

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**75Q004**

**School Name:**

**P.S. Q004**

**Principal:**

**MARCY BERGER**

## Comprehensive Educational Plan (CEP) 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 Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 1: School Information Page**

**School Information**

School Name: P4 School Number (DBN): 75Q004  
Grades Served: Pre-K – 8  
School Address: 196-35 Peck Ave, Fresh Meadows, NY 11365  
Phone Number: 718-264-0916 Fax: 718-264-1205  
School Contact Person: Marcy Berger Email Address: Mberger3@schools.nyc.gov  
Principal: Marcy Berger  
UFT Chapter Leader: Paula Thomas  
Parents' Association President: Doris Jones  
SLT Chairperson: Paula Thomas  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 1<sup>st</sup> Ave, New York, NY  
Superintendent's Email Address: ghecht@schools.nyc.gov  
Phone Number: 212-802-1501 Fax: 212-802-1678

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Marcy Berger	*Principal or Designee	
Paula Thomas	*UFT Chapter Leader or Designee	
Doris Jones	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tamika Edwards	Member/ Parent	
Tiffani Day	Member/ Parent	
Marcia Sampson	Member/ Parent	
Heather Christensen	Member/ Parent	
Susan Seo	Member/Teacher	
Joyce Ruocco	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Victoria ONeill	Member/Teacher	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P4Q is a special education, District 75 school with 425 students from kindergarten through grade 8. The school population comprises 60% Black, 20% Hispanic, 15% White, and 3% Asian students. The student body includes 13% English language learners. The student population includes students with Autism, Emotionally Handicapped, Learning Disabled, Intellectually Disabled and Pervasive Developmentally Disabled (12:1:1, 8:1:1, 6:1:1, 8:1:2). Boys account for 81% of the students enrolled and girls account for 19%. The average attendance rate for the school year 2014-2015 was 91.8%.

**Mission:** We believe that all students can learn and are entitled to the best education possible. To this end we endeavor to foster an educational environment that takes into account the needs, interests and abilities of the individual student. We recognize our responsibility to promote positive self-awareness among our student body, and to develop those educational skills, which will maximize and enhance the potential for student academic achievement in all curriculum areas. It is our responsibility to prepare students to acquire the necessary academic and vocational skills to become successful, productive citizen in our society. This can only be accomplished in partnership with home, school and community.

Our vision for P4Q involves the collaboration of administrators, teachers and parents working together in conjunction with the community to make positive, educational and social differences in the lives of our students – always striving to reach for the stars.

The school culture supports teachers/paraprofessionals in acquiring and exercising skills of leadership. Administrators have served as models and mentors. Staff is encouraged to participate in grade conferences, teams, committees, etc.

The school's culture has affected how individuals treat one another, the expectations staff have for their own and other's behavior, and the belief underlying school practice. Staff strives to reach for the stars as well. Based on Danielson's Framework and Measures of Teacher's performance results from 2013-2014, all teachers were rated either "Highly Effective" or "Effective."

P4Q has always focused on the child as an individual, behaviorally and emotionally. There is a team approach to working with all the children – from administration, to CITs/coordinators, teachers, paraprofessionals and related service providers. With behavior plans, token economies, consistent language and a point system (Steps to Success) firmly embedded in our program, teaching can occur. Students learn best when they feel safe and understood. Education builds upon prior knowledge, experiences and skills.

Teacher pedagogy consistently reflects the diverse student needs, addressed through multiple teaching strategies that cultivate high levels of student participation and ownership while enhancing student work products. Teaching strategies, anchored in school wide beliefs about how students with disabilities learn best, delivered through small group instruction appropriately challenge students. All curriculum, assessment strategies and teaching strategies are based on current research. The focus for 2014-2015 was going "Back to Basics" to deepen the teaching and learning of both staff and students.

Instructional strategies with children with Autism include creating a well-organized environment through physical structure, visual schedules, various visual supports, establishing routines and strategies for teaching communication, independence and social skills. All verbal students are encouraged to expand their thinking by asking them to make a statement or voice an opinion and provide evidence about the story read.

Best practices for building student portfolios throughout the year, for standard assessment students, include analyzing different types of assessments which document student growth, i.e., Performance Series, Unit Assessments, State Tests, etc. Students' performance data from computer based ELA/Math assessments and running records, drive classroom instruction, identify individualized goals in reading, writing and vocabulary development as well as goals for student Individualized Education Plans.

Teachers of standard / alternate assessment students review and adapt the instructional components of "Ready Gen" and "Code X" in ELA and the interactive math programs of "Go Math" and "CMP3," ensuring that teachers are accessing content at the student's appropriate level of both depth and rigor. Teachers challenge all students through Depth of Knowledge (DOK) questioning and classroom discussions. These programs are aligned with the Common Core Learning Standards.

In accordance with the Capacity Framework of Community Ties, P4Q has always partnered with cultural institutions. This year, Project Arts connected with Lincoln Center, Kupfberg Center at Queens College, Flushing Town Hall, New York City Children's Theater and New Victory Theater. Students visit those places and, in some cases, residencies have come into the school. Project Arts determines ways to equitably divide funds among the sites.

Hosting college interns, across the sites is also a partnership of which we are proud. Connections with Touro College, Queens College, Queensboro College, St. Johns, Hofstra, Adelphi University and Mercy College enable interns to spend any time from 6 hours to 15 weeks with us, depending upon the requirements of the school. Many of these student teachers/observers come back to become substitute teachers or, if vacancies permit, full time teachers. Related service providers are also part of these internships. In addition, paraprofessionals are encouraged to move ahead within the organization to become teachers.

For over 10 years, at 179, a partnership with St. Francis Preparatory HS enables us to host a Big Brothers/Big Sisters program. These HS students come to 179 several times a week, providing 1:1 tutoring and emotional nurturing for our elementary special education students. We were featured in a story on NY1 for our partnership.

Four (4) of our five (5) sites have participated in the EASE (Everyday Arts for Special Education) Grant for the past 5 years, this being the culminating year. EASE selected one of our classes at an off- site to film students with Autism working on an art project. This film will be used by EASE for future Professional Development. Arnhold Dance Grant is in its third year at our Skillman site, geared toward providing our autistic students an opportunity to learn and create through dance.

Title III money was used to connect with "Materials for the Arts," focusing on using simple and effective activities to help students improve communication, socialization and academic learning through integrated arts based approaches with English Language Learners (ESL/ENL) students and their families in an afterschool program. Additionally, professional development was provided for staff including the English as New Language (ENL) teacher.

As part of encouraging fitness, a Soccer Clinic, through D75, was begun at 179 with students from 213Q. The P4@213Q students came to 179Q, using the gym and with the help of 2 soccer coaches, learned the basics of kicking, passing and playing the game. P4Q was also host to NBA Fit and NBA Cares, earning 2 separate visits from 3 legendary basketball players during the months of January and February. We were featured in a story on NY1.

Recycling and Health Advocacy Program is a program which teaches students the importance of recycling and how that affects the environment. Gardening through a greenhouse (Skillman) and collaboration with the "Smiling Hogshhead Garden" volunteers to beautify unused parcels of privately owned land in the community. These students with autism have also learned to grow their own food including tomatoes and cucumbers and enjoyed making their own salads.

