



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

25Q499

School Name:

QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE, AND TECHNOLOGY

Principal:

MRS. HELENE NATHAN JACOB

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

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)
Mrs. Helene Nathan Jacob	*Principal or Designee	
Ms. Diane Jellema	*UFT Chapter Leader or Designee	
Ms. Helen Cordero	*PA/PTA President or Designated Co-President	
Ms. Nancy Carbone	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mr. Paul Longo	CBO Representative, if applicable	
Mrs. Jennifer Nigro	Teacher	
Mr. Brian Nolan	Teacher	
Ms. Regina Young	Parent	
Ms. Christine Toner	Parent	
Ms. Jane McNamara	Parent	
Mr. Franc Ortega	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

administrators value each other.

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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Summary – Mission Statement and Strategic Collaborations

It is the mission of the Queens College School for Math, Science, and Technology to ensure that our children learn by interacting with their environment, the natural and social world that surrounds them. Our school builds upon this interaction by creating confident learners who pose questions, explore problems, and communicate solutions in order to inspire our children to think broadly, critically, and creatively about their world and build connections among all areas of knowledge.

The vibrancy and excitement of learning is evident throughout our Pre-k-8 public choice high performing 2014 Blue Ribbon Award school situated on the Queens College campus in Flushing, Queens. Our ethnically diverse student body, chosen through a blind lottery for Queens’ residents, love to attend school daily, as exhibited in our historically high attendance rates.

A joint decision was reached between the New York City Department of Education and Queens College to establish our school in 1999 with a focus in math, science, and technology that would grow with two classes on each grade. As a barrier-free site, we provide a successful special education inclusion program in our general education classes.

Our shared history of collaborative instruction with Queens College is celebrated by both organizations. The Interface Team of faculty, staff, and parents meets monthly to support research and co-teaching with professors and study new approaches and refine teaching practices, as well as preparing pre-service teachers for certification. In turn, our students participate in activities on the campus, extending the walls of our school –college immersion day; physical education activities; and Lego Robotics. The Queens College music education department enriches our students with a choir and music appreciation lessons.

Our school received Reward Status from New York State for the past three years and made Adequate Yearly Progress every year since inception for all subgroups. We were identified as one of the top 25 schools in New York City for closing the achievement gap and awarded the Broad Prize for Urban Education. Our recent School Quality Guide 2014 indicates that we “Exceeded Target” in Student Progress, Student Achievement, and in Closing the Achievement Gap; 71% of eighth graders earned Regents and language credit and 98% leave ninth grade having earned High School credit. Annually nearly 30% of our grade eight students receive offers to attend specialized high schools.

Our parents, including those on the School Leadership Team and PTA, are integral members of the school community and are extremely involved and supportive. There is a true partnership among administration, staff, parents, and students who share a vision of high expectations to improve the performance of students at all levels. Each student receives individualized support and teachers work closely with families, keeping them apprised of their children’s achievements. Students are recognized monthly with a Principal’s Honor Roll Award.

The school's core ideal to culture building centers around the belief that students need to play an active role in creating and supporting an environment where everyone feels included, safe, and engaged. Students facilitate activities each year, such as spirit days, a "no bullying" rally and pep rally for "Character Counts." Each year students refine the school-wide behavior matrix that outlines the expected code of conduct which follows the school-wide model of the "3Rs," be a Role model, be Responsible, be Respectful towards one another and staff. Citizenship and leadership skills are fostered and rewarded through the 3Rs, ARISTA, and Student Council. Service projects are developed and supported by ARISTA, the Middle School Cabinet, and the Student Council.

It is our belief that all students have talents and natural abilities that should be fostered. Students participate in an interest-based, cross-graded school-wide enrichment program. We offer opportunities in the arts, math, science, literacy, and physical education – before, during, and after school. Our newest programs this year are debate, robotics, chess, and choir. Our long-standing partnership as a focus school with Lincoln Center Education, providing aesthetic education experiences, is co-planned and taught by a residency artist and our certified staff. A new partnership with the Cold Spring Harbor Laboratory enriches the science learning of our upper elementary students and brings their lab to the classroom through Skype enabling our students to study the DNA of plants.

Our teachers prepare our students for their futures, providing strong foundations in the humanities, science, and math content. Returning students tell how well prepared they are for high school and how much they miss the nurturing and caring environment of 499. Our motto, "*If it is to be it is up to us to do it,*" resonates throughout the building as our educators make it their ultimate goal to successfully guide our students through this part of their educational journey.

Curriculum and Instruction – Professional Development

School leaders have a strategic, transparent system for managing professional development that supports teacher effectiveness and articulates clear expectations for teacher practice in alignment with professional goals. Our quality professional development program is a dynamic and fluid process that is ongoing, differentiated, and structured to improve teaching practice that we strongly believe will positively affect student achievement.

Our professional development opportunities, developed in consultation with the Cabinet and Professional Development Committee, address school curricula and academic rigor, are connected to instruction and extend over time for planning, practice, coaching, and follow-ups. The principal has provided learning opportunities for teachers through our partnership organizations (Queens College, Teachers College, Children First Network 207, Lincoln Center Education, and PENCIL). Offerings gleaned from an analysis of student achievement data are tied to instructional goals in core subjects and include a cohesive plan involving all students in the CCLS and the impact these expectations will have on adult learning needs.

Teacher team work and collaborative professional learning engages teachers to discuss their practice with peers, sharpen content expertise, visit colleagues' classrooms and study student and teacher work so that intended improvements are apparent across classrooms. The principal and assistant principal participate in literacy groups to further their own knowledge and effectiveness and share new learning with the entire school community.

The support that the teachers receive allows them to expand their teaching practice and comes from a variety of sources both inside and outside the school – including Lead Teachers in literacy, math, and special

education, Teachers College, and our Network instructional coaches. The long term plan is to support Common Core instructional shifts implementation across the school, assist with the setting of goals, and coaching into classrooms to strengthen practice. With this strong support team in place, the teachers are able to successfully try new strategies out in a lab site, receive immediate feedback, and then apply them in their classrooms.

Research and theory-driven collaborative teaching efforts exist with Queens College faculty. The school staff is actively involved with the Queens College field placement and teacher certification process in the elementary and secondary programs. Middle school teachers in ELA, Science, Mathematics and Foreign Language support the initial clinical learning experience for QC students as well as the student teaching experience. QC faculty supervises the student teachers and works together with the school's administration for the benefit of PS/IS 499Q students

Indicators of Academic Success – Engaging Families and Communities

We understand our families are an important part of our school community and play an essential role in successfully educating our children. To that end, we strive to fully inform and involve all parents in their children's learning experiences. School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations.

Our supportive parent body is involved in fundraising for the academic needs of our students. The parents volunteer and assume roles in the PTA and on the School Leadership Team. We encourage parent participation in school events, parent workshops, and classroom celebrations. To that end, our Parent Coordinator sends weekly email blasts to encourage parents to attend workshops and events and works with our guidance counselor to provide families with additional supports.

