14 – 6/15</p>	<p>All classroom teachers ELL Specialist</p>
<p>Lending Library – The students will take home the book they are reading in their guided reading group in a book baggie and complete activities using their books with their family each evening.</p> <p>Trust – Families and school trust each other to have a mutual responsibility for academic learning.</p>	<p>All students</p>	<p>9/14 – 6/15</p>	<p>All classroom teachers Students Parents</p>
<p>Guided Reading Lesson Structure – Use of a gradual release to independence lesson structure will be used for guided reading – “Read to, Read with, Read by” and teachers will differentiate by reading level need.</p> <p>Trust – Students trust in the routine set by the school for the lessons structure.</p>	<p>All Students</p>	<p>1/1/15-6/15</p>	<p>All classroom teachers ELL Specialist</p>
<p>Explicit Teaching of Vocabulary – The first 5 minutes of each ELA lesson will focus on explicit teaching of vocabulary, including a picture cue, verbal/written prompting of the word and definition, and discussion of examples and connections to students lives.</p> <p>Subgroups: Multiple entry points used to reach ELL and SWD students</p>	<p>All Students, including SWD and ELL students</p>	<p>9/14 – 6/15</p>	<p>All teachers</p>
<p>SIOP Lesson Plan – Sheltered Instruction Observation Protocol – Use of concepts of SIOP Lesson Plan in our lesson plans with a focus on Language Development, Integrated Technology, and Differentiation.</p> <p>Trust – Administrators and teachers trust that lesson plan formats and implemented items are consistent.</p>	<p>All teachers</p>	<p>9/14 – 6/15</p>	<p>All teachers</p>

<p>Oral Storytelling – Each day during Reteach and Enrich, groups of students will learn to tell a story orally using verbal prompts, illustrations and props. Each week the students will learn a new story.</p> <p>Trust – students build trust in each other to speak to the class and use language publicly.</p>	<p>Groups of students who need support in language development All Students, including SWD and ELL students</p>	<p>10/31/14 – 6/15</p>	<p>Ms. Bramante and Ms. Brennan</p>
<p>Learn By Doing – Each day during Reteach and Enrich, groups of students will learn to identify letters, sounds, and letter formations kinesthetically with tactile strategies.</p>	<p>Groups of students who need support in letter identity, letter sound, letter formation</p>	<p>10/31/14 – 6/15</p>	<p>Ms. Tracy and Mr. Khan</p>
<p>PK Reading Buddies – Each day during Reteach and Enrich, 3-4 kindergarten students from each K class go to a PK classroom to read to PK students. K students use the books they have learned how to read that are on their “just right” level as well as stories they have learned to tell orally.</p> <p>Trust – Students learn to trust each other and staff on different grade levels.</p> <p>Subgroups: ELL, SWD, and Extension students use multiple entry points, leveled and high interest books.</p>	<p>Groups of K students who can either read books independently and/or use oral storytelling to tell a story All PK students on rotating basis</p>	<p>10/31/14 – 6/15</p>	<p>K Teachers PK Teachers PK Paraprofessionals</p>
<p>M.S.210 Reading Buddies – Middle school student council students from M.S. 210 will come to PS316 twice a month to read to the kindergarten students.</p> <p>Trust – students and staff from different schools learn to trust each other and work together for the community.</p>	<p>All K students</p>	<p>12/14-6/15</p>	<p>K Teachers MS 210 Teachers</p>
<p>Reteach and Enrich – Students in each class will be grouped into Reteach and Enrich groupings. Each group will have a goal that is standards and needs based.</p> <p>Trust – students learn to trust different teachers in the school and see that all teachers are responsible for the success of all students.</p>	<p>All K students</p>	<p>10/31/14 – 6/15</p>	<p>K Teachers</p>
<p>Language Development Center – One room has been set up with dramatic play resources for students who need a low-risk environment in which to build language.</p>	<p>Identified K students who need support in language development</p>	<p>10/31/14 – 6/15</p>	<p>Ms. Brennan</p>
<p>Parent Workshop – Read Aloud Strategies are provided to parents at the PTA meetings. These strategies align with the grade level standards.</p> <p>Trust – The home-school connection builds trust and parents trust the school to educate them and their children.</p>	<p>All PK and K parents</p>	<p>12/16/14-6/15</p>	<p>Mr. Khan and Ms. Abernethy</p>

<p>Curriculum Newsletter – On a monthly basis, a newsletter will be sent home that explains the PK, K, and Music Curriculums for each month.</p> <p>Trust – Communication of the curriculum builds trust between teachers and parents for their child’s education.</p>	All Families	12/14-6/15	Ms. Bramante
<p>Engrade Online Kindergarten Gradebook- Student’s grades are logged into the Engrade system on a regular basis. Parents have access to their child’s account from any computer.</p> <p>Trust – Parents and teachers build mutual trust with constant communication.</p>	All students and families	9/14-6/15	All K teachers
<p>ELA Unit Reflections – During and/or after each unit the teachers collaborate on “What Worked” and “What didn’t work” in their unit.</p> <p>Trust – Teachers and administrators build open communication and trust by reflecting honestly on what worked and what didn’t work.</p>	All teachers	9/14-6/15	All teachers and Principal
<p>Multiple Entry Points – Each lesson and unit plan has “multiple entry points” for each subgroup noted.</p> <p>Trust – students trust that they will always be able to engage and participate in the lesson/learning.</p>	ELL, SWD, Extension subgroups	9/14-6/15	All Teachers
<p>CCLS Parent Workshops – Workshop series that are teacher created are provided to parents for speaking and listening, reading, writing, and math.</p> <p>Trust – Parents trust that the school will help them to be informed about the expectations for their children.</p>	All Teachers Parents	9/14-6/15	Teachers, Staff
<p>Capacity Framework Alignment PD – Alignment between capacity framework and QR/4 Pillars – Professional Development Series. Focus on TRUST as our core value.</p>	All Teachers Parents	9/14-6/15	Administrator
<p>TRUST Stickers/Announcements – Staff, parents, and students can leave notes in the main office for students who show they are trustworthy. Those students are announced on the morning announcements and also give an “trust” sticker to bring home and discuss with their family.</p> <p>Trust – Each day announcements are made to highlight students who exemplify trust. Those students are given a sticker to take home that explains what they did. Students and families can see the importance of trust.</p>	All staff, parents, students	9/14-6/15	Staff, parents, students, Principal
<p>Guided Reading Parent Information – Information and book examples for Levels A-D will be communicated to the parents.</p>	All Families	12/14-6/15	All Teachers Principal
<p>Homework Structure – A weekly homework sheet is distributed. Included on the homework sheet are sight words, content vocabulary words, rhyming words, and the Essential Question for the Thematic Unit so that it can spark family conversation.</p> <p>Trust – Parents can trust that the homework format will always be consistent and that the students have learned the skills/concepts before they do it for homework.</p>	All Families	9/14 – 6/15	All Teachers

Literacy Night – Literacy Night – Teacher read aloud to families using the document camera with an aligning project. The themes and focus will align with the units being taught in class.	All K and PK Students	4x per year	K teachers Parents

Part 4 – Resources Needed

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

Resources:

RTI – Teachers to teach small group, instructional resources such as manipulatives and extra materials, flexible scheduling for teachers and students, space provided to meet with a small group.