During 2014-2015, through a School Based Option (SBO) vote, professional development Monday, Tuesday & Wednesday extended staff hours were incorporated and aimed at raising the bar for staff and readying the school for instructional shifts. Staff requested time for professional development and professional conversations to help them

better understand the use of data for instruction to promote higher student achievement. Common preps enable collaboration with logs being completed for each professional conversation.

The views and perspectives of teacher leaders make a substantial contribution to school-wide decision making. Teacher teams, collaborations and the use of meeting protocols have been in place at P4Q for years. In keeping with the Citywide Expectations for 2014-2015, the School Development Committee (SDC) was created with volunteers (principal, teachers and paraprofessionals from all sites) to implement meaningful professional development and follow the “Back to Basics” school year focus. SDC is working to implement consistency with PDs and ensure that staff has a voice in determining what is needed to improve student outcomes. The SDC meets a minimum of 2x/month and email each other at the sites, sharing ideas, topics and a monthly calendar. Once their topics and presenters have been agreed upon, a final document for the staff was created. The information is sent to the principal who disseminates the finalized version from her distribution list to all staff and administrators. The committee surveyed the staff to set up a logical, sequential monthly focus, beginning with understanding and interpreting student assessments to facilitate lesson planning and student groupings and progressed to curriculum implementation, behavior and related service correlation. A feedback form was created to acquire staff opinion regarding reflections and suggestions for future professional development.

While the SDC committee focuses on PD for staff with an impact on increasing student performance, the P4Q CFI (Children’s First Initiative) or Instructional Lead Team (Inquiry Team) committee’s focus is working to analyze genuine student work, rubric scores and next steps needed to increase student learning. With 15 staff members from all sites and grades represented, standard and alternate assessment staff involved, grade level collaborations focus on analyzing, assessing student work and correlating lesson plans. The goals for both committees is that in providing PD for all staff (paras, related service providers, teachers, administrators) P4Q will increase their building capacity and in turn, generate better outcomes for students. The future goal is to have both groups meet together and then share with staff on extended days. The participation on the CFI committee is through a school-wide posting with per session money allocated in Galaxy to cover their after school activities, Staff meet 1x/month and have incorporated technology into their meetings by Skype to minimize travel hardships. The teams work in smaller groups – teachers in standard classes with standard, alternate with alternate, early childhood with early childhood, etc. and then come together to share information. Bulletin boards are set up at each site to post minutes, goals they have written and the progress toward meeting those goals and information to all staff, creating unity and shared focus

## 75Q004 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	414	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	19	# Music	4	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		90.9%
% Free Lunch	62.5%	% Reduced Lunch		2.7%
% Limited English Proficient	13.8%	% Students with Disabilities		100.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		42.9%
% Hispanic or Latino	25.7%	% Asian or Native Hawaiian/Pacific Islander		16.2%
% White	10.9%	% Multi-Racial		1.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		10.74
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
  - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- Common Core Learning Standards focus on the students’ reading more informational texts and writing about central ideas and themes. On State tests, the written sections usually pertain to informational and non-fiction passages. In examining the results of the State and City standard tests from 2012-2013, our 3<sup>rd</sup> through 6<sup>th</sup> graders scored 86.5% in Level 1. In 2013-14, 81.68% scored Level 1 with a 4.82% increase in Levels 2-4.
- CCLS is the focus for lessons including Citywide Expectations involving Reading Informational Text. Thinking Maps and Graphic Organizers will continue to help students in becoming more organized and being able to cite details from a paragraph to support opinions. The mean proficiency level in ELA during 2012-2013 was 1.82. In math, the mean proficiency level was 1.87. In 2013-14, the mean proficiency level in ELA was 1.87 and 1.92 in Math. This was an indication for the need to improve writing skills and rigor in both ELA and Math. We examined patterns and trends to determine this as a school-wide student weakness. Students could not cite specific details from their reading to support responses. Students are encouraged to take ownership of their work by using critical reading skills to support note taking as a pre-writing strategy to promote high level thinking.
- CCLS units are evaluated using district created rubrics, grade specific created rubrics and unit assessments. Results are discussed including next steps to make instruction meaningful to students during common planning periods. Teachers intentionally design, deliver and scaffold guided instructional practices maximizing student collaboration and independent learning when possible.
- All pacing calendars are dictated by Core Curriculum mandated programs. Curriculum maps for all other subjects are aligned with NYS or NYC Scope and Sequence.
- Using CCLS curriculum materials across sites (aligned instruction in ELA, Math, Science, and SS) has continued. These curriculums have proven to be the most appropriate for our students, including the use of technology and a focus on comprehension (Thinking Maps from last 2 years); Go Math and Ready Gen– K-5; Connected Math (CMP3) and Code X – Grade 6.
- Assessments are from CCLS aligned curriculum (including end of unit assessments), city mandated (i.e. Performance Series), and NYS tests. IEP goals are created from assessments which drive future instruction (and discrete trials). As a school, we are viewing it as a cycle; everything can be adjusted and modified. Student groupings change often (Velcro fastener allows change in group to be posted in varied ways) based upon content and results of assessments). Groupings are posted in each classroom and/or in the lesson plan book to reflect student individual levels. All groupings are subject to change as needed depending upon subject area, skills addressed and next steps needed.
- SANDI/FAST for students with autism has been used during the 2013-2014 school year and this current year.

- IEP SMART goals are based upon results of assessments. Teachers speak to each other from past and present year to ensure smooth transitions and an understanding of each child’s learning style and prior knowledge. Portfolios move with the child to provide information to the teachers from one year to the next about correct entry points.
- IEP’s are monitored 4 times per year to check for progress. Cluster teachers, as well as related service providers, are aware of goals and provide opportunities for skill generalization. An IEP checklist was developed to ensure continuity and proper writing.
- By using the same curriculum and following CCLS, common language is used among the staff and students.
- In keeping with the focus of the Capacity Framework – Rigorous Instruction and focusing on improving student achievement, P4Qs strives for rigor in teaching. Information is used by interpreting data from assessments to plan lessons and group students appropriately. Paraprofessionals are strategically used to encourage students toward deeper understanding. Paraprofessionals are part of the “teacher team” and are included in lesson planning and IEP conversations. Students have been taught to self-assess, partner with another student to assess, use exit slips, rubrics and checklists to track progress and next steps. Questions asked are higher order, encouraging DOK, leveled libraries are placed in all classrooms and small group instruction is evident at each site and in each classroom. Students goals, behavioral (social/emotional) and academic are known to staff and student as appropriate.
- Data from assessment is used to drive instruction and assist with the placement at the correct rubric level. District rubrics are used (A, B, C, D) to further coherent language and consistency. P4Q created additional rubrics for “Opinion” and “Narrative” in addition to the district rubrics for “Informational” text. We use district created rubrics to assess unit mastery. Math units are helping us with the Citywide Instructional Expectation shifts - developing grounding in reading, writing and discussion using evidence from text.
- Lesson plans are modified to meet student’s multiple entry points and the style of teaching is modified accordingly. Immediate feedback is given with next steps.
- We use common curriculum across sites i.e. Unique, Attainment, Equals, etc. for Common Teaching Framework with skills being built over time for Alternate Assessment students.
- English as New Language (ENL) teachers use “Language Arts Progression” aka English as a Second Language Learning Standards. The new Language Arts Progressions will be aligned to Common Core Learning Standards: Speaking and Listening Standard 1- Comprehension and Collaboration (Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on other’s ideas and expressing their own clearly and persuasively) and CCLS Language Standard 6 – Vocabulary and Acquisition Use (Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing and expression); as well as, to the NYS Arts Standard 1 (Creating and Performing in the Arts) and Standard 4 (Understanding the Cultural Dimensions and Cultural Contribution of the Arts).
- P4 uses information gleaned from the analysis of student work samples to constantly refine and extend the curricula to support student learning. Analyzing student work prompts teachers to help students strengthen their skills in vocabulary, argument and opinion writing. Cluster teachers are responsible for planning and integrating specific content area into unit lessons i.e. - art and technology extend the curriculum to orient and provide students with additional supports, social and vocational skills.
- Content specific vocabulary is addressed for both student populations and word walls are used in every classroom.
- Specific guidelines have been developed for standard student promotion criteria (using DOE’s blackline masters).
- NYS ELA, Math, Science (Standard Assessment) and NYSELAT exams, for ELL students, are administered in the Spring and results are analyzed to provide information to the ENL teacher as to next steps. NYSAA datafolios for Alternate