Uniformed systems are in place to increase the academic communication to parents. A parent curriculum orientation is held in the evening in September for grades PreK-8, providing parents with the opportunity to not only meet the teacher, but to also learn from the teachers about curriculum and how to strengthen the home-school connection. Parent workshops, offered during school hours and in the evening, are conducted by our teachers, school leaders, and Children First Network 207 Achievement Coaches. We offer workshops to parents about the Common Core ELA and Math Standards, transitioning to middle school, High School choice, career development, and cyber bullying. Additionally, parents attend literacy workshops at Teachers College with our Parent Coordinator. The monthly publications *Home/School Connection* and *Middle Years* are sent home from September through May. Academic progress and next learning steps are reported to parents through reading progress letters, math family letters, quarterly progress reports, Promotion-in-Doubt letters, standardized test scores, teacher contacts, and Teacher Ease grading system.

PS/IS 499Q is a collaborative partner with Queens College in promoting student achievement, parental involvement and teacher professional growth. The administration works closely with the Queens College liaison, who also sits on our School Leadership Team, to promote a stronger interchange with the College to support student progress. Students are tutored by licensed NYC teachers enrolled in the QC graduate literacy program. The campus facilities are available for specific programs. Student interns from the physical education department run a fitness program for grade 6 students and tennis instruction is provided for our students at a reasonable fee.

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.

Based on the NYS Common Core 2014 ELA exam, student achievement for grades 3-8 was 60.1% at proficiency (scored between a 3.0 and 4.5). This data reflects an upward trend from the last year’s score by 6%. Our school’s achievement is 32.1% higher than the city average of 28%. The school’s average proficiency rating in ELA was 3.14. Last year the average proficiency rating was 3.08; an increase of 0.06 from the previous year. Item analysis indicates strengths: CCS key ideas and details and determining theme. Needs: understanding vocabulary in context and synthesizing across text.

The Student Progress Section of the 2013-14 School Quality Guide indicates that the school decreased 7 points from 74.0 to 67.0 for the ELA Median Adjusted Growth Percentile for all 4th through 8th grade students. The Median Adjusted Growth Percentile for the Lowest Third in ELA for grades 4 through 8 also decreased from 81.0 to 77.5 (3.5 point decrease). For Early Grade Progress (Grade 3 Only), the school had a significant increase in ELA from 2.66 to 3.29, an increase of 0.63.

When looking at the Closing the Achievement Gap of the 2013-14 School Quality Guide, 18.8% of SETSS students were able to achieve a score of 3 or higher on the ELA exam, an increase of 11.7% from the previous year.

Informed by Capacity Framework Element – Rigorous Instruction, current data, and the 2013-2014 School Quality Guide, there is a need to refine the use of strategies that provide multiple entry points for all learners (especially ELLs and students with disabilities), close reading of text, and writing across content.

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, the ELA median adjusted growth percentile among students in grades 4-8 will increase by a minimum of 3 points from 67.0 to 70.0.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 			

<p>Student Progress Reports distributed three times yearly to supplement Report Card data. School Messenger delivers daily and weekly information to parents. 499/QC Interface Team meets monthly in support of partnership. Instructional Cabinet, Professional Development Committee, and Interface Team involved in shared decision making.</p>	community	June 2015	Principal Implementers: Teachers, Guidance Counselor, Parent Coordinator, QC Faculty
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of teacher teams, lead teachers, and staff developers for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade. The Danielson Framework and Advance for teacher evaluations. Educational consultations/staff developers to support implementation. Queens College faculty to support implementation. Student teachers work alongside cooperating teachers in elementary and secondary level classrooms. Scheduling for intra/inter-visitations Engaging in intra/inter-visitations, out of school PD, teacher team meetings, common prep time (two periods, where possible) to allow for common planning and professional development. Use of the NYC DOE resources (Common Core Library and the Handbook for Professional Learning), professional texts, EngageNY, OTPS for student consumables and workshop materials.

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	x	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:				
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.				
By February 2015, there will be a 3% increase in grades 4-8 students scoring at proficiency as measured by the January CCLS Aligned Fall Benchmark Assessment.				
Part 6b. Complete in February 2015.				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. 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 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.

The school did not receive a Quality Review in the 2013-2014 school year. On the most recent Quality Review Report November 2012, the school received a rating of Well-Developed on the element of “maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.” (1.4) The Report states: “The school’s core ideal to culture building centers around the community belief that students need to plan an active role in creating and supporting an environment where everyone feels included, safe, and engaged. Students consistently reference the variety of activities they facilitate each year, such as school spirit days, student cabinet, as well as a ‘no bullying’ rally and pep rally for *Character Counts*...As a result of this positive learning culture,... the students feel their opinions around contributing to their community are valued by teachers and the administration.” The Report continues to state: “This positive tone encourages them to work to their potential and to support their peers in maintaining a positive school environment, resulting in increases, particularly in the middle school grades, in students passing their core courses each year.” Currently, we exceed the target for the attendance rate at 96.7%.

In the 2013-2014 School Survey middle school students recognize the “implementation of a variety of programs and classes to keep them interested in school” (an increase of almost 15%). Students recognize that “I need to work hard to get good grades” (74% strongly agree, an increase of 4%).

The 2013-2014 School Quality Guide indicates that our students performed well above the City and State performance levels (3 and 4), with 60.1% in ELA and 71.2% in Math meeting and exceeding proficiency. However, the Guide also indicates a decrease in the percentage of grades 6-8 students who passed their core courses in the last school year. The decrease occurred in English (1.9%), Science (2.7%), and Social Studies (3.2%). Informed by Capacity Framework Element – Supportive Environment, current data, the 2013-2014 School Quality Guide, and the School Survey data, there is a need to put additional structures and systems in place to support students in developing strong academic and personal behaviors.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to increase student engagement, improve student attendance, foster higher student achievement, promote college and career readiness and decrease student disciplinary infractions, we will offer a wide variety of social/emotional development programs so that by June 2015 there is an increase in core course passing rate of 2% for our middle school students.

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:

5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change

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>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).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>Instructional Actions/Strategies/Activities: In order to promote college and career readiness and to develop strong academic and personal behaviors, systems and structures will be in place to support targeted seventh and eighth grade middle school students: Middle School Advisories launched in support of student development of Academic and Personal Behaviors, particularly work habits/organizational skills, self-regulation, and persistence. Weekly sessions with Advisory Teachers will enable tracking of individual student growth and provide meaningful feedback to students and parents. Launch Middle School After School Program COMPASS NYC Initiative – focuses on providing engaging academic, recreational, civic, and cultural activities for students. Programming will be aligned to the school’s goals in literacy, STEM, and the Arts.</p>	<p>Students MS 6-8</p>	<p>September 2014-June 2015</p>	<p>Point Person: Principal, Assistant Principal</p> <p>Implementers: MS staff, guidance counselor, parent coordinator, MS after school staff</p>
<p>Professional Development: Middle School Advisory Teachers trained using Overcoming Obstacles program to support student development of Academic and Personal Behaviors, one of the four domains of the DOE’s College and Career Readiness Benchmarks. Weekly meetings with the Assistant Principal to support teachers in the use of the program, application to the classroom setting, and monitor student progress. Engagement of MS After School Site Directors with School Leadership in planning activities in alignment with the CCLS.</p>	<p>MS Advisory Teachers, After School Staff</p>	<p>September 2014-June 2015</p>	<p>Point Person: Principal, Assistant Principal</p> <p>Implementers: MS staff, guidance counselor, MS after school staff</p>
<p>Parent Involvement and Engagement: Provide training on topics that impact student learning - Workshops to support parents’ understanding of health and wellbeing, nutrition, organizational skills, and high school articulation and expectations during Coffee & Conversation with the Principal, Meet the Teacher Night/Curriculum Night, and at PTA Meetings. Communication to families by advisory teachers of students’ growth. Parent involvement in MS After School Programming (holiday events). Provide access to materials and resources for families: workshop materials and online resources. Information and access for parents is provided through: Family Handbook, monthly calendar, curriculum maps, home-school connection newsletter. Provide reasonable support, where feasible, to encourage family participation: translation services, flexible scheduling of meetings/activities to encourage parent participation.</p>	<p>The entire school community</p>	<p>September 2014-June 2015</p>	<p>Point Person: Principal, Assistant Principal</p> <p>Implementers: Principal, Teachers, Guidance Counselor, Parent Coordinator</p>
<p>Trust: Transparency across all of the work that we do- Direct communication between advisory teacher and family. Middle School Achieving/Aspiring Commendations Teacher Ease online grade book provides immediate access for parents and students in grades 6-8 to monitor student progress</p>	<p>The entire school community</p>	<p>September 2014-June 2015</p>	

Part 4 – Resources Needed

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

Use of teacher teams, guidance counselor, youth development counselor, Assistant Principal, and Network 207 Director of Student Services to support implementation of, planning for, and monitoring the advisories.

Partnership with Queens Community House for the MS After School COMPASS programming. MS teacher to serve as Educational Specialist to align after school's programming with school's goals. Parent Coordinator to engage parents in the after school activities. Principal and assistant principal to plan with after school site director and team.

Engagement of CUNY Corps Students to support learning in classrooms.

Scheduling small group instruction through Circular 6.

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

DYCD COMPASS MS After School Grant \$180,000.

Part 6 – Progress Monitoring

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

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 50% increase from marking period one to marking period two of at-risk grade 8 students passing core courses.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The school did not have a Quality Review in 2013-2014 school year. On the Quality Review Report November 2012, the school received a Proficient for QR Indicator 1.3(Make strategic organizational decisions to support the school’s instructional goals and meet students’ learning needs as evidenced by meaningful student work products). The Quality Review Report states that “the principal organizes teacher teams to meet weekly by content area in the middle school and has established vertical teams on the elementary level who also meet weekly to allow teachers to engage in building a comprehensive understanding of the scaffolded expectations of the CCLS as well as common shifts within core content areas. This structure allows teams multiple opportunities to engage in teacher-run professional development around curricular, task and rubric design using student work to leverage decisions.” The Report also states that “the school has done exceptional work around the development of assessment tools. However, some teacher teams are still working to solidify how these (assessment) tools effectively measure instructional decisions made to increase the learning outcomes of student subgroups...Since this work is not fully implemented, current assessments do not provide a cogent picture of multiple pathways of student mastery within grade level curricular standards for students within...subgroups, resulting in missed opportunities for all students to improve their academic achievement.”

Informed by Capacity Framework Element – Collaborative Teachers, current data, the School Survey, and the 2013-2014 School Quality Guide, there is a need to refine the use of protocols to analyze student work and to plan for student learning outcomes.

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.

In order to strengthen the work of aligning assessment tools to curricular expectations to include actionable and meaningful feedback so all students are aware of their next learning steps, and to ensure coherence across the school by working in collaborative teams, by June 2015 there will be an increase of 5% in teachers responding Strongly Agree to the prompt, “Teachers in my school use multiple forms of student achievement data to improve instructional decisions” as measured by the NYC School Survey.

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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

<p>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).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			
<p>Instructional Actions/Strategies/Activities: Using protocols, collaborative teacher teams (grade/subject/vertical) will systematically analyze key elements of teacher work including classroom practice, assessment data, and student work, resulting in shared improvements in teacher practice and mastery of goals for groups of students. Collaborative Co-Teach Model involving PS/IS 499 middle school mathematics teachers and special education teachers and QC faculty to close the achievement gap. Implementation Go Math program in grades 6-8, differentiating with accelerated programs in grades 7 and 8, resulting in a school wide cohesive mathematics program. Online extension for classroom and home study.</p>	Students Prek8	September 2014-June 2015	<p>Point Person: Principal, Assistant Principal</p> <p>Implementers: Teachers, Service Providers, Network Instructional Coaches</p>
<p>Professional Development: Teacher teams will engage in Professional Learning Communities (PLC): Middle School Math Team of GE/SE teachers will receive professional development from the Queens College faculty in the use of Lesson Study and co-teach models to adjust teacher practice. Elementary Math Team of GE/SE teachers using the school wide problem solving rubric and Thinking Maps to support students' problem solving abilities. Early Childhood Prek-2 Team using Fountas&Pinnell Guided Reading to support students' comprehension. MS ELA/Science Team using Teachers College Information Writing Continuum, studying Writing Pathways.</p>	Teachers	September 2014-June 2015	<p>Point Person: Principal, Assistant Principal</p> <p>Implementers: Classroom/content teachers, service providers, lead teachers</p>
<p>Parent Involvement and Engagement: Provide training on topics that impact student learning - Workshops to support parents' understanding of the CCLS instructional standards and shifts, curriculum-based content, assessments for measuring student performance and progress, health and wellbeing, during Coffee & Conversation with the Principal, Meet the Teacher Night/Curriculum Night, and at PTA Meetings. Provide access to materials and resources for families: Math Family Night, workshop materials distributed, online resources, Go Math Think Central, EngageNY. Information and access for parents is provided through: Family Handbook, monthly calendar, curriculum maps, home-school connection newsletter. Establishment of communication protocols between school and home: classroom visitation, library volunteer program, school website. Provide reasonable support, where feasible, to encourage family participation: translation services, flexible scheduling of meetings/activities to encourage parent participation.</p>	The entire school community	September 2014-June 2015	<p>Point Person: Principal, Assistant Principal</p> <p>Implementers: Principal, Teachers, Guidance Counselor, Parent Coordinator</p>
<p>Trust: Transparency across all of the work that we do Instructional Cabinet, Professional Development Committee, and Interface Team involved in shared decision making.</p>	The entire school community	September 2014-June 2015	MS teachers

Part 4 – Resources Needed

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

Use of teacher teams, lead teachers, Network Instructional and Student Services Coaches, QC faculty for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade.

The Danielson Framework and Advance for teacher evaluations.

Queens College faculty to support implementation. Student teachers work alongside cooperating teachers in elementary and secondary level classrooms.

Scheduling for intra/inter-visitations

Engaging in intra/inter-visitations, out of school PD, teacher team meetings, common prep time (two periods, where possible) to allow for common planning and professional development.

Use of the NYC DOE resources (Common Core Library and the Handbook for Professional Learning), professional texts, EngageNY, OTPS for student consumables and workshop materials.