Explicit Teaching of Vocabulary – Professional Learning around how vocabulary will be taught at Queens Explorers, materials to make word wall cards and pictures.

Reteach and Enrich – Time to analyze data and develop CCLS foci, instructional resources, space to meet with groups for some classes

Parent Workshops – Teachers in the evening and during the day to give the workshop, time for teachers to plan the workshop, materials for teachers and parents to utilize and take home

Lending Library – Books for the library, time scheduled for lending and return

PK Reading Buddies – Time scheduled, buddy book bags, schedule accommodation

MS210 reading Buddies – Time scheduled, schedule adjustment, buddy book bags, space allocation

Literacy Night – Teacher leader time, books, document Camera, craft and other materials

Oral Storytelling – Books, props, teacher training

ELA Center Time – Fountas and Pinnell Intervention kits, GR books and guides to plan, time scheduled

Learn by doing – Time scheduled, materials for students to interact with using Wilson Foundations curriculum

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Mid-point progress will take place during the February 2015 F&P assessment. In February, at least 60% (40) students are expected to progress at least 2 Fountas and Pinnell levels as measured by the Spring Fountas and Pinnell Periodic Assessment.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

As a new school, we do not have prior data, quality review data, or data trends. Therefore, we want to begin the school year with a culture of supporting ALL students and building our core values of TRUST, respect, and responsibility with all stakeholders. We have created a CARE team (Children Are Reason Enough) that is comprised of the Principal, the Guidance Counselor, invited support staff, and invited teachers. The goal of this team is to support the social-emotional well-being of ALL students so that they are able to be in class, to learn, and to have easier access to the academic program. We will focus on ELL and SWD subgroups as well as individual students who are identified as needing an individual action plan. Each child being serviced by the CARE team will receive an individual action plan and case manager. The CARE team discusses the needs of students on an individual basis, assigns a case manager to each student discussed, and determines an action plan for those students (which always includes the family). We revisit each student’s progress with each monthly meeting.

By the end of September 2014, the CARE team was supporting 19 out of our 103 students.

Data Source: CARE log

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015, the CARE Team will decrease the school-wide caseload from 19 students in September 2014 to less than or equal to 10 students as measured by the June CARE caseload log.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
School-Wide Positive Behavior Intervention and Support (PBIS) - The school will have tokens that are given when students show	ALL students	9/14 – 6/15	All staff Principal

<p>trust, respect, and responsibility. Each token given goes into a class bucket. The students in the class collaborate with the teacher on an experiential goal which is noted outside the classroom door. On a monthly basis, the class with the highest number of tokens also receives their name on the Dowel Rod outside the main office. The Principal also has TRUST, respect, and responsibility stickers that are personalized with a comment, and sent home on the student's shirts. Stickers are given out between 1:30pm and dismissal and our priority students are targeted based upon the core values. The students and parents are asked to have a discussion about the message on the sticker.</p> <p>Trust – Students learn the definition of trust and are rewarded for exemplifying the core value.</p>			
<p>Handling Off Culture Behavior – Teacher training through Ramapo For Children and reading of LOST AT SCHOOL by Ross W. Greene on addressing lagging skills and unmet needs.</p> <p>Trust – Families can trust that the students are in a caring and nurturing environment while in school.</p> <p>SWD and ELL subgroups are targeted in class and in small groups/1:1 as a way to address lagging skills and unmet needs.</p>	All students, Targeted subgroups	9/14 – 6/15	All Staff
<p>Ray of Sunshine – Teachers pass the “Ray of Sunshine,” which is a small stuffed sun with an attached ring of compliment cards, around the building to thank colleagues for bringing a healthy positive “ray of sunshine” to Queens Explorers.</p>	All teachers positive attitudes affect all students every day	9/14 – 6/15	All staff
<p>Family Spotlight – Parents are invited into the classrooms and they can highlight a career or skill. The parent can visit as many classrooms as they would like. They then have their picture taken with their child and it is hung up by the main office.</p> <p>Trust – The school- family connection builds trust because parents are invited into the school as partners in the student's education.</p>	All students	9/14 – 6/15	All staff Parents
<p>Global Exploration – Students will learn about the core values of TRUST, respect, and responsibility through exploration of places and concepts affecting the world through the Global lending library, Global Travelling trunk, Global Virtual Field Trips and the Global component of the Service learning projects.</p> <p>Trust – Families can trust that the school is preparing their children to be 21st Century Global Citizens.</p>	All students	9/14 – 6/15	All staff
<p>Monthly Assemblies – Each month the school will hold a monthly assembly for the students to celebrate the month, the songs they have learned, their attendance with perfect attendance awards and Leo the Lion who <i>Roars to school every day</i>, and the core values of TRUST, respect, and responsibility. Leo the Lion is a stuffed Lion that is passed from class to class based upon which class has the best attendance for the month.</p>	All students	9/14 – 6/15	All staff
<p>Student Leadership Team – A group of 10 students is led by two lead teachers to make age appropriate decisions for our school</p>	Student leaders	12/1/14-6/15	Mr. Khan and Ms. Eugene