Assessment students are conducted with Yearly Collegial review and scores discussed. With 150 students participating in NYSAA, 2014-2015 showed only six (6) Grade 4 math “No Score.”

- Using Thinking Maps and core curriculum materials in all classes, teachers have specific tools to discuss genuine student work, assessment results, ABA data, etc. – whatever is appropriate for their classes (Self-directed).
- Quality Reviewers rated P4Q “Well Developed” in all areas providing supporting evidence and specifically citing curriculum mapping, pacing calendars, D75’s Units of Study, graphic organizers - all aligned to challenge the students on academic tasks and student acquisition of higher order thinking.
- According to 2013-14 state tests, over 50% of standard students scored a Level 1 on the NYS ELA test. Given this information, teachers adapted the CCLS rubrics, as well as Code X and Ready Gen rubrics, to determine the specific areas of need. As a result, there was a 23% increase in overall scores on these rubrics from baseline to final writing piece. The largest deficits in growth were apparent in the Writing Mechanics sections of the rubrics (under 10%) . Given this information, Writing Mechanics was identified as a priority need for the 2015-16 school year.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, standard assessment students, Grades 3-6, will increase their mastery of writing mechanics by 10%, from baseline, as demonstrated by completion of CCLS based writing rubrics.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>● 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).</li> <li>● Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>3-5th grade Standard Assessment (Ready Gen) and 6th grade Standard Assessment (Code X) will be used as instructional programs, broken down by Unit and will include the respective CCLS aligned writing rubrics.</p>	<p>3-6th grade Standard Assessment</p>	<p>September 2015- June 2016</p>	<p>Classroom staff, administrators and CFI Team</p>

3-6th grade Standard Assessment students will participate in the Performance Series online assessments	3-6th grade Standard Assessment	October, February, & May	Classroom staff and computer cluster teacher(s)
Professional Development will continue at grade level meetings, collaborative team meetings, District workshops, and through turn-keying to staff during extended day Mondays and Tuesdays.	3-6th grade Standard Assessment teachers	September 2015 through June 2016 (weekly and monthly)	Classroom teachers, cluster teachers, CFI Team
ENL teachers use "Language Arts Progression" aka English as a Second Language Learning Standards	3-6th grade ENL students	As mandated	ENL teachers

#### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy monies and core curriculum monies were used to purchase curriculum materials. P4Q technology cluster teacher, coordinators, mentors and classroom teachers will be involved. Professional development will be offered through district and in-house. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet. Per session and per diem money is used to provide substitutes for professional development and CFI school-based posting. Food Services provide breakfast and lunch to all students, enabling them to focus and learn. Title III money will incorporate families of English Language Learners with cultural activities. Reso A money was used to purchase Smartboards and iPads, encouraging learning through technology. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts. P4Q participated in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE), across the sites. EASE is designed to increase special education students' communication, socialization and academic skills through integrated, arts-based approaches. PTA/SLT has donated their time and food items to support events at the school such as Carnival and other celebrations.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Benchmarks for the CCLS Writing Mechanics rubrics will be administered and analyzed in November, February, and May. The Performance Series' assessment given in October will serve as the baseline, the February assessment will serve as the mid-point benchmark, and the May assessment will serve as the final measure.

As a result of the SBO vote, following the Chancellor's recommended extended Monday and Tuesday school day for staff, teachers and paraprofessionals will participate in grade level meetings and weekly collaborative team meetings to discuss teaching strategies, use of rubrics and comparison of assessment results. Clear deadlines for assessment completion enables staff to determine effectiveness of lessons and student understanding of topics. The Instructional Lead Team/Inquiry Team/CFI will meet twice monthly to compile and analyze classroom data, helping to ensure consistent next steps. The School Development Committee will ensure that appropriate professional development is planned to support the CFI's recommendations based upon results of assessments. The administration will ensure teacher understanding, implementation (observed through informal/formal observations using Danielson's Framework), continuity and progress. Progress will be monitored at the end of each marking period (three times per year)

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- Teachers, grades K-8, analyzed data from the 2013-14 “Leveraging Culture to Impact Instruction” survey and discovered that 99% of all staff felt that communication for all students, standard and alternate, was a major weakness.
- Students stated to our reviewers during Quality Review that conferencing with their teachers/paraprofessionals and working with their peers in small groups or in pairs (Turn and Talk) motivated them to produce more meaningful work products.
- Children need to know how to express themselves verbally, convey thoughts and feelings, listen actively, agree or disagree, and convey clear verbal and non-verbal messages. In order for students to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively, (CCLS Speaking and Listening Standard 1, Anchor Standard 1), students must feel safe with their communication skills. For alternate assessment students, functional communication is the essential tool for acquiring their needs and wants in order for them to feel safe in their environment. Our priority need, is to empower communication for all students.
- An analysis of the school’s 2013-14 New York City School Survey found that 17% of 6th grade standard assessment students completing the survey did not feel safe; however, 95% of those same sixth grade students did feel supported and safe enough to use their writing skills to express themselves.
- Student self-assessment/checklists were developed during the 2013-2014 school year and implemented fully this school year: (“How do I score myself,” “How does the teacher score me,” and “Does my partner think the same.”) for Grades 3-6 (Standard). Based upon school based action research SMART goals were developed using formative/teacher data to answer “Have we achieved our goal?” (Formative/teacher assessment). Students are speaking to each other and understanding their own performance.
- Checklists and benchmarks are used and monitored to determine mastery and next steps. Lessons are scaffolded (Webb’s Depth of Knowledge – higher order of questions in lessons) to integrate CCLS and district-aligned rubrics enabling all students to be engaged, from the highest to the lowest.
- Student work is analyzed – speaks to lesson planning & instruction. Student independence is integrated into and part of each lesson. Use of genuine student work is evident in each classroom. Students conference with teachers to take ownership of their learning and next steps. Feedback is given to students both verbally and in writing – either on Post-it’s or in the “Next steps” area on the rubric with teachers assessing student’s needs as they teach.