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:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 100% of teachers involved in teams will use one or more protocols to analyze multiple forms of student data to plan for student learning outcomes.

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

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

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.

Our school did not receive a Quality Review in 2013-2014. Based on the most recent 2012-2013 QR report our school received a Proficient for Indicators 4.1 and 2.2. The report stated the following:

QR 4.1 - Thoughtful observation, feedback and professional development systems support professional growth and have elevated instructional practice throughout the school. The last QR visit two years ago stated that the administration has clear systems that are aligned to specific areas of focus: designing coherent instruction, using effective assessment strategies to analyze student learning, and effective questioning and discussion techniques. Feedback to teachers targets areas of strength and identifies developmental need aligned to expectations within the Charlotte Danielson framework and includes rubric-aligned evidence, next steps and teacher comments on all feedback documents. As a result of a collaborative process, teachers felt the feedback and professional development received has improved the way they plan and modify teaching practices, which has impacted student work products across the school.

QR 2.2 - Strengthen the work of aligning assessment tools to curricular expectations to include actionable and meaningful feedback so all students are aware of their next learning steps. The last QR visit two years ago highlighted the exceptional work done by the school around the development of assessment tools, such as on-demand prompts in every content area that effectively measure student achievement levels and learning outcomes. Additionally, in many classrooms students are provided with multiple opportunities to engage in self-assessment practices and to provide feedback to peers. However, it was noted that not all students are able to use them effectively to articulate their particular areas of weaknesses within units of study.

QR 1.2 - Continue to develop teacher pedagogy to ensure questioning strategies and classroom learning activities are aligned to instructional outcomes and provide appropriate challenge to maximize higher order thinking and student engagement. The last QR visit two years ago highlighted the purposely designed questioning aligned to student need that promotes high levels of student engagement and interest. However, it was noted that pedagogy and planning of tasks did not fully implement the rigor and expectations of the school-wide curriculum.

Informed by Capacity Framework Element – Based on Effective School Leadership, current data, and the November 2012 Quality Review Report, there is a need to provide professional development and actionable feedback in these three components.

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, 65% of teachers will have moved at least one level of performance on the Danielson Rubric by targeted and differentiated professional development being provided to teachers based on observations from classroom visits and teacher self-assessment that will elevate teacher practice in the priority components of Domain 3 of the Danielson Framework (3b, 3c, 3d) as measured by Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	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>
Instructional Actions/Strategies/Activities: School leaders will provide actionable feedback in face-to-face conversations, upon agreement by the teacher, within ten days of an observation. Actionable feedback will include a purpose, application, next steps, and be timebound. School leaders will schedule inter-visitations for staff members to grow their professional learning by observing colleagues with overall HEDI ratings of Highly Effective for the last school year.	Teachers	September 2014-June 2015	Point Person: Principal, Assistant Principal Implementers: Teachers, School Leaders
Professional Development: Development of Professional Development Plan with the Committee to differentiate professional development, where appropriate, for Danielson Framework components 3b, 3c, and 3d. Lead teachers (ELA and Math) will provide in-class coaching and planning with teachers. Teachers attending the Teachers College 80-minute project study groups will turnkey within grade/cross grade. Professional development will be provided by Queens College faculty to support the collaborative co-teach model, planning for student learning outcomes, integrating technology in instruction, and engaging students in rigorous and purposeful tasks. The District 25 Talent Coach will provide professional learning for school leaders, a minimum of three times during the year.	Teachers	September 2014-June 2015	Implementers: Principal, Assistant Principal, Teachers
Trust: Transparency across all of the work that we do Instructional Cabinet, Professional Development Committee, and Interface Team involved in shared decision making	The entire school community	September 2014-June 2015	School Administrators, Teachers, QC Faculty

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of teacher teams, lead teachers, QC faculty for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade. The Danielson Framework and Advance for teacher evaluations. Talent Coach to provide professional development for school leaders. Queens College faculty to support implementation. Teachers College Staff Developers to support implementation. Scheduling for intra/inter-visitations Engaging in intra/inter-visitations, out of school PD, teacher team meetings, common prep time (two periods, where possible) to allow for common planning and professional development.

Use of the NYC DOE resources (Common Core Library and the Handbook for Professional Learning), professional texts, EngageNY, OTPS for student consumables and workshop materials.

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	x	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 February 2015, 100% of teachers observed through Advance will receive actionable feedback on the three Danielson components – 3b, 3c, 3d.

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

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.

Data from the 2013-2014 School Survey indicates that 98% of parents are highly satisfied/satisfied that the school “keeps me informed about my child’s academic progress” and 96% of parents are highly satisfied/satisfied that the school “keeps me informed about services for me or my child...or, workshops at school.” The Survey also indicates that 40% of parents have attended a parent-teacher conference 3 or more times during last year with 57% attending 1-2 times; only 34% attended a PTA meeting 3 or more times with 24% never attending; and, 39% of parents communicated 3 or more times with teachers about their child’s progress, with an additional 30% communicated 5 or more times.

The data from a new three-hour September 2014 Parent-Teacher Conference indicates almost 100% attendance of parents with elementary-aged students; data reveals a paler attendance among middle school parents. At the November 2014 Parent-Teacher Conference 92.5% of parents attended the conferences; there was a strong showing among middle school parents in the core subjects – 93%. Of those who did not attend, a telephone conference was conducted. Additionally, some parents chose to attend on Tuesday afternoons or during a mutually convenient time.

The principal has conducted monthly early morning Coffee and Conversation sessions for the past six years. The topics range from academics to social and emotional development of students. Attendance ranges on average from 15 to 50, depending on the topic and time of year. In addition to the principal presenting, school staff and Network staff have presented at these sessions.

Additionally, ongoing parent workshops continue to strengthen the home-school connection and provide parents opportunities to learn about the Common Core Standards. Attendance at workshops, both daytime and evening, ranges on average from 20-50. Our guidance counselor conducts high school articulation workshops for parents and students twice a year and our school invites all grade five parents to a transitioning to middle school workshop in May. Again, attendance ranges on average from 10-35.

Informed by Capacity Framework Element – Our priority goal is to increase parent engagement in student learning, particularly among middle elementary and middle school parents.