and practice leadership skills. Trust – students learn to trust each other to make decisions for the school.			
Teacher Biographies – All teachers and staff, including the Principal, write biographies. Those biographies are hanging outside their classroom/office to show professionalism and help families build TRUST in and respect for the staff as they send their children to Queens Explorers. Trust – Families learn more about the staff and this sets a foundation on which trust can build.	Professionalism and positive attitudes of teachers will positively affect every student every day	9/14 – 6/15	All staff Principal
Instructional Lunch – The PK and K students will have an “instructional lunch” in the classroom to build life skills, manners, language through peer and adult interaction, and concepts around the core values. Trust – Students trust each other and their teacher as they build community and relationships.	All Students	9/14 – 6/15	All staff
2 X 10 – Teachers will give 1:1 time for two minutes per day, for 10 days in a row. The students that are chosen will rotate and will be students who have shown they need teacher support Trust – Teachers and students build trust through their 1:1 conversation and relationship building techniques. SWD and ELL subgroups are targeted in class and in small groups/1:1 as a way to form relationships, address lagging skills and unmet needs.	Students who need support socially and/or emotionally, Targeted subgroups	9/14 – 6/15	All staff
Morning Meeting – The morning meeting includes a greeting, sharing, activity, and morning message. This will build community inside the classroom as well as language skills. Trust – The classroom builds community and trust through sharing and communication.	All Students	9/14 – 6/15	All staff
CARE Team – Team put together to develop action plans for students who are in need of individual social/emotional support. This team works to build TRUST, respect, and the feeling of responsibility with the families of those students we work closely with. Trust – Families, Teachers, administrators and students build a mutual trust as we collaboratively form action plans to support the students. SWD and ELL subgroups are targeted in class and in small groups/1:1 as a way to form relationships, address lagging skills and unmet needs.	Students who need support socially and/or emotionally, Targeted subgroups	9/14 – 6/15	Principal Guidance Counselor Invited staff
At Risk Counseling – Guidance counselor and parents collaborate on supporting individual students. Trust – the families and school build a mutual trust in supporting the students through ongoing targeted counseling.	Students who need support social and/or emotionally	9/14 – 6/15	Guidance Counselor Individual Parents

<p>SWD and ELL subgroups are targeted in class and in small groups/1:1 as a way to form relationships, address lagging skills and unmet needs.</p>			
<p>Passport Orientation – Each family has a chance to meet the staff before the school year begins. A passport is given to the student as a guide through orientation. It is stamped at each part of their journey through orientation.</p> <p>Trust – The orientation sets the groundwork for trust to build, using conversations and meetings between the families, students, and staff.</p>	All students	8/26/14	All staff
<p>Family Registration – The Principal is present at each registration session. The Principal personally meets each family, takes a picture with the family, and then the picture is hung up in the school as an artifact of our first meeting.</p> <p>Trust – The orientation sets the groundwork for trust to build, using conversations and meetings between the families, students, and staff.</p>	All students	Summer 2014	Principal, some staff
<p>Service Learning Projects – At least three per year that align with our core values of TRUST, respect, and Responsibility and have a community and global component.</p>	All Students	9/14 – 6/15	All staff
<p>Summer Phone Calls – In order to start building TRUST early, the staff called each family in the summertime to schedule the Passport Orientation and introduce themselves.</p> <p>Trust – The orientation sets the groundwork for trust to build, using conversations between the families and staff.</p>	All students and families	8/14	All staff
<p>First Week Phone Call - Teachers call home to all parents during the first week to form relationships with the families and say something positive!</p> <p>Trust – The orientation sets the groundwork for trust to build, using conversations between the families, students, and staff.</p>	All students and families	9/4/14-9/12/14	All teachers
<p>Leo the Lion Roooooars to school every day – The class with the best attendance each month gets to take a picture with Leo and they get to keep him for the month.</p>	All classes	9/14-6/15	All staff
<p>Respect For All Posters - Students created posters themed “We are all friends at Queens Explorers Elementary School” that are displayed in the school. Each class had a lesson on “Respect for All” taught by the Guidance Counselor. Each student received a certificate of participation.</p>	All students	11/14	All staff
<p>School-wide Guidance Program – Guidance program put in place for all students as a way to address and grow their social-emotional needs</p> <p>Trust – This program builds trustworthy mindsets and behaviors through focusing on the social-emotional, academic, and physical well-being of the child.</p> <p>SWD and ELL subgroups are targeted in class and in small groups/1:1 as a way to form relationships, address lagging skills</p>	All students, Targeted subgroups		

and unmet needs.			
PTA New Staff Introductions – Any new staff are introduced at the PTA meetings and the staff member is given a chance to speak with the parents. Trust – The families and staff build trust because they know who their children are interacting with on a daily basis.	Staff, Parents	9/14-6/15	All staff, PTA

Part 4 – Resources Needed

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

School Wide PBIS – Tokens, token bucket, Dowel Rod
 CARE Team – Scheduled monthly meetings, resources and teacher time
 Ray of Sunshine - Sunshine Toy, note cards, positive attitude
 Family Spotlight – Parents giving time to the school, thank you cards, camera
 Teacher Biographies – written biography, camera, frames
 Morning Meeting – Morning meeting books from “Responsive Classroom”
 Global Exploration – Lending library books and systems in place in each classroom to schedule lending, traveling trunk and artifacts, time to plan websites for Virtual field trips, human and financial resources for global service projects
 Student Leadership Team – Teacher leaders and flexible scheduling for meeting times
 Instructional Lunch – Table clothes, centerpieces, systems in place in each classroom
 Service Learning Projects – Teacher leads for each project, materials for each project, schedule adjustment for implementation and celebration.
 Handling Off Culture Behavior – Teacher time and money to bring in an outside vendor, teacher turnkey scheduling
 Monthly Assemblies – Attendance Awards, CD player, time scheduled, Core Values Dowel
 At Risk Counseling – Guidance Counselor, Time

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By end February 2015, the school-wide caseload is expected to be at 15 students or less.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As a new school in September 2014, we do not have prior data, quality review data, or data trends. Therefore, we needed to hire ALL of the teachers and staff. We needed to make sure we had staff for each classroom, as well as support staff with expertise in both academic and social-emotional supports for students. An 18D Team interviewed all potential candidates through a series of interviews and we hired based upon the best match for my vision. All staff members also had to show the interview team that they were committed to a collaborative culture that aligned with our core values of TRUST, Respect, and Responsibility.

To build our collaboration, we need structures in place for teachers and staff to build a growth mindset, and also for teachers to work together to share their learnings. We also need materials and resources for teachers to use, such as a professional library.