- All teachers use "Workshop model" during block periods in the classrooms and peer to peer questioning as a focus for 2014-2015 to encourage student ownership of learning. Schedules were created by a team of teachers to encourage departmentalization for ELA and/or math and to enable groups of teachers to work together (or have a prep period at the same time). State and City regulations are factored in regarding the mandated number of times per week is needed for various subjects.
- As an organization, we always look for supports to teach skills which are lacking. CCLS workbooks for ELA and for Math were ordered for standard assessment Grades 3-6 to help raise scores by teaching strategies for test taking during Academic Intervention tutoring (AIS provided for students who scored Level 1 or were a few points away on their scale score from achieving the next level on State tests).
- Based on SANDI assessment analysis, alternate assessment teachers identified 3 key communication deficit skills per student. They then used a CFI/inquiry Team designed data tracking tool to measure student monthly progress. This tracker also required 4 different instructional staff members (classroom teacher, cluster teacher, related service provider, and paraprofessional) to take data, ensuring accurate information about student achievement or weakness. All standard teachers used a CCLS-based rubric to monitor student progress in speaking and listening skills. On average, for standard assessment students, there was a 14% increase in communication skill performance and a 14% increase in independence. For alternate assessment students, a 23% increase in communication skill performance was shown.
- In order to ensure generalization and skill success in all environments for our students, this goal will be expanded to include all school-based instructional staff and families through parent workshops and staff professional development.
- With the increase of communication, a decrease in negative behaviors was shown. Level 4 bus incidents dropped from 13 during the 2013-2014 school year to 8 during 2014-2015. The use of the Mood Meter from Emotional Literacy is used for all students, displayed in the lobby, helping students identify their feelings either with words or pictures. There appears to be a decrease in students who need a time-out situation from the class with more students participating in recess due to positive behaviors. More students are requesting to speak with their guidance counselors when in crisis indicating that students are being proactive instead of reactive when dealing with a difficult situation. Children are also standing up for and defending the student who cannot vocalize for themselves.
- The Project Arts committee made up of art, music and movement teachers brought a program about bullying to 179 aimed at empowering the students by giving strategies to cope with bullying and bullies.
- Student's cafeteria communication, both with staff and with other students, has increased due to the new meal time computer system "check in" (Food Services Point of Sale (POS)). Students need to identify themselves, their peers, and their classroom teacher as they pick up their food.
- P4Q is committed to fostering a caring and effective home-school partnership. Workshops are given by the Parent Coordinator, with collaboration between other District 75 schools and P4Q staff. All Parents, including parents/guardians of English Language Learners, are encouraged to actively participate in all aspects of the P4Q organization including School Leadership Team, PTA, IEP meetings, assemblies and celebrations, Parent Meet and Greet, etc. Parent engagement meetings and workshops will focus on behavior management and communication skills for parents to incorporate into their child's' daily routines.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all K-8th grade students, standard and alternate, will continue to improve in communication skills by demonstrating a 10% increase on CCLS-based rubrics or SANDI/FAST assessments, as appropriate.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>For Standard Assessment Students:</p> <ul style="list-style-type: none"> <li>• Teachers of Grades K-6 will collaborate to determine Speaking and listening skills. Grade 6 will use a Code X Common Core Curriculum Speaking and Listening aligned Rubric. A modified rubric from Code X combined with CCLS rubrics will be used for grades K-5. Peer to Peer self-assessment rubrics for the students will be created using the aforementioned rubrics.</li> <li>• The rubrics will be scored for accuracy and prompting on a bi-monthly basis and the scores will be transferred to a progress monitoring data collection sheet (PMDC).</li> <li>• Collaborative teams during Monday and Tuesday extended day will discuss the results for each grade level in order to identify the average level of prompting and overall scores to determine next steps.</li> <li>• Groupings will be based on individual student strengths and next steps needed as generated by the rubrics and posted in each classroom and/or in the lesson plan book. All groupings will be changed as needed. Materials, curriculum, class displays, etc. are uniform across sites so that students can easily transition from one site to another to promote positive interactions.</li> <li>• Students are encouraged to know and discuss their academic levels and goals – strengths, weaknesses and next steps. Teachers facilitate this by conferencing with each</li> </ul>	<p>K-6th grade Standard Assessment Students and K-8 alternate assessment</p>	<p>September 2015- June 2016</p>	<p>Classroom Teachers; Cluster Teachers; Related Service Providers; Paraprofessionals; CFI members</p>

<p>student about assessment results and students complete peer-to-peer rubrics. "I Can" checklists in age-appropriate language will be used by students to self-monitor.</p> <ul style="list-style-type: none"> <li>• AIS will be provided to students who scored Level 1 or whose scale scores are close to the next level on NYC and NY State standardized exams.</li> </ul>			
<p>For Alternate Assessment Students:</p> <ul style="list-style-type: none"> <li>• Using a team approach, each staff member working with a student including classroom teacher, paraprofessional, cluster teachers and related service providers, will collaborate to target 3 key communication skills that were shown to be deficits, according to SANDI results. Skills will be targeted during small group instruction and/or discrete trials.</li> <li>• On extended Monday and Tues PD's and during team meetings, staff will analyze student progress and generalization of targeted skills in different environments in order to determine next steps. Data will be recorded on a Data Collection Tool which was created by CFI members.</li> <li>• Groupings, based on individual student communication styles, will be posted in each classroom and/or in the lesson plan book. All groupings will be changed as needed depending upon growth or regression of communication skills. Materials, curriculum, class displays, etc. are uniform across sites so that students can easily transition from one site to another to promote positive interactions.</li> </ul>	<p>K-8th grade Alternate Assessment students</p>	<p>October 2015 - May 2016</p>	<p>Classroom Teachers; Cluster Teachers; Related Service Providers; Paraprofessionals</p>
<ul style="list-style-type: none"> <li>• Based upon "Framework for Great Schools" parent workshops, will be planned to assist parents in learning the use of PECS symbols and other communication devices to promote communication, comprehension, and assist in homework completion.</li> </ul>	<p>Parents of Students in K-8th grade alternate assessment</p>	<p>September 2015- June 2016</p>	<p>Classroom Teachers; Coverage Teachers; Related Service Providers; Paraprofessionals; Parent Coordinator; Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Tax Levy monies will continue to be used to purchase core curriculum materials for the standard assessment students and "Equals, Unique, Attainment and Abenet's "Focus on Stem - Science" for 6:1:1, K-8 alternate assessment classes. Staff involved in P4Q's professional development will include technology, cluster teachers, coordinators, mentors and classroom teachers. Professional development will be offered through the district and in-house on the extended days. Food Services provide breakfast and lunch to all students, enabling them to focus and learn. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet. Per session and per diem money is used to provide substitutes for professional development and CFI per session. Title III money will incorporate families</p>

of English Language Learners with cultural activities. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts. P4Q participated in a 5 year Federal Grant, Investing in Innovation i3 – Everyday Arts for Special Education (EASE), across the sites. EASE strategies will be continued, since they are designed to increase special education students’ communication, socialization and academic skills through integrated, arts-based approaches. “Material for the Arts” supplements art supplies. PTA/SLT has donated their time and food items to support events at the school such as Carnival and other celebrations. SLT dollars are allocated in Galaxy.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Alternate Assessment students will be assessed 2X a year using SANDI/FAST Communication assessment and Standard Assessment students will be assessed 4X a year using a peer to peer CCLS-aligned rubrics. Benchmarks will be administered and analyzed twice (2x) per year for the Alternate Assessment students and bi-monthly for the Standard Assessment students. The CFI team will conduct a mid-point benchmark in February. As a result of the SBO vote to extend the school day for staff, teachers, related service providers and paraprofessionals will participate in weekly collaborative team meetings to discuss teaching strategies, behavior management, and use of rubrics, calibrate authentic student work, and analyze assessment results. Clear deadlines for administering assessments will enable staff to determine effectiveness of student understanding of the topic being taught. The Instructional Lead Team/Inquiry Team/CFI will meet twice monthly to analyze data and help ensure next steps. The School Development Committee ensures that appropriate professional development is supporting the CFI’s suggestions, by providing professional development on Monday and Tuesday extended days. Administration ensures teacher understanding, implementation (observed through informal/formal observations using Danielson’s Framework), continuity and progress. Progress will be monitored at the end of each marking period (four times per year including Chapter 683)