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, we will offer 50% more parent teacher conference time and workshop time than in previous years to reflect a 5% increase among parents who have never attended a Parent Teacher Conference or parent workshop, as reflected in the NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 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	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Strategies and Activities: Increased Parent Teacher Conference Time : September Parent Teacher Conferences with three hours set aside for parents to attend teacher facilitated academic and personal behaviors workshops, meet the teachers, and learn grade specific expectations. The May Parent Teacher Conferences with three hours set aside for parent and child to plan for summer and next year’s goals, based on child’s academic performance and progress. Parent Engagement Tuesday Plus enables teacher, parent, and student to meet to develop a plan for next learning steps. A tracking conference sheet is completed by all parties and follow up with parent is conducted by the teacher. Developed partnerships (CBOs and businesses) will provide opportunities for parents and families to attend PTA meetings.	Teachers, Parents and Families	September 2014-June 2015	Point Person: Principal, Assistant Principal
Parent Involvement and Engagement: Provide training on topics that impact student learning - Workshops to support parents’ understanding of the CCLS instructional standards and shifts, curriculum-based content, assessments for measuring student performance and progress, health and wellbeing, during Coffee & Conversation with the Principal, Meet the Teacher Night/Curriculum Night, and at PTA Meetings. Provide access to materials and resources for families: Math Family Night, workshop materials distributed, online resources, Go Math Think Central, EngageNY. Information and access for parents is provided through: Family Handbook, monthly calendar, curriculum maps, home-school connection newsletter. Establishment of communication protocols between school and home: classroom visitation, library volunteer program, school website. Provide reasonable support, where feasible, to encourage family participation: translation services, flexible scheduling of meetings/activities to encourage parent participation.	Teachers, Parents and Families	September 2014-June 2015	Point Person: Principal, Assistant Principal
Trust: Transparency across all of the work that we do Shared decision making with PTA Executive Committee and Parent Coordinator in planning workshops. Coordination with Pre-k Social Worker in planning Pre-k parent workshops.		September 2014-June 2015	Point Person: Principal, Assistant Principal

Part 4 – Resources Needed

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

adjustments, etc.

Use of parent coordinator, pre-k social worker, assistant principal, lead teachers, guidance counselor, teachers, and staff developers to support parent engagement.

Educational consultations/staff developers to support implementation.

Partnerships to support implementation (Queens College, Pencil, Teachers College).

PTA Executive Board members and SLT members

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

Part 6 – Progress Monitoring

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

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 February 2015, there will be a 2 % increase in the number of parents attending conferences, workshops, and PTA meetings.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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)	Summative and Formative data as well as teacher feedback, students were identified to receive ELA academic intervention services	<p>TC Reading and Writing Workshops- Provided to all students in general education to address student needs utilizing the principals of UDL and multiple entry points based on the TC reading and word study assessments and the TC Narrative Writing Continuum and Informational Writing Continuum.</p> <p>Teachers College Staff Developers and Teacher Leads Provide feedback/resources and model best practices to teachers in cycles to help support the reading and writing instruction in classrooms.</p> <p>Tier II and Tier III- guided reading, Wilson Reading System, Leveled Literacy Intervention, Visualizing and Verbalizing, Thinking Maps and Writing.</p> <p>Special Education and ELL Liaisons Support school-wide staff and works with the Pupil Personnel Team to develop skills and strategies to reach all learners and how to develop lesson plans with modifications and</p>	Push in/pull out small group instruction (classroom teachers, AIS support staff, IEP/SETSS teachers)	During the school day

		accommodations.		
Mathematics	Summative and Formative data as well as teacher feedback, students were identified to receive Mathematics academic intervention services	<p>Go Math School math programs are infused with differentiated instruction, RTI strategies and computer based practice and review; teachers group students based on levels, needs and ability</p> <p>XtraMath- To support fluency and accuracy of mathematics</p> <p>Network Support Specialist, Teacher Lead - Provide feedback/support/resources and model best practices to teachers to support math instruction in classrooms.</p> <p>Queens College Collaborative Co-Teaching Model Co-teaching models and lesson study to support student learning through multiple entry points.</p>	Push in/pull out small group instruction, One-to-one (classroom teachers, AIS support staff, IEP/SETSS teachers	During the School Day
Science	<p>Most of our students are performing at or above grade level standards.</p> <p>Summative and Formative data and teacher feedback, students were identified to receive science academic intervention services</p>	<p>Foss and NY scope and sequence, NGNS, Living Environment We provide the students with tailored instruction with leveled science literacy text sets and trade books to support the 5 E's model to further develop their scientific reasoning and processing skills.</p> <p>Queens College Provide support in utilizing strategies to develop plans for small group hands-on content based instruction.</p> <p>HAKS/PENCIL organizations Provide support with group projects through inquiry based work.</p> <p>Technology</p>	Push in/pull out small group instruction (classroom teachers, AIS support staff, IEP/SETSS teachers	Before the school day, During the School Day and after the school day

		Integrated in teaching and Learning study skills within the content.		
Social Studies	Formative assessment data, teacher feedback, students were identified to receive social studies academic intervention services	<p>Target students based upon their need and tailor instruction to reach all learners using trade books to support Social Studies.</p> <p>Technology Integrated in teaching and Learning study skills within the content.</p> <p>Queens College Provide support in utilizing strategies to develop plans for small group content based instruction.</p>	Push in/pull out small group instruction (classroom teachers, AIS support staff, IEP/SETSS teachers)	Before the school day, During the School Day and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselor provides at-risk students with counseling and progress monitoring on an as needed basis</p> <p>SAPIS counselor Instructional support</p> <p>School Psychologist Intervention services for students and families. Works with the Pupil Personnel Team</p> <p>Social Worker Consults with parents</p>	<p>Guidance Counselor Organizing, study skills, goal setting, anger management, stress management, choices and consequences, decision making and practicing self-talk.</p> <p>SAPIS counselor Drug prevention, interpersonal skills, and bullying prevention.</p> <p>School Psychologist Consults with classroom teachers to promote and set-up modifications. Meets with parents to provide a variety of options/modifications.</p> <p>Social Worker Provide a variety of options for intervention</p>	Pull out small group instruction, One-to-one, Parent/support groups	Before the school day, During the school day and After the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

	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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 25	Borough Queens	School Number 499
School Name PS/IS 499 Q		

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 Helene Jacob	Assistant Principal Vivecca Lamourt
Coach Jennifer Nigro	Coach type here
ESL Teacher Jylin Chin	Guidance Counselor Steven Adinolfi
Teacher/Subject Area Susan Bondy	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lora Rowe
Related Service Provider Vita Capelluto	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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	480	Total number of ELLs	19	ELLs as share of total student population (%)	3.96%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in		3	3			4	4	4	4					22
Pull-out		2	3											5
Total	0	5	6	0	0	4	4	4	4	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	9
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12			4			3			19

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	12	0	0	4	0	0	3	0	0	19
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)		1	2			1		1	2					7
Advanced (A)		2	6				3	1						12
Total	0	3	8	0	0	1	3	2	2	0	0	0	0	19

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5	2	1			3
6	1	1			2
7	2				2
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	1								1
5	1				2	2			5
6	1				1				2
7	2								2
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					1				1
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses a range of data to monitor ELLs, as well as former ELLs. Early literacy skills are monitored using TCRWP, Words Their Way assessments, NYSESLAT and LAB-R exam scores. This data provides insights into reading comprehension, phonics and decoding, writing, listening and speaking skills of ELLs. Teachers use this data to differentiate instruction through guided reading