Data Source: Teacher PD Logs, PD Agendas, Common Planning Binders, Administrator Grade Level Meeting Binder

Part 2 – Annual Goal

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

By June 2015, each teacher will build his/her “Growth Mindset” by participating in at least eight self-driven professional development opportunities per year and having the opportunity to turnkey that information during a common planning period and/or at the Monday Professional Learning Meetings from 2:20pm-3:40pm, as measured by PD Logs and Agendas.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Structure #1 - Book Look - Look through professional literature and articles to find new and innovative strategies we can use in the classroom – with a focus on SWD students, ELL students, and	All teachers	9/14 – 6/15	All teachers Principal

<p>Global Service.</p> <p>Think-Pair-Share the ideas to turn key.</p> <p>Staff can have a note taking sheet (see below) to write down the ideas they want to take back to the classroom.</p> <p>Trust – Administrators and staff are building trust in each other to always improve upon their instructional practice.</p> <p>SWD and ELL subgroups are targeted - Teachers research and turn-key best practices for forming relationships, addressing lagging skills and meeting needs.</p>			
<p>Structure #2 - Pay It Forward - When a staff member goes out to a workshop, he/she will turnkey the information to the staff.</p> <p>Staff can have a note taking sheet (see below) to write down the ideas they want to take back to the classroom.</p> <p>Trust – Administrators and staff are building trust in each other to always improve upon their instructional practice.</p>	All teachers and Support Staff	9/14 – 6/15	All teachers Support Staff Principal
<p>Structure #3 - Glow and Grow - Staff members will pair up and visit each other’s classrooms. They will provide many Glows and some Grows on a note taking sheet (see below) as a way to improve – always keeping in mind the Danielson Rubric – Turnkey their learnings</p> <p>Trust – Administrators and staff are building trust in each other to always improve upon their instructional practice and open their classrooms to other teachers.</p> <p>SWD and ELL subgroups are targeted – Teachers give specific feedback on meeting the needs and addressing the skills of subgroups.</p>	All teachers and support staff	9/14 – 6/15	All teachers Support Staff Principal
<p>School Leader Glows and Grows – The Principal provides staff members with Glows and Grows as a written communication of areas of strength and progress.</p> <p>Trust – The Administrator and Teachers build a mutual trust that we are always improving our instructional practice for the students.</p>	All teachers	9/14-6/15	Principal
<p>Technology Professional Learning – ALL teachers and Guidance Counselors will attend a 3-session technology training throughout the year with a focus on the Promethean Board, Document Camera and Promethean Student Clickers.</p> <p>Trust – the families and students can trust that the school is preparing them for the 21st Century.</p> <p>SWD and ELL subgroups are targeted in class and in small groups/1:1 as a way to address lagging skills and unmet needs.</p>	All teachers and support staff	9/14 – 6/15	All teachers Support staff Principal

<p>Handling Off Culture Behavior – Teacher training through Ramapo For Children and reading of LOST AT SCHOOL by Ross W. Greene on addressing lagging skills and unmet needs.</p> <p>Trust – Parents can trust that their students will be safe in the school environment.</p>	All teachers and support staff	9/14 – 6/15	All teachers Support staff Principal
<p>Staff Goals – Each staff member has three goals for the school year. One is a school-wide language development goal, one is a leader created technology goal, and one is a Danielson based teacher created goal. These goals are referenced in Observation feedback.</p> <p>Trust – Staff members build trust as they work together to improve upon their goals through communication and common planning.</p>	All teachers and support staff	9/14 – 6/15	All teachers Support Staff Principal
<p>Common Planning Time- Each grade level will have at least 4 common planning periods per week.</p> <p>Trust – Teachers build a mutual trust to participate and develop collaborative lessons and units.</p>	All teachers	9/14 – 6/15	All teachers Principal
<p>Professional Learning Log – Each teacher will keep his/her own Professional Learning Log on Google Docs and share it with the Principal. This log includes a self-reflection on professional practice.</p>	All teachers and support staff	9/14 – 6/15	All teachers Principal
<p>Two collaborative data meetings per month – School Leader led data meetings to develop structures for gathering, organizing, analyzing data, and developing a plan and reflections for the plan.</p> <p>Trust – All staff can trust that there is a routine of analyzing student data and working to address the needs of the students.</p> <p>SWD and ELL subgroups are targeted – data is analyzed and plans of action are formed to address lagging skills and unmet needs.</p>	All grade level teams	11/14-6/15	Principal and teachers
<p>Protocols – Protocols utilized for different types of collaboration are the PICS protocol (Purpose, Information, Collaborate, Share) and the IQ protocol (Information, Question)</p>	All staff	10/14-6/15	All staff
<p>Unit Reflections – After each unit the teachers collaborate on “What Worked” and “What didn’t work” in their unit. The reflections are written on a “Reflection Form.”</p> <p>Trust – Teachers and administrators build open communication and trust by reflecting honestly on what worked and what didn’t work.</p> <p>SWD and ELL subgroups are targeted – Multiple entry points are determined and revised as a way to address lagging skills and unmet needs.</p>	All teachers	9/14-6/15	All teachers and Principal
<p>Kick it Up a Notch! – Teachers collaborate on each of our guiding documents (4 Pillars, Capacity Framework, Instructional Expectations, Danielson Rubrics, and Instructional Shifts) and determine “What we do here” and “How can we kick it up a notch?” After examining each document we align our evidence with the Quality Review Rubric</p> <p>Trust – All staff and families trust each other to have the mindset of “How can we improve?”</p>	All staff	9/14-6/15	All teachers and Principal