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- In accordance with the Capacity Framework regarding “Collaborative Teachers,” we not only believe that high quality professional development is essential to successful implementation of the CCLS for teachers and administrators (“Effective School Leadership”), we also include the paraprofessionals in this goal as noted in our Quality Review findings of “Well-Developed” for 1.2.
- The P4Q CFI/Instructional Team meets, focusing on analyzing genuine student work, turnkey to staff, and meeting SCEP goals. Members of the team are from all sites and include staff of alternate and standard assessment students to provide continuity and a shared focus.
  - The School Development Committee (SDC) meets a minimum of 2x/month and email each other at the sites, sharing ideas, topics and monthly calendar. Once the information has been agreed upon, a final document is sent to the principal to disseminate to the staff and other administrators.
  - The Children’s First Initiative (CFI) Team has 15 staff members who applied through a posting and are paid with money allocated in Galaxy for per session after school activities. Staff from all sites meet 1x/month and have learned to Skype their other meetings to minimize travel hardships. The teams work in smaller groups – standard with standard, alternate with alternate, early childhood with early childhood, etc and then come together to share information. Bulletin boards are set up at each site to post minutes and information to all staff. Next steps are to have both groups meet together and then share with staff on extended days.
  - While the SDC committee focuses on PD for staff with an impact on increasing student performance, the CFI or Instructional Lead Team (Inquiry Team) committee’s next step is working to analyze genuine student work, rubric scores and next steps needed to increase student learning. With all grades represent, standard and alternate assessment staff involved, grade level collaborations focus on analyzing, assessing student work and correlating lesson plans. The goals for both committees are that in providing PD for all staff (paras, related service providers, teachers, and administrators). P4Q will increase their building capacity and in turn, generate better outcomes for students.
  - Several staff members are the same for SDC and CFI, providing a seamless connection in goals and vision for the organization.
  - PDs are assigned and/or requested to correctly drive instruction. Teachers can request to participate in D75 or DOE PD’s listed on websites. Teachers are assigned based on strengths and experience with varied populations of students guided by the preference sheets.
  - Students in standardized K-2 classes are currently using ReadyGEN end of chapter assessments and DRA-2s to establish baseline levels and determine progress made in ELA throughout the year. Alternate assessment classes in 8:1:1 grades K-5 will use Foundations and/or Wilson.

- Students in 8:1:1 alternate assessment classrooms use a variety of interventions and assessments to monitor progress such as Fountas and Pinnell, SANDI, Unique, Attainment, Performance Series, etc. based on the needs of individual students. Using Foundations, and/or Wilson will be a consistent way to monitor progress for all 8:1:1 students across all sites.
- During the 2015-2016 team meetings, teachers will work in collaborative teams to implement best practices and administer and analyze the results of running records. Running records provide another type of formative assessment that will allow teachers to identify patterns of students' reading abilities and determine teacher' next steps. During grade-level meetings, teachers will discuss effective teachings strategies . The collaborative team will then determine next steps for the individual students to increase ELA assessment scores.

### Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the School Development Committee (SDC) and the school's Children's First Initiative (CFI) will collaborate, meeting a minimum of ten (10x) a year, planning professional development in the area of phonics with the focus on increasing phonemic awareness by one (1) level from baseline for standard assessment K-2 students and K-5 alternate assessment 8:1:1 students.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Teachers will attend workshops and professional development to ensure consistent and correct administration of benchmarks.</li> <li>• Benchmarks will be administered (i.e. DRA2, Foundations) during October 2015 and May</li> </ul>	<p>Classroom Teachers and Paraprofessionals of K-2 Standard Assessment students and K-5 8:1:1 Alternate Assessment students</p>	<p>September 2015 - June 2016</p>	<p>Administration</p>

2016 by classroom teachers and paraprofessionals			
<ul style="list-style-type: none"> <li>SDC committee will plan a professional development schedule that incorporates disseminating information about DRA2's, Foundations, Wilson, Ready-Gen and Phonemic Awareness (as appropriate) as an assessment for all teachers.</li> </ul>	Classroom and Cluster Teachers and Paraprofessionals of K-2 Standard Assessment students and K-5 8:1:1 Alternate Assessment Students	September 2015 - June 2016	The School Development Committee (SDC), Children's First Initiative (CFI), teachers and paraprofessionals
<ul style="list-style-type: none"> <li>On extended Monday and Tuesday PDs and during team meetings, including staff from SDC, CFI and teacher teams, will analyze the running records to determine next steps in order to remediate reading issues.</li> </ul>	Classroom Teachers; Paraprofessional, Cluster Teachers	September 2015 - June 2016	The School Development Committee (SDC), Children's First Initiative (CFI), teachers and paraprofessionals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy per session monies will be used as needed. Tax Levy dollars (including Citywide Instructional Expectations and Core Curriculum Support) were used to purchase additional curriculum materials including Wilson and Foundations for standard and alternate assessment teachers, Grades K-5. Instructional teams will meet during extended Mondays and Tuesdays and provide professional development with supports being offered through district and in-house venues. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet with grade and with cluster teacher. Food Services provide breakfast and lunch to all students, enabling them to focus and learn. Per session and per diem money is used to provide substitutes for professional development and for CFI per session. Reso A grant supplied additional computers and Smartboards in classrooms. Title III money will incorporate families of English Language Learners with cultural activities. Project Arts money is used to implement end year celebrations, trips, and materials to be used throughout the year following the Blueprint for the Arts. P4Q participated in a 5 year Federal Grant, Everyday Arts for Special Education (EASE), across the sites. EASE is designed to increase special education students' communication, socialization and academic skills through integrated, arts-based approaches. PTA/SLT has donated their time and food items to support events at the school such as Carnival and other celebrations. SLT dollars are allocated in Galaxy.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Alternate Assessment students will be assessed 2X a year using SANDI/FAST reading assessment and Standard Assessment students will be assessed 2X a year using DRA2. Benchmarks will be administered and analyzed twice (2x) per year for the Alternate Assessment students and or the Standard Assessment students. The CFI team will conduct a mid-point benchmark in February. As a result of the SBO vote to extend the school day for staff, teachers, related service providers and paraprofessionals will participate in weekly collaborative team meetings to discuss teaching strategies, behavior management, use of rubrics, calibrate authentic student work, and analyze assessment results. Clear deadlines for administering assessments will enable staff to determine effectiveness of student understanding

of the topic being taught. The Instructional Lead Team/Inquiry Team/CFI will meet twice monthly to analyze data and help ensure next steps. The School Development Committee, meeting bi-monthly, ensures that appropriate professional development is supporting the CFI's suggestions, by providing professional development on Monday and Tuesday extended days. The SDC and CFI will meet together a minimum of 10 times during the school year. Progress and/or next steps will be monitored through agendas and sign in sheets. Administration ensures teacher understanding, implementation (observed through informal/formal observations using Danielson's Framework), continuity and progress .