groups, strategy lessons and one-to-one conferencing. Teachers in the upper grades use Common Core-Aligned Baseline/Benchmark Performance assessments / periodic assessments, TCRWP, NYS and NYSESLAT exam scores to monitor progress and guide instruction for ELL students. At this time, we do not use ELL periodic assessments. However, ELLs in grades 3-8 are monitored periodically using ACUITY periodic assessments as well as TCWRP assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Patterns in proficiency levels for the NYSESLAT reveal that ELLs in the lower grades, Kindergarten to second grade, scored relatively well in regards to the listening, reading, and writing portions of the test. This shows improvement from previous years for students who have been enrolled for more than a year already. ELLs in the upper grades, from third grade to eighth grade, scored relatively well in regards to the listening portion of the test, which they have consistently done so in the past. Based on the score reports, a pattern that emerged from the past year is that, overall, nearly every student's score for the speaking portion of the test was lower than all the other portions of the test. For students currently in the first and second grades, the speaking portion of the test showed the most need for improvement, while the listening, reading, and writing modalities seemed to be areas of strength. For the ELL currently in fourth grade, the listening and reading portions were higher than the speaking and writing portions of the test. For the ELLs currently in sixth grade, the scores slightly varied on the reading portion of the test, while most students scored higher on the listening and writing portions of the test, and their scores on the speaking portion were lower than previous years. For ELLs currently in the seventh grade, one of the ELLs scored higher on all sections of the test as compared to previous years. The other ELL of the seventh grade scored lower in the listening and speaking this year compared to the reading and writing portions of the test. For ELLs currently in eighth grade, their scores varied across the modalities, with the speaking portion showing the most need for improvement.
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 ESL teacher examined this data and shared information with classroom teachers of ELLs. Based on these results, instruction across the grades will have focus on all areas, but will place an emphasis on speaking skills. ESL instruction will place equal emphasis for listening, reading, and writing for all grades with the exceptions of students whose scores were inconsistent with others of their grades. ELLs whose scores varied greatly from others of the same grade/level will have greater emphasis placed on their specific areas of need. The ESL teacher provides indirect services to the classroom teacher in order to incorporate ESL methodologies and techniques into classroom practice.
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?

As previously stated, students are generally progressing in reading and writing. Students in the upper grades who take the State ELA exam are generally receiving level 1 on the assessment, with the exception of two students who received a level 2. Three out of eight ELLs who took the State Math exam received level 3 on the exam, while the remaining five received level 1. Two of the ELLs received the State Math exam in both English and Chinese, and both students received a level 3. Otherwise, students are not generally given tests in their native languages. Students are generally more comfortable taking exams written in English rather than their native languages. School leadership and teachers receive the results of the assessments and analyze them to consider the next steps in development and progression for ELLs, re-evaluating the effectiveness of strategies in place and considering which ones students develop more with.
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](#).)
When data is reviewed, such as from assessments, it is analyzed to consider the needs of ELLs in the classroom and their placement in RtI groups as needed. Students would then be part of small group RtI instruction in which each group is comprised of up to five students to work with a trained RtI pedagogue.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students' second language development is considered in instructional decisions to consider how to provide multiple entry points or differentiate for each group of students. The ESL teacher and classroom teachers work together to incorporate ESL methodologies and techniques into classroom practice and instructional decisions.
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?

Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success of the program is evaluated by the progress of language development for each ELL. The assessments and daily progress for ELLs are considered to determine the effectiveness of the ESL program and whether we have met the annual goals.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon registration, an interview is conducted with all new admits by a certified pedagogue. When necessary, translation is available for parents during this process. Parents are given a Home Language Information Survey (HLIS) form in their native language. If the Other Than English Language Exposure (OTELE) code designation on the HLIS form is not English and it is the student's first time in the New York City Department of Education School system, parents are notified their child will be administered the LAB-R within the first ten days of school. If a student is unable to pass the LAB-R examination, they are identified as an English Language Learner (ELL). Students who are unable to pass the LAB-R and speak Spanish are administered the Spanish LAB. At the end of the testing period, parents are notified immediately that their child is eligible for ELL services. At this time, the ESL teacher sends home a Program Selection Survey, Program Selection form and brochure. Parents are then invited to attend a parent orientation. If the aforementioned forms are not returned at or before the orientation meeting, outreach is conducted by the ESL teacher. Translators are used as needed.
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.
Within ten days of ELL identification, a parent orientation meeting is conducted by the ESL teacher, parent coordinator, and the assistant principal. At this meeting, parents are informed of all the programs available to support ELL achievement for their children (Transitional Bilingual Education, Dual Language and Free Standing English as a Second Language) and watch a video explaining all three choices in their native language. Meeting facilitators emphasize that all three programs offer language development and rigor in academics subjects while the amount of instructional time spent in English and the native or target language differ. Parents are given the Parent Surveys and Program Selection forms to fill out. After the parent orientation meeting, entitlement letters are distributed the next school day based upon responses to the Parent Surveys and Program Selection forms. When Free Standing English as a Second Language is indicated on the Parent Survey, ELL students are immediately placed in a Free Standing ESL program after the distribution of entitlement letters. If either Transitional Bilingual Education and Dual Language is indicated on the Parent Survey, outreach is conducted to find a school with one of these programs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are distributed after the parent orientation meeting, based on parents' responses to the Parent Surveys and Program Selection forms. The letters and forms are distributed to each student and copies are made upon return. The original documents are filed into each student's cumulative record folder. A copy is kept on record in the ELL office and another copy is kept on record in the main office files.
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.
At the parent orientation meeting, parents are informed of all the programs available to support ELL achievement for their children (Transitional Bilingual Education, Dual Language and Free Standing English as a Second Language) and watch a video explaining all three choices in their native language. Entitlement letters are sent home in both English and in the student's home language to ensure full understanding of ELL placement. If either Transitional Bilingual Education and Dual Language is indicated on the Parent Survey, outreach is conducted to find a school with one of these programs.
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.

Each spring, all ELLs are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT Eligibility roster (RLER) for students eligible for NYSESLAT is used to ensure all ELLs are administered the NYSESLAT. The NYSESLAT measures four components; Listening, Speaking, Reading and Writing. The NYSESLAT is administered in small groups over the course of several days. Each September, Entitlement letters are distributed to all ELLs based upon results of the NYSESLAT administered in the spring. The RLAT report is used to determine entitlement for ELL services. ELLs who did not pass the NYSESLAT receive Continued Entitlement Letters. These letters indicate individual scores as well as units of English as a Second Language (ESL) instruction. Students who passed the NYSESLAT receive Nonentitlement English Proficient Letters. Entitlement Letter records are maintained by the ESL teacher and copies are placed in each student's cumulative record folder.

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*
- Based upon review of past Parent Surveys and Program Selection Forms, parent choice has traditionally been to reject Transitional Bilingual Education and Dual Language programs and instead participate in the Free Standing English as a Second Language program currently offered by our school to best meet the needs of our small ELL population. The majority of parent choice has been to choose the Free Standing English as a Second Language program. Parents apply to our school via a lottery often after research of the programs and services currently housed within the building.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Currently, our school utilizes a pull out ESL program to serve our relatively small ELL population. ELL students are heterogeneously (mixed proficiency levels) grouped based upon grade level. A fully certified ESL teacher serves 11 English Language Learners in regular education classes and 8 English Language Learners in self-contained Special Education classrooms. At this time, there is 1 SIFE student (Students with Interrupted Formal Education) in a self-contained Special Education classroom. Most other ELLs have received their formal education in English and do not know how to read or write in their native languages. Two ELLs in the self-contained classroom also know how to read and write in their native language, Chinese.

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)?