<p>Teacher Danielson “Focus Weeks” - Throughout certain weeks of the school year, the principal will go into each classroom each day during that week and provide teachers with daily “Grows and Glows” aligning with a specific Danielson Competency.</p> <p>Trust – The teachers and Administrator build a mutual trust around providing and receiving feedback.</p> <p>SWD and ELL subgroups are targeted – Feedback is given to specifically address lagging skills and unmet needs of these subgroups.</p>	<p>All students, Targeted subgroups</p>		
<p>Instructional Rounds “Focus Week” – After the Danielson “focus weeks” the teachers will visit each other’s classrooms to observe each other’s practice and provide feedback for their colleagues.</p> <p>Trust – Teachers develop a mutual trust in opening their classroom for observation and providing each other with feedback.</p> <p>SWD and ELL subgroups are targeted – Feedback is given to specifically address lagging skills and unmet needs of these subgroups.</p>	<p>All students, Targeted subgroups</p>		
<p>Principal Led Workshop Series for Teachers – The principal will implement workshop series that focus on Danielson, Instructional shifts, etc.</p> <p>SWD and ELL subgroups are targeted – Specific strategies and practices that address the lagging skills and unmet needs are embedded into the workshops.</p>	<p>All students, Targeted subgroups</p>		
<p>Turn Key Strategies to Parents – The teachers will turn key strategies to parents during each unit. This includes sending home materials for the students.</p> <p>Trust – Parents trust that they will receive information to help them to help their students in an ongoing basis.</p> <p>SWD and ELL subgroups are targeted - Specific strategies and practices that address the lagging skills and unmet needs are determined as strategies are turn keyed.</p>	<p>All students, Targeted subgroups</p>		
<p>Parent Bulletin Boards – There is a bulletin board for parents to pick up administrative forms as well as reading and math strategies. These are available at all times during the school day. There is a bulletin board in each vestibule for easier access to parents.</p> <p>Trust – Parents know they have a place they can go to get calendars, academic information, and parent involvement activities.</p>	<p>All students, Targeted subgroups</p>		
<p>Family Spotlight – Teachers work with parents to bring families into the classrooms to spotlight a career or skill. The families are encouraged to visit as many classrooms as they can so that students and families feel a sense of community and responsibility toward all of our students.</p> <p>Trust – Families and the school build trust by opening up classrooms for parents to interact with the students and teacher.</p>	<p>All students, Targeted subgroups</p>		

Part 4 – Resources Needed

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

Book Look – Professional books, teacher time, form for note taking (provided)
 Pay it Forward – Outside workshop opportunities, , form for note taking (provided)
 Glow and Grow – Time and coverage for intervisitations, , form for note taking (provided)
 Professional Learning Log – Google Docs training, form for note taking (provided)
 Technology PL – Financial and human resources to have an outside vendor provide the PD and substitutes to cover the classes for teachers.
 Handling off culture behavior - Financial and human resources to have an outside vendor provide the PD and time for teachers to turn-key
 Staff Goals – Instructional priorities and Google Docs training
 Common Planning Time – Scheduling time and adjustments

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By end of February 2015, each teacher is expected to have at least 6 Professional Learning Opportunities logged.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

As a new school in September 2014, we do not have prior data, quality review data, or data trends. Therefore, we want a staff who not only believe all students can succeed but also who believe in and exemplify our core values of TRUST, respect, and responsibility.

Prior to September 2014, five teachers had been rated using Advance. In 2013-2014 three of the five teachers were rated Effective and two of the five teachers were rated Developing.

Three teachers are new to the Department of Education this year and do not have previous DOE ratings and/or data.

Data source: Resume, References, Interview process, Advance

Part 2 – Annual Goal

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

By June 2015, 90% of the teachers at Queens Explorers Elementary school will be rated either Satisfactory OR Effective/Highly Effective in one or more Danielson domains as measured by Principal Observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Monday Professional Learning – Each month provide teachers with the opportunity to learn at least one ELL/Special education strategy and/or differentiation strategy. This could be turnkey from another teacher/staff member or from the Principal. Turn key opportunities build TRUST among staff members.	All staff	9/14 – 6/15	All staff Principal
Trust – Teachers turn key to each other and build trust in each			

<p>other’s expertise and knowledge. Teachers trust the administrator to focus the PD opportunities on concepts important for school improvement and improvement in teacher practice.</p> <p>SWD and ELL subgroups are targeted - Specific strategies and practices that address the lagging skills and unmet needs are determined as strategies are turn keyed.</p>			
<p>Observational Data - Principal will use the data from the Formal and Informal Observations to determine what professional learning opportunities will be provided inside the school in whole staff, small group, or on an individual basis.</p>	All teachers	9/14 – 6/15	Principal
<p>Teacher Leaders – Teachers will work in teams to create Parent Involvement culture systems such as family spotlight, literacy night, and workshops, that will be implemented throughout the year on a regular basis. These systems will focus on instructional strategies, thematic activities, and align with our core values of TRUST, respect, and responsibility. These activities build TRUST within the school community.</p> <p>Trust – Teachers build trust for each other and their expertise.</p>	All staff	9/14 – 6/15	All staff
<p>Staff Goals – Each staff member has three goals for the school year. One is a school-wide language development goal, one is a leader created technology goal, and one is a Danielson based teacher created goal. These goals are referenced in Observation feedback on an individual basis</p>	All staff	9/14 – 6/15	All staff
<p>Common Planning with Leader– Each grade level meets with the Principal one time per week. At least two of the grade level meetings each month are focused on Data Analysis.</p>	All teachers and support staff	9/14 – 6/15	All staff Principal
<p>Engrade Online Kindergarten Gradebook- In efforts to remain transparent, grades are put online. Student’s grades are logged into the Engrade system on a regular basis. Parents have access to their child’s account from any computer. This system builds TRUST and partnerships between the teachers and families because there is ongoing communication.</p> <p>Trust – Staff and families build trust through constant communication and structure reliability.</p>	All teachers, families	9/14-6/15	All staff Principal
<p>Mentor Opportunities – Seasoned teachers have the opportunity to mentor new and untenured teachers. This program builds TRUST between colleagues and builds TRUST within the school culture.</p> <p>Trust – Teachers and staff members trust each other through communication and feedback cycles.</p>	All teachers	9/14-6/15	All staff Families
<p>Instructional Rounds – Teachers observe each other and provide each other feedback. This builds an open and honest culture that in turn builds TRUST within our school community.</p> <p>Trust – Teachers build trust between each other using feedback and open their classrooms to each other.</p>	All teachers	9/14-6/15	All teachers

Part 4 – Resources Needed

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

Monday PD – Teacher experts, materials
 Advance Data – Advance Web Application, research and professional articles/books
 Teacher Leaders – Teacher time, volunteered time, materials for parents
 Common Planning – Student data, student work, time each week.
 Staff Goals – Leader developed goals, Google Docs PD, teacher time and implementation, PD to focus on goals
 Common Planning With Leader – Time scheduled, agendas, materials as needed

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By end February 2015, 70% of observations will be either rated Effective, Highly Effective, or Satisfactory in one or more of the Danielson domains. This will be calculated by taking into consideration the ratings of all competencies in formal and informal observations.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

As a new school in September 2014, we do not have prior data, quality review data, or data trends. Therefore, we want to be responsive to the needs of families in order to build TRUST between all of our stakeholders. We have tried holding events during the day and in the evening. We have found that in the evening we have had higher attendance and therefore, when possible, we will hold events in the evening.