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Teachers, during professional periods, tutored students scoring Level 1 on State and City exams in accordance with NCLB/SED	An AIS/IEP/Testing school based teacher will be integrated to assist teachers and students alike. On the elementary level, use of Wilson’s Foundations (both used to address decoding, encoding sight word fluency, vocabulary, phonemic awareness and print knowledge), Voyager Passport (addresses reading comprehension, fluency, critical thinking and vocabulary development. Additionally, Strategies to Achieve Reading and Aim Higher Reading Comprehension and Ready – NYS CCLS ELA workbooks will be utilized. Performance Series (assessment test which provides item skills analysis to determine individual skills needed by students) is being used to differentiate tutoring. Smartboards, I pads	Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.	Academic Intervention Services will be provided to students during the school day

		<p>and laptop carts were used at all sites.</p> <p>During Chapter 683 summer program, Summer Success in Reading (using articles</p> <p>in a student'-style magazine to improve reading comprehension) is used for some elementary classes.</p> <p>Alternate assessment, 6:1:1, students with autism are also receiving AIS on an individual basis and use Unique, Voyager and Edmark (focuses on beginning reading and language development for non-readers), word games, Picture Exchange Communication System (PECS) and Discrete Trial Instruction (DTI)</p>		
<p><b>Mathematics</b></p>	<p>Teachers, during professional periods, tutored students scoring Level 1 on State and City exams in accordance with NCLB/SED.</p>	<p>An AIS/IEP/Testing school based teacher will be integrated to assist teachers and students alike. On the elementary level, use of games and manipulatives will be used (drill exercises aimed at building fact and operation skills. Additionally, Ready – NYS CCLS Math (used to reinforce the “hows” of taking an exam) and NYC Mathematics Practice for Mastery (with drill and practice) have been used for AIS. Smartboards,</p>	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period</p> <p>per week</p>	<p>Academic Intervention Services will be provided to all students during the school day</p>

		<p>lpads and laptop carts were used at all elementary school sites. During Chapter 683 summer program, Summer Success in Mathematics (introduces, reinforces and reviews key math concepts) is used in some elementary classes. Alternate assessment, 6:1:1, students with autism are also receiving AIS</p> <p>on an individual basis and use Equals, Picture Exchange Communication System (PECS) and Discrete Trial Instruction (DTI)</p>		
<b>Science</b>	<p>Academic Intervention Services will be provided to all students who scored Level 1 and Level 2 on the 4th grade State Science exam according to NCLB/SEDD during the school day.</p>	<p>Use of hands on materials (i.e. science kits through FOSS and Pearson/Scott Foresman), test prep materials will be used for 4th grade science exam. Technology at all levels and integration into all curriculum areas will be encouraged. Smartboards, lpads and laptop carts were used at all elementary sites</p>	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week.</p>	<p>Academic Intervention Services will be provided to all students during the school day</p>
<b>Social Studies</b>	<p>5th grade Social Studies State exams are no longer administered, however, in accordance with Common Core Learning Standards and Citywide Expectations,</p>	<p>An AIS/IEP/Testing school based teacher will be integrated to assist teachers and students alike. Targeted support of SS topics through the CCLS units will continue. Technology through</p>	<p>Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week</p>	<p>Academic Intervention Services will be provided to all students during the school day</p>

	informational text from Social Studies concepts and facts are integrated into tutoring following the new Scope and Sequence.	Smartboards, ipads and laptop computers will be integrated into sessions with a focus on geography.		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in crisis, requiring temporary hospitalization, ACS removal or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed	All students have a Behavior Intervention Plan as part of the IEP and an additional Functional Behavior Assessment (FBA). Both plans are written collaboratively with the classroom teacher and the counselor. FBA's are reviewed weekly to determine if there is a decrease in negative behaviors. If students are hospitalized, school personnel will continue visitation and contact. Girls Club is held once a week in small groups of students who have earned the right to participate through their behavior plan as specified by Power of Choice. Level trips and Level certificates are earned by the students. For alternate assessment 6:1:1 students, "First/Then" and "Token" boards are used.	Small group, one-to-one sessions and peer tutoring will be used as appropriate. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis.	Academic Intervention Services will be provided to all students during the school day.

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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 activities and strategies for high quality professional development for teachers, principals, 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P4**, 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 welcomed members of the school community. **P4** 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, meeting 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 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
- 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)**

**P4**, 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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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; parent workshops, etc.

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 with 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, 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 to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Lewis Carroll School</u>	DBN: <u>75Q004</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>12</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 75Q004 has 50 ELL students in grades K-8 with varying disabilities: Emotionally Handicapped, Intellectually Disabled, Pervasive Developmental Disorder, Autistic, and Other Health Impairment. The native languages of our ELL students include Spanish, Chinese, Mandarin, Nepali, Farsi, Punjabi, Korean, Chinese, Urdu, Bengali, and Tibetan. P4Q currently is serving these students through a push-in/pull-out ESL program with 1.5 certified ESL teachers. Since P4Q does not currently have a bilingual program, ten bilingual students have alternate placement paraprofessionals in their classroom able to speak the students' native language. According to the NYSESLAT, the proficiency levels of our ELL population is as follows: thirty (30) of our ELL students are at the beginning level, fifteen (15) are at the intermediate level and five (5) are at the advanced level. It is our hope that we will be able to support our students' language development through the use of the arts with Title III funding.

- After viewing NYS testing data 23 ELL students in Grades 3-5 scored at the beginning level, 9 at the intermediate level, and 2 at the advanced level on the NYSESLAT, and 4 of our 5 ELL students in grades 3-5 scored a level 1 on the NYS ELA, Math, and/or Science exams, and 1 scored a level 2 on the State test. We decided to offer the Title III program to 12 of our current 12:1:1 alternate/standard assessment ELL students Grades 3-5 in hopes of moving our students ahead and increasing test scores. The focus of the program will be to increase students' acquisition of language and self-expression, provide real world learning experiences which represent cultural individuality, and enhance creativity and cultural awareness through art.

- The new Language Arts Progressions will be used and aligned with the Common Core Learning Standards. Instruction will be aligned to Common Core Learning Standards: Speaking and Listening Standard 1- Comprehension and Collaboration (Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on other's ideas and expressing their own clearly and persuasively) and CCLS Language Standard 6- Vocabulary and Acquisition Use (Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, and expression); as well as, to the NYS Arts Standard 1 (Creating and Performing in the Arts), and Standard 4 (Understanding the Cultural Dimensions and Cultural Contribution of the Arts).

- An evening residency instructional program by the "Materials for the Arts" company will be planned as a supplemental instructional service using Title III funds. This residency program will be implemented as an additional support for our ELL students. Direct instruction will be delivered in English in cooperation with the art director from the "Materials for the Arts" company and the licensed ESL teacher using effective scaffolding techniques and ESL methodologies such as Total Physical Response, the 'Natural Approach', Whole Language Instruction, the use of graphic organizers, tactile activities and the Language Experience Approach. These strategies will be utilized to facilitate and improve language acquisition and communication skills among ELL students and their families. The program will complement the ESL instruction taught to the ELLs by providing additional hours of language support and practice among peers which is aligned with the Common Core Language Standards, IEP goals, and the day to day school day instruction. Native language support will be provided by an alternate placement paraprofessional as is mandated for Bilingual instruction for students currently in a ESL setting. Note- a supervisor will be at each session.