A fully certified ESL teacher serves all ELLs in the school. The amount of time each ELL is seen is dependent on the level attained on the LAB-R or NYSESLAT. According to the 2013 Spring NYSESLAT, there are currently 12 students who are considered Advanced and 7 students who are considered intermediate. Advanced ELLs are seen 180 minutes a week and Intermediate ELLs are to be seen 360 minutes a week.

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.

All students receive instruction in English in all content areas. One way teachers differentiate learning for ELLs is through the development of learning goals that address student needs in each subject area based on analysis of student assessment data. Articulation between the classroom teacher and the ESL teacher will ensure ESL students receive instruction aligned with the NYS learning standards in all academic core subjects. The ESL teacher and classroom teacher work collaboratively to strengthen and expand speaking, listening, reading, and writing skills of all ELLs. Together they collaborate to plan explicit lessons that teach content, specific skills and strategies that meet student needs based on formal and informal assessments. ESL strategies include Total Physical Response (TPR), whole language, small group and individual instruction, working with computers (graphic representation), pictorial and realia support, manipulatives, and scaffolding to support new learning.

ELLs participate in Teachers College Readers and Writers Workshops with the direct assistance of the ESL teacher. The workshop model has differentiation embedded within the curriculum through the use of think-aloud, guided practice, teacher modeling, individual conferences, etc. During the balanced literacy block and pull out ESL sessions, ELLs participate in accountable talk using strategies such as think-pair-share and brainstorming. At these times, guided reading groups are also facilitated by the ESL and classroom teachers. In these guided reading groups, an emphasis is placed upon concept acquisition through social interaction. ELL students are encouraged to explore new vocabulary, attempt oral communication and clarify knowledge through the exchange of ideas with a reading partner. During reading activities, the ESL and classroom teachers model good reading strategies such as re-reading for detail, predicting and clarifying unknown words through the use of think aloud strategies. In addition, ELLs are taught to look for picture and context clues to find and support meaning of text, develop and use graphic organizers to organize ideas, and to talk to the text to monitor their comprehension. Emphasis is placed on sentence structure, tense usage and vocabulary. Through word work, the ESL teacher pre-selects and pre-teaches new vocabulary, points out new usages of familiar words and teaches ELL students synonyms as well as idioms. The ESL teacher uses strategies such as a vocabulary circle and concept maps to promote the development of new vocabulary. Personal dictionaries are also developed by ELL students. During writing workshop, ELLs are also explicitly taught writing strategies and skills that will help them improve their English language skills as well as their writing techniques. Concept maps are used as a pre-writing tool. ELL students use these maps to organize thinking and brainstorm ideas before writing. ELL students are also taught to use elaboration prompts to add volume to their writing. ELL students also use personal dictionaries during writing time to strengthen vocabulary skills.

Our school has recently implemented the Go Math program as part of the curriculum, which allows for differentiation for different levels of students and their needs. Go Math also includes ELL-focused strategies as part of each lesson that teachers may want to consider and include. The math program calls for the learning and practice of various skills including the use of manipulatives and solving math problems in various ways.

ELLs master scientific literacy by modeling scientific methods of investigation through a “hands-on” approach workshop model that is supported by the FOSS science program. This model of study includes collaborative learning, student discourse and embedded assessment. In Social Studies, ELLs are supported by the use of children’s literature, classroom social studies library and trade books. Assignments for ESL students are modified through the use of word banks, thinking maps and picture cues. Field trips, school sponsored presentations and cultural organizations, also, enhance social studies curriculum and the learning for ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are provided access to translations of important information or materials if needed, but are generally not evaluated in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are given formal and informal assessments (i.e., Baseline/Benchmark assessments, TC assessment reading levels, state exams, etc.) to appropriately evaluate all four modalities of English each year. Throughout the year, assessments such as TC reading assessments, writing assessments, and daily observations are used to consider each student's level of English acquisition and will be used to develop and deliver content-area based lessons using ESL methodology and teaching strategies.
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).

ESL instruction is differentiated for ELL subgroups. For newcomers (students with less than three years in the US school system) ESL instruction focuses heavily on the acquisition of BICS (Basic Interpersonal Communicative Skills) in addition to the methods mentioned above. Newcomers are immersed in language rich activities throughout the school day. Assignments are modified for these students using word banks, picture cues and concept maps. Newcomers are paired with a class buddy, preferably one who speaks the same native language. The ESL teacher and classroom teacher meet frequently to monitor progress for these students as well as modify and adjust lessons and classroom activities. For students with 4-6 years of ESL instruction, the focus of ESL instruction shifts to the acquisition of CALP (Cognitive Academic Language Proficiency). Based upon NYSESLAT results, ESL instruction emphasizes the areas of reading and writing. ELL students in the subgroup will be asked to think, talk, read and write about content in addition to the methods listed above. Long-Term English Language Learners or SIFE students receive additional instructional support from the ESL teacher in collaboration with the classroom teachers.

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?
ELLs with special needs receive daily phonics and word work instruction through the Wilson based Foundations program in addition to the methods mentioned above. The classroom teacher utilizes concept maps across the curriculum to promote acquisition of skills. The ESL teacher modifies lessons using strategies such as repetition of instruction, reduced task length, and shortened directions to meet the needs of students in this sub-group.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
ELL-SWDs are generally given instruction in the self-contained classroom for reading, writing, and Social Studies. For ELL-SWDs who have shown significant improvement in assessments throughout the years, they are provided the opportunity to receive instruction in science and math in collaboration with other classes of the grade. Teachers work together to consistently consider IEP goals and second language development when implementing instructional decisions and developing instructional strategies to help students achieve their IEP goals and attain English proficiency.

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:				

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

Math:				
Science:				