We have also formed a PTA, and based upon feedback from the PTA Executive Board, parents are interested in family activities in the evening. Therefore, we are working to provide activities that align with our core values, the Common Core Learning Standards, and our instructional program.

Data Source: Monthly Calendars, Family Involvement Logs

Part 2 – Annual Goal

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

By June 2015, the school will implement at least three family events per month that align with our school’s core values of TRUST, RESPECT and RESPONSIBILITY, the Common Core Learning Standards and the instructional program as measured by the monthly Calendar and the Family Involvement Log.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Literacy Night – Teacher reads aloud to families using the document camera with an aligning cookie craft.	All families	9/14 – 6/15	Teachers Principal
Family Spotlight – Family members are invited to come into the classrooms each month to highlight a career or skill.	All families	9/14 – 6/15	Teachers Principal

Trust – Families and the school build trust by opening up classrooms for parents to interact with the students and teacher.			
Parent Workshops – Before or during each PTA meeting, teacher leaders will prepare workshops for the parents and present for parents in order to distribute information or provide them with a strategy for working with their children. Strategies will be used that address the needs of SWD and ELL students. Trust – Parents and teachers build trust and rely on each other for communication of information.	All families, PTA members	9/14 – 6/15	Teachers Principal
PTA – The Parent Teacher Association will create family events at the school at times that are convenient for parents. Trust – Families trust that the school is a hub of activity and will provide a community feeling.	All families	11/14 – 6/15	PTA
Dismissal - Teachers and parents time to have a conversation before the teachers leave for the day. Trust – Families trust that they can have a daily meeting and/or interaction with their child’s teacher and/or the principal.	All families	9/14 – 6/15	Principal All staff
Summer Family Orientation Day – Families have a chance to personally meet the principal and teachers, students participate in a brief assessment, families receive information through conversations with staff and written notices. The families used a passport as an interactive guide through the orientation. They accumulated stamps for each station they visited. Trust – Trust between families and teachers begins to build from the first interaction and meeting with school staff.	All families	8/26/14	All staff Principal
First Week Phone Call - Teachers call home to all parents during the first week to form relationships with the families and say something positive about their child’s first week in school! Trust – Trust between families and teachers begins to build from the first interaction and conversation with the teacher.	All families	9/4/14- 9/12/14	All Teachers
Curriculum Newsletter – Each month, a curriculum newsletter goes home to each family. This explains the curriculums on each grade level, as well as the cluster classes. Trust – Families trust that they will be informed of the student’s learning topics and skills.	All families	12/14-6/15	All teachers
Choral Concerts – Three times per year, the students will give a concert to the families in the evening – winter, spring, and the end of year celebration. Three times per year, the students will also give a concert during the day to students from MS210.	All families and students	9/14-6/15	All staff, music teacher
Engrade Online Kindergarten Gradebook- Students’ grades are logged into the Engrade system on a regular basis. Parents have access to their child’s account from any computer. Trust – Families and Teachers build trust through constant communication of student progress.	All students	9/14-6/15	All K staff

PTA Class Hosts – Each PTA meeting will be hosted by a class. The class will provide the snacks, display work for a gallery walk, and presentations. This is in an effort to increase participation at the PTA meetings.	All classes	1/15-6/15	All staff, Principal, Parents
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Part 4 – Resources Needed

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

Literacy night – document camera, book, craft, teachers, time in the evening, notices
 Family Spotlight - Parents giving time to the school, thank you cards, camera, sign-up sheet and reminder notice
 Parent Workshop – Teacher leaders, time, materials, notices to parents
 PTA – Collaboration with Principal, evening teacher and parent time, materials
 Dismissal – Time scheduled, teacher PD on dismissal system
 Summer Orientation – Teacher PD and planning time, time scheduled, materials
 First Week Phone Call – Teacher time and PD on phone call protocol

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By end of February 2015, we will have had at least two family events each month.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Scores on Wilson Foundations and F&P level	Use of Kinesthetic learning style “Learn by doing”, repetition	Small group push in and pull out	School day
Mathematics	Scores on MOSL, PARCC aligned periodic assessment and Unit assessments	RTI small group Reteach and Enrich	Small group push in and pull out, Grouping by skill/standard	School day
Science	Unit Performance Task and Language Interview	Low-Risk Dramatic Play room to build language and vocabulary, Vocabulary Focus Group to build content vocabulary and language	Small group push in and pull out 1:1	School day
Social Studies	Unit Performance Task and Language Interview	Low-Risk Dramatic Play room to build language and vocabulary, Vocabulary Focus Group to build content vocabulary and language	Small group push in and pull out 1:1	School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk Counseling – determined by the CARE Team At risk Speech At risk ELL services	Sessions provided while working with individual families	Small group and/or 1:1	School day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) – Queens Explorers Elementary School

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Queens Explorers Elementary 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Queens Explorers Elementary 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 the school community;

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

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

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

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

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

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

School-Parent Compact (SPC) Queens Explorers Elementary School

Queens Explorers Elementary 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.

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q316 School Name: Queens Explorers Elementary School

Cluster: 2 Network: 208

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.

When the students register we analyze the Home Language Survey as well as the Parent and Student Interview information to determine the written and oral interpretation needs of our parent body. We then find the appropriate staff members to translate the information for the parents. We have also reached out to outside sources for translation services such as SLT members and online services - depending on the language.

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.

We have found that we have approximately 5 families who need Spanish translation. There is one family who speaks Urdu and has written and oral interpretation needs. These findings were reported to the school community through the ELL provider. The ELL provider turnkeyed this information at a professional learning session to the staff. We have also spoken at PTA meetings about providing information for all of these languages.

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.

We provide written translation services for every notice sent home in Spanish, Urdu, and English, depending on the needs of the families. The Spanish translation is done through an SLT volunteer member and/or an online service. The Urdu translation is done by a school staff member.

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.

We need oral interpretation services for individual family meetings, school meetings, and evening events. Services are provided by an SLT volunteer, a network volunteer, and an school staff member.