## Part B: Direct Instruction Supplemental Program Information

The Materials for the Arts program will begin at P4Q from January 2015 to May 2015. This is an engaging instructional program with room for creativity and conversation. This may be the very first time many of our families will have the opportunity to work with a live artist. MFTA will provide an opportunity for ELL students and their adult companions to explore art in ways that enhance their experiences as creative members of society. The students will engage in custom designed workshops provided by a teaching artist from MFTA in conjunction with the ESL teacher, and one alternate placement paraprofessional involving creating art from recycled materials on a weekly basis for nine weeks. Workshops are tailored to meet the individual needs of the ELL students, using varied art experiences and grade appropriate curriculum. Following NYC's Blueprint for the Arts, the program supports student achievement in the classroom and inspires a lifelong passion for learning and discovery. Students will develop self confidence in this discipline due to the programs emphasis on self-expression.

- During MFTA workshops, all participants will be engaged in learning creative ways to reuse the materials around them in order to be empowered to create art and become more versatile communicators. The Materials for the Arts program will run between the winter and the spring of the 2014-2015 school year beginning with:

- Two (2) 1 hour Wednesday afternoon Parent Engagement meetings between 4:30 p.m. and 5:30 p.m. on January 14, 2015 and May 13, 2015.

The families will meet the artist, the supervisor, the ESL teacher, and the paraprofessional at this time. During the MFTA Parent Engagement workshops families will participate in making collaborative art projects that motivate them to communicate with one another, experience the satisfaction of success in the creative arena, and to share information about themselves and background with one another.

- Five (5) 2 -hour afternoon MFTA Teacher Professional Development Workshops on selected Wednesdays between 3:30 p.m. and 5:30 p.m. from January 2015 through May 2015.

Teachers will be shown many different examples of the ways in which they can utilize reusable materials to add hands-on instruction to their regular curriculum, giving them ways to differentiate the education of their students.

- Nine (9) 2 -hour afternoon MFTA Student Workshops on selected Wednesdays between 5:30 p.m. and 7:30 p.m. from January 2015 through May 2015.

Our nine (9) Title III instructional workshops will take at our main site, P4Q@179Q in Fresh Meadows, Queens. Students will create art projects from reusable materials which empower them as artists, creators, and communicators by showing them that, if they are resourceful, they always have art-making and project-making materials available to them. Students will be brought by their families and receive supplemental instruction in small and/or individualized groupings. The program will be staffed by one English/Spanish speaking licensed ESL teacher, one Bengali alternate placement paraprofessional to assist with translations, and one supervisor. Parent training will be offered by the ESL teacher and the teaching artist at the start of each session. Refreshments will be served to the parents. The program will culminate with a student/parent evaluation session.

- Desktop computer and iPads will be used during each of the workshops with apps set up for art exploration, to take photos and videotape their experiences. Apps on the desktop computer and iPads will encourage comprehension, focus and communication. Materials for the Arts will be providing the recycled art materials for the projects. Any other additional needed materials will be purchased through Title III funding. The desktop computer will be available to the ESL teacher to use with the students and their parents- for home language surveys, direct instruction to the students, e-mails to parents, SESIS, ATS, for the creation of flyers, surveys, and communication regarding Title III program to the parents. The materials purchased will remain with the ESL teacher/students for their educational use.

- Students will focus on and explore the ways in which creating art unifies the global community as their

## Part B: Direct Instruction Supplemental Program Information

school unifies each of them into one family. The projects will unite the participating students with each other, with the larger school community, and with families, in a joyous, celebratory event that will cultivate a true sense of capacity and accomplishment in students. Staff will participate in four afterschool sessions of professional development, providing staff with instruction on how to create art in context of pedagogical approaches to be used to address the ESL and ELA connections. An experience of creative art can open up a world of expression and communication.

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## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: \_

-  
Professional Development provided by the teaching artist from MFTA will work with the ESL teacher and one alternate placement paraprofessional for five (5) 2- hour sessions, on selected Wednesdays from 3:30 p.m. – 5:30 p.m., concluding one week prior to the culminating celebration. These professional development workshops are scheduled to extensively explore the creation of art from recycled materials, helping the educators make artistic and curricular connections to the production of art. This training will prepare the staff for the upcoming student/adult companion workshops by introducing the basic tools of art, which can be used during the instructional day with the ELL students. The ongoing professional development will explore a range of relevant subjects, such as curriculum development, problem solving, quality teaching, questioning techniques, cultural appreciation, self-expression, and aesthetics. In addition, MFTA has created educational materials which will be distributed to staff members in hard copy and electronic media. They will work with the ESL teacher, the administrator, and the alternate placement paraprofessional, who are participating in the evening programs giving them details of each workshop. Additionally, they will respond to the experience verbally and through surveys and evaluation. The ESL teacher will work with the artist, co-facilitating each professional development by connecting the art form to the pedagogical approaches used to address the ESL and ELA connections being reinforced during the evening programs. The alternate placement paraprofessional will assist in translation to the students and adults. Topics to be discussed will include appropriate benchmarks from different grade levels from the NYC Blueprint for the Arts grades 3-5. The MFTA Professional Development Workshops will show teachers many different examples of ways in which they can utilize reusable materials to add hands-on instruction to their regular curriculum in addition to teaching them how to differentiate the education of their ELL students. The outcomes of these workshops will help ELL students feel comfortable enough to create art freely and spontaneously with their families, their community, and at student gatherings. They will express enjoyment of art; access art websites using iPads in guided sessions, find information about art using websites, videos, books, etc.

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### Part D: Parental Engagement Activities

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

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

Begin description here: \_

The Parent Involvement component will begin with families of the ELL students being invited to P4Q. The parent engagement workshops will be led by the MFTA who will introduce the artist and encourage the families to participate in creating art. The families will meet the artist, the supervisor, the ESL teacher, and the paraprofessional at this time. Additionally, parents will be invited to participate in the evening after-school program with their child. The families will bring their child to the workshops and will work alongside them. Notification to the parents about the Title III program will be sent by flyers, emails and follow-up phone calls in the parent's home language, through the school's parent coordinator and the alternate placement paraprofessionals. Translation services will be provided. Metro cards will be distributed to the families, encouraging more family participation. In addition, refreshments will be provided to parents after each workshop.