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

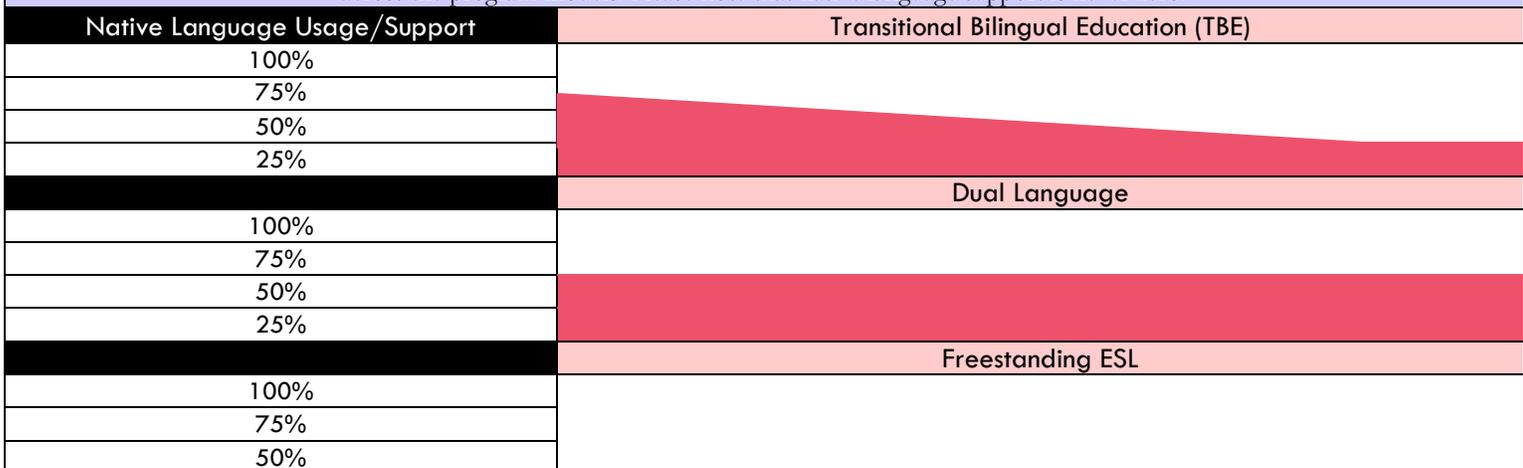
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our school offers a range of intervention services in the areas of ELA, math and other content areas. During the school day, classroom teachers use Tier 1 Intervention Plans to support students through differentiated instruction and research based modifications from the Pre-Referral Intervention Manual. Special Education Teacher Support Services are offered to at risk students during the school day. This pull out program provides students with extra support in the areas of reading, writing and math. The special education teacher facilitates guided reading groups, conducts strategy lessons, provides small group instruction and one-to-one conferencing during this time. All ELL students stay for the extended day program. At this time, students are offered extra literacy instruction that focuses on improving comprehension skills and reading ability as well as differentiated instruction in mathematics. Students who have passed the NYSESLAT examination and newly enrolled ELL students are closely monitored and supported. They receive Academic Intervention Services as needed. Former ELLs receive testing accommodations for NYS assessments up two years after passing the NYSESLAT.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All ELLs receive additional support in content and language development through the collaboration of all teachers involved. ELLs are also participants in the extended day program.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students stay for the extended day program. At this time, students are offered extra literacy instruction that focuses on improving comprehension skills and reading ability as well as differentiated instruction in mathematics. Students who have passed the NYSESLAT examination and newly enrolled ELL students are closely monitored and supported. They receive Academic Intervention Services as needed. Former ELLs receive testing accommodations for NYS assessments up two years after passing the NYSESLAT.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Each classroom supports Smart Board technology and students are afforded the opportunity to use computers. ELLs are encouraged to use word walls and graphic organizers or concept maps. Each classroom also has a Fountas & Pinnell systemized leveled library and genre-specific categories for books as well. ELLs are encouraged to use personal dictionaries that may also provide translation into their first languages to assist in the learning of new or unfamiliar vocabulary. ELL strategies are to be applied across the curriculum in the content areas, using materials such as graphic organizers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELLs are provided both English and translations of informational letters to be taken home. ELLs may use classroom or personal dictionaries are also include translated definitions and words. If need be, translators are requested or provided during meetings or conferences with parents.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here:
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.
- Paste response to question here:
18. What language electives are offered to ELLs?
- All students in grades 5 to 8 receive instruction in Spanish elective classes.
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)?

Not Applicable.

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.

ELL personnel receive continuing professional development through workshops provided by our CFN and in-house professional development. In addition, the ESL teacher attends all monthly ELL liaison meetings facilitated by our CFN (Children's First Network). The ESL teacher will attend all other applicable workshops provided by the DOE.

Classroom teachers receive differentiated professional development to support instructional learning environment for ELLs. The assistant principal, who was a staff developer for bilingual and ESL teachers, provides staff support via observations and professional conversations for all staff members. The ESL teacher also regularly meets with classroom teachers to discuss student needs, plan lessons, and set appropriate learning goals for ELLs with ESL strategies that develop content area skills. Teacher inquiry teams meet weekly and study methodologies to support ELLs under the guidance of the ESL teacher. In March, a faculty conference will be devoted to providing teachers with an understanding of the demands of the NYSESLAT. Teachers are provided support to assist ELLs as they transition from elementary to middle school through workshops offered by our CFN. In addition, on-site support from the ESL teacher focuses on the building of academic language that will help ELLs experience success as they transition. All pedagogues have completed Jose P training or coursework that meets Jose P requirements. The school maintains proof of completed training hours.

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?

Our school has a very small number of ELLs or parents that need any extra support because they are unable to understand English as determined by the RAPL ATS report. All our ELL parents are included in our mainstream parent activities. Data from the School Survey is used to plan for parent engagement and outreach. Workshops and activities are provided based upon feedback from the parent community gathered informally and formally. Listed below are examples of some of our in-house parent involvement activities:

- ELL Parent Orientations (Sept.)
- Curriculum Orientation (Sept.)
- Lincoln Center Institute Family Events (fall/spring events)
- Parent Teacher Conferences
- School Sponsored Workshops (i.e. HS application process, School Safety, Test Prep, ARIS parent link)
- PTA meetings
- Writing Celebrations
- Coffee and Conversations with the Principal
- Science Fair
- Music/Art Festival
- Multicultural School Events

Our Parent Coordinator directly contacts parents that need information translated and arranges for staff members, who speak other languages, to communicate directly with parents when there is a need. NYC translated services are also utilized when needed. Also, all parents are notified of city-wide parent events

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q School Name: 499

Cluster: 2 Network: 207

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.

Information on translation needs was gathered from the following:

- a. RHLA- ATS report showing the school's home language data gathered from the HLIS forms
- b. Blue Card- parents state language preference for home-school communication and information is put into ATS
- c. RAPL- ATS report showing the language preference of parents based on information from the Blue Cards
- d. Teacher Input

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

The school has 480 students. 82.5% of parents prefer oral and written communication in English. 9.16% of parents prefer oral or written communication in Chinese or Mandarin. 2.7% of parents prefer oral or written communication in Bengali. 1.45% of parents prefer oral or written communication in Spanish. 1.25% of parents prefer oral or written communication in Korean. 2.94% of parents prefer oral or written communication in Urdu, Pashto, Hindi, Sinhalese, Ukrainian, Japanese, Vietnamese, or Punjabi.

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.

With the majority of our parents speaking English, communication with parents has not proven to be the challenge most NYC schools are faced with. Currently, 17.5% of parents in our school prefer a language other than English in either written or spoken form. Written communication is provided in three main languages: English, Chinese, and Spanish. All written translations are provided by a combination of staff members, parent volunteers, and DOE translation services. The school has developed a Family Guide informing parents of all school policies, practices, and happenings. The guide has been translated into several languages including Spanish, Chinese, and Urdu. During Parent/Teacher conferences, parents will have the opportunity to call the DOE Translation Hotline for on the spot translation.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided by school personnel, when needed. School Messenger is purchased to directly inform parents, by phone in three different languages, English, Spanish and Chinese, of any events happening in the school. DOE translation services will be available for Parent-Teacher Conferences.

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>.

The school will determine the primary language of a household using the HLIS, the blue card, and teacher feedback. The school will provide all family households with translated documents for centrally produced communications and student specific critical documents. Parents will be notified of their rights for language assistance with a copy of the Bill of Rights and Responsibilities in their primary language, if it is a covered language. The Administration, Parent Coordinator, classroom teacher and school personnel in the main office will ensure in-house interpretation and translation services are provided when required as per the Chancellor's Regulations A-663.