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

Our volunteers and school staff are trained to know the specific translation services that are needed and provided to the families based upon their need. The Parents are notified of all information, school specific and other, with translated documents in their native language. Copies of all translated documents are kept in the main office for reference. Posters and DOE information is hung up in all languages that are needed by our families.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2014-15 SCHOOL YEAR**

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 one-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 316
School Name Queens Explorers Elementary School		

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

Principal Melissa Compson	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Patricia Eugene	Guidance Counselor Maureen Abernethy
Teacher/Subject Area Christina Tracy	Parent Natalie Bissoon
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	66	Total number of ELLs	9	ELLs as share of total student population (%)	13.64%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	0	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	9	0	1	0	0	0	0	0	0	9

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	9	0	1	0	0	0	0	0	0	9
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2													2
Intermediate(I)	5													4
Advanced (A)	2													2
Total	8	0	0	0	0	0	0	0	0	0	0	0	0	8

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	5												
	A	2												
	P	0												
READING/ WRITING	B	0												
	I	0												
	A	0												
	P	0												

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

Grade	Level 1		Level 2		Level 3		Level 4		Total
	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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 PS316 uses Fountas and Pinnell and Wilson Foundations to assess the early literacy skills of ELLs. This data provides us insights about the students letter, sound, and decoding skills, as well as skills that are prerequisite to reading. We are able to use the data to inform our school's instructional plan for the ESL program, for classroom differentiation, and for our Reteach and Enrich program. We are

also developing strategies for the language development of these students. For example, students who scored low on the Wilson Foundations assessment are in a Reteach group for letter identity, letter sound, letter formation, and beginning sound. Strategies we use for language development include verbal and written prompting and oral storytelling.

2. What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?
The students who are scoring at the beginning levels are showing a pattern of being low in language development and in letter/sound recognition. These students are often receiving small group instruction inside the classroom and in pull out.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The scores on each of the modalities will affect instructional decisions. Both the ESL teacher and the classroom teachers will use this data to determine which areas need to be focused on more. The ESL teacher will turn key strategies to the teachers and these strategies will target the modalities and language development for early childhood, as well as our teaching of prerequisite reading skills. We use instructional cycles to collect and analyze data so that we can determine areas of progress and develop instructional goals and school structures to align with those modality areas.
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?
 - A. In Kindergarten, the majority of students who are ELL students are scoring intermediate and beginner. The ELL students are given the chance to take the periodic assesemnts in their native language as well as English. Some students are scoring better.
 - B. The results of the periodic assesemnts are analyzed by the grade level and data teams. This data is used to: (1) determine which students are in pull out RTI groups (2) determine which students are given small group and/or individualized instruction in the classroom (3) determine which students are tested in a small group or individual basis (4) determine which students are in the Reteach group or the Enrich group
 - C. The school is learning that language development of ELL students is an instructional priority. We are using the native language to support learning in the English language. We are developing strategies to increase language development and speaking skills in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The results of the unit and periodic assesemnts are gathered, organized and analyzed by the grade level and data teams. This data is used to: (1) determine which students are in pull out RTI groups (2) determine which students are given small group and/or individualized instruction in the classroom (3) determine which students are tested in a small group or individual basis (4) determine which students are in the Reteach group or the Enrich group
6. How do you make sure that a child's second language development is considered in instructional decisions?
After looking at the data, we have made language development our instructional priority. Strategies we have developed in our school are: (1) Oral Storytelling (2) Reading Buddies (3) Learn by doing (4) Music and movement every day for all students (3) One room set up for dramatic play as a low risk setting for students to try new language with peers
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Each unit and periodic assessment is accompanied by a school created "Language Interview" that assesses students use of the English language and content language. The data from this interview is analyzed for areas of strength and progress and then the student groupings and goals are revised based upon this data.

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 NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When the students come in for registration, the parents complete the Home Language Survey. Whenever possible, the ESL teacher is there to administer this and also conduct an informal interview with the parents and student. If the ESL teacher is not available at the time of registration, the ESL teacher schedules a meeting with the parents and interviews the student in school. The ESL teacher then administers the NYSITELL to each student and based on the score, the ESL teacher determines if the student is mandated for services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The ESL teacher provides parents with a workshop that offers them their instructional options for an ESL program and shows them a video. The parents are notified as to which program our school offers and the ESL teacher is available for questions. The teacher describes our ESL program as being a push in program using the mandated minutes as the guidelines.
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 [\[see tool kit\]](#).)
These letters are distributed and collected at the parent workshop. They are secured and stored in a locked file cabinet.
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.
Each student's placement is discussed on an individual basis with the family. However as a school, our philosophy is to push into each classroom to provide services to the student. Each families concerns are taken into consideration.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher pulls the students into a quiet testing room to test the students within ten days of the first day of school.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
The parents all chose the freestanding ESL program.

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])?

Our school's philosophy is to use the push in model for each class. The teacher utilizes heterogeneous grouping and some students in the same grade level may push into another class on the same grade level with the teacher.

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)?

We have one dedicated ESL teacher. Together, the teacher and administration collaborate on a schedule to push into classrooms so that the mandated number of minutes are delivered to each student. Some students are grouped to provide for accurate scheduling.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered using small group instruction for vocabulary instruction and literature read aloud. The teacher uses specific strategies of repetition (echo, choral), movement, music/rhyming, and color visuals to scaffold for the students who need to build their language development. The teacher focuses the students on the main concepts, using the common core standards as a barometer for rigor.

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

We not only utilize our ESL teacher, but we also ask a staff member who speaks Urdu and a staff member who speaks Spanish to help in assessing the students in their native language.

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

Each class assesses all students on all four modalities throughout the year. We (1) have rubrics for each modality (2) use a language interview to assess language development in English (3) use the ESL teacher to assess progress in each modality between unit and periodic assessments

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. SIFE students will have more support in their native language and will be placed in a classroom with a teacher who speaks that native language, when possible, in order to better transition the student to an English speaking classroom. They will also receive their mandated minutes per week.

B. ELL students with less than 3 years will have more support in their native language and will be placed in a classroom with a teacher who speaks that native language, when possible, in order to better transition the student to an English speaking classroom - along with their mandated minutes

C&D. ELLs receiving service for 4 to 6 years and 6+ years will be looked at on an individual basis. Their program will be created in a flexible way with their individual needs in mind. Working together with the families it will be decided how much of the instruction will be given using a push in model and how much will be given using a pull out small group model. The class that the student is admitted to will also be decided carefully based upon the students needs and teacher's skill and expertise as it pertains to ELL students.

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?

(1) Repetition instructional strategy (choral, echo) (2) Movement added to stories (3) Explicit teaching of vocabulary for the first 5 minutes of each lesson (4) Oral Storytelling (5) Reading Buddies (6) Visuals - color when available (7) Sharing of instructional materials between classroom and ELL teacher (8) Extra books that are thematically based on the level and native language of the

students (9) Picture cues for each vocab word and prompt (10) verbal and written prompts

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?

The schedule for each class allows time for students who need to make progress in both ELA and Math to have time to be retaught standards that they have not mastered. Each classroom has time where teachers can pull the students out for small group RTI instruction using research based programs. Each class also has a Reteach and Enrich period for both ELA and Math that allows for students to be retaught skills they have not yet mastered OR enriching skills they have mastered.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

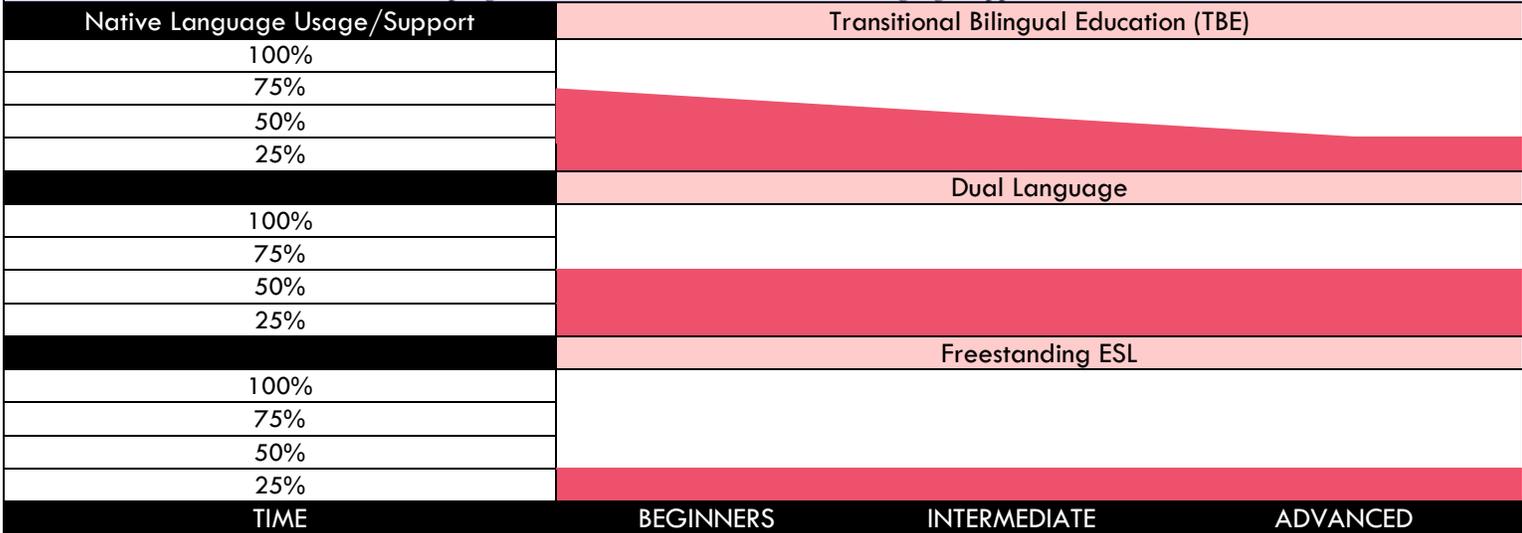
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
(1) Differentiated instruction in every lesson (2) Small group instruction during classroom lesson (3) Push in small group from ELL teacher (4) Reteach and Enrich periods for both ELA and Math (5) language development using low risk dramatic play area
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
ELLs have shown progress in their use of content vocabulary and English language development throughout the first and second unit. This is shown through the Language Interview Rubric and the unit/periodic assessments
11. What new programs or improvements will be considered for the upcoming school year?
Grouping students in classes that best meet their needs and the flexible scheduling needs of the school.
Determining a research based program for students with very little English Language.
12. What programs/services for ELLs will be discontinued and why?
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All programs are offered to all students in the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Instructional materials, including modified texts, texts in native languages, promethean boards, document cameras, promethean actiview clickers, and laptops have been purchased to support ELL instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In our ESL program, teachers support students in their native language as needed. If there is not a teacher who speaks the native language, we have found teacher substitutes to supplement our support. We have also used books and materials that are in the native language of the student.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All instruction and services provided correspond to the ELL students ages and grade levels. This is ensured because all instructional cycles are taught through a theme and the materials are theme-based. Materials and instruction are then modified from the unit and lesson plans for ELL students. These modifications are on the Unit plan. The ELL teacher uses these and the teacher's shared lesson plans to plan for the students individual lessons and push in support.
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.
Newly enrolled ELL students are invited to meet the teacher and see the school with their family. New ELL students will also be able to enter the low risk dramatic play center as a way to meet peers and make friends using the English Language.
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. PD for ESL teachers will be offered in house and outside of the school at offered workshops. ELL personnel and all teachers of ELLs will be provided with turn key information and strategies at least once per month on a Monday PD.
 2. Once per month on Monday afternoon the ESL teacher will provide PD to all teachers, which includes strategies to support ELLs in both ELA and Mathematics and the CCLS.
 3. Students in this school are in Kindergarten only and will not be transitioning for years to come. However, the plan is to schedule a transition meeting with the receiving school so that the family can determine if that school will provide them with the needed support.
 4. All staff will be trained the minimum requirement by having one Monday PD per month (80 min) dedicated to ELL professional learning and training.

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. Parental involvement for parents of ELLs includes: (1) Workshops before each PTA meeting (2) Family Spotlight each month for families to come into the classrooms and talk about a career or special skill (3) Literacy night 4x per year
 2. The school partners with community agencies by asking them to come into the school to provide information on their services to ELL parents. They come in during the times of the Workshop.
 3. At each PTA meeting we ask the parents for suggestions on workshops or other activities that the school can provide. These suggestions are taken into consideration by the SLT and teacher teams.
 4. Our activities align with parent suggestions. At our school, parents overwhelmingly want activities to do as a family in the evening. We have thus developed (1) literacy night (2) movie night (3) Cookie Craft night (4) Ornament making night (5) Holiday Concert (6) Service Learning Night, etc

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: Queens Explorers Elementary

School DBN: 27Q316

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Compson	Principal		11/19/14
N/A	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Patricia Eugene	ESL Teacher		11/19/14
	Parent		1/1/01
Christina Tracy	Teacher/Subject Area		11/19/14
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Maureen Abernethy	Guidance Counselor		11/19/14
	Network Leader		1/1/01
	Other _____		1/1/01