During the two (2) MFTA Wednesday afternoon workshops to be held on January 14, 2015 and May 13, 2015 between 4:30 pm. and 5:30 p.m. participants will be engaged in learning creative ways that they can reuse the materials around them in order to be empowered to create art and become more versatile communicators. It is our hope that by providing these workshops more of our families will be able to better support their child's language development and creativity at home. The family engagement goals include: 1- Providing high quality art programming to students and families who have limited opportunities to formally participate in the arts; 2- Involving the parents in their child's education by helping them to develop new skills and strategies through engaging their special needs child in family activities; 3- Connecting students and their families to cultural resources in NYC; 4- Helping increase parent involvement using the arts as a catalyst to strength the home/school connection. In the MFTA Parent Engagement workshops families will participate in making collaborative art projects that motivates them to communicate with one another, experience the satisfaction of success in the creative arena, and to share about themselves and background with one another. During the family participation workshop, a culminating celebration will occur for both families and staff, building community amongst multi-generational participants.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>INSTRUCTIONAL WORKSHOPS</u> <u>Adm. \$951.12</u> <u>Tchr. \$909.00</u> <u>Para. \$522.90</u> <u>Secy. \$93.36</u> <u>Total \$2,476.38</u> <u>PROFESSIONAL DEVELOPMENT</u>	<u>INSTRUCTIONAL WORKSHOPS</u> <u>1 site administrator x 9 sessions x 2 hours per week x \$52.84 = \$951.12</u> <u>1 ESL teacher x 9 sessions x 2 hours per week x \$50.50 = \$909.00</u> <u>1 Alternate Placement Paraprofessional x 9 sessions x 2</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<u>Adm. \$528.40</u> <u>Tchr. \$505.00</u> <u>Para. \$290.50</u> <u>Total \$1323.90</u> <u>PARENT ENGAGEMENT</u> <u>Adm. \$105.68</u> <u>Tchr. \$101.00</u> <u>Para. \$58.10</u> <u>Total \$264.78</u>	<u>hours per week x 29.05 = \$522.90</u> <u>1 Secretary x 3 hours x \$31.12 = \$93.36</u> <u>PROFESSIONAL DEVELOPMENT</u> <u>1 site administrator x 5 sessions x 2 hours per week x \$52.84 = \$528.40</u> <u>Note- Supervisor is not on clock at 3:30 p.m.</u> <u>1 ESL teacher x 5 sessions x 2 hours per week x \$50.50 = \$505.00</u> <u>1 Alternate Placement</u> <u>Paraprofessional x 5 sessions x 2 hours per week x \$29.05 = \$290.50</u> <u>PARENT ENGAGEMENT</u> <u>1 site administrator x 2 sessions x 1 hours per week x \$52.84 = \$105.68</u> <u>1 ESL teacher x 2 sessions x 1 hours per week x \$50.50 = \$101.00</u> <u>1 Alternate Placement</u> <u>Paraprofessional x 2 sessions x 1 hours per week x \$29.05 = \$58.10</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>Instructional-</u> <u>Total \$4,510.00</u>	<u>Instructional-</u> <u>5 Professional Development MFTA Workshops = \$2000.00</u> <u>(One ESL teacher, one alternate placement paraprofessional- Bengali- and one administrator.)</u> <u>(Note- Supervisor is not on clock at 3:30 p.m.)</u> <u>9 Student MFTA Workshops = \$1710.00</u> <u>2 Parent Engagement MFTA Workshops= \$800.00</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$386.94</u>	<u>Art Supplies- \$386.94</u> <u>The materials purchased will remain with the ESL teacher/students for their educational use.</u>
Educational Software (Object Code 199)	<u>\$0.00</u>	<u>\$0.00</u>
Travel	<u>\$1080.00</u>	<u>Metrocards</u> <u>12 Students x 9 instructional sessions</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>x \$5.00 roundtrip = \$540.00</u> <u>12 Parents x 9 instructional sessions x \$5.00 roundtrip = \$540.00</u>
Other	<u>\$200.00</u> <u>\$958.00</u>	<u>Parent Refreshments = \$200.00</u> <u>1 Desktop Computer = \$958.00</u> <u>Object Code 489 according to Galaxy needs to be allocated in this manner Available to the ESL teacher to use with the students and their parents- for home language surveys, direct instruction to the students, e-mails to parents, SESIS, ATS, for the creation of flyers, surveys, and communication regarding Title III program to the parents. The desktop will remain with the ESL teacher/students for their educational use.</u>
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	<b><u>\$11,200.00</u></b>

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any school wide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

**Part I: School ELL Profile**

**A. School Information**

District <b>75</b>	Borough <b>Queens</b>	School Number <b>004</b>
School Name <b>P4Q</b>		

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

Principal <b>Marcy Berger</b>	Assistant Principal <b>Alexandria Markovich</b>
ENL (English as a New Language)/Bilingual Teacher <b>Melissa Colmenares</b> (ENL Teacher)	School Counselor <b>Dori Kaplan</b>
Teacher/Subject Area <b>Elizabeth Engelmann</b> (Classroom Teacher- 12:1:1)	Parent <b>Doris Jones</b>
Teacher/Subject Area <b>Joyce Ruocco</b> (Art Teacher- All grades)	Parent Coordinator <b>Vanessa Murray</b>
Related-Service Provider <b>Edwin Santiago</b> (Physical Therapist)	Borough Field Support Center Staff Member <b>Adrienne Edelstein</b>
Other (Name and Title) <b>Adrianna Spadafora</b> (ENL Teacher (.5))	

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>1.5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
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Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	390	Total number of ELLs	56	ELLs as share of total student population (%)	14.35%
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## Part II: ELL Demographics

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### A. ELL Programs

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	56
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	22	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0

<b>DL</b>																					0
<b>ENL</b>	33	0	33	22	0	22	1	0	1												56
<b>Total</b>	33	0	33	22	0	22	1	0	1												56

Number of ELLs who have an alternate placement paraprofessional: 8

**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
														0
														0
														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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																
																			0	0
																			0	0
																			0	0
<b>TOTAL</b>	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
									0	0
									0	0
									0	0

<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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<b>This Section is for Dual Language Programs Only</b>													
Number of students (students fluent in both languages):							Number of students who speak three or more languages:						

<b>Freestanding English as a New Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	2	9	6	7	2	2	0					31
Chinese	0	1	1	2	1	2	0	1	1					9
Russian	1	0	0	0	0	0	0	0	0					1
Bengali	0	0	1	2	2	0	1	0	0					6
Urdu	0	0	0	0	0	0	0	0	0					0
Arabic	0	0	0	1	0	0	0	0	0					1
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	1	0	0	0	1	0					2
Punjabi	0	0	0	0	2	1	0	0	0					3
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	3	0	0	0	0					3
<b>TOTAL</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>15</b>	<b>11</b>	<b>10</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>56</b>

## 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.

<b>OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	0	1	4	10	14	3	0	2					35
<b>Emerging</b> (Low Intermediate)	1	0	1	1	1	0	3	1	1					9
<b>Transitioning</b> (High Intermediate)	0	0	0	0	1	0	0	0	0					1
<b>Expanding</b> (Advanced)	0	3	0	1	0	0	0	2	1					7

<b>Commanding</b> (Proficient)	0	0	0	0	1	1	2	0	0					4
Total	2	3	2	6	13	15	8	3	4	0	0	0	0	56

<b>FORMER ELLS BASED ON REVISED EXITING CRITERIA</b>														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0					0

<b>FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0					0

<b>NYS ELA</b>					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	3	0	0	0	3
5	1	0	0	0	1
6	1	0	0	0	1
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	1	20	1	22

<b>NYS Math</b>									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0		0		0		0		0
4	2		1		0		0		3
5	1		0		0		0		1
6	0		1		0		0		1
7	0		0		0		0		0
8	0		0		0		0		0
NYSAA	0		2		17		3		22

<b>NYS Science</b>									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		1		0		0		1
8	0		0		0		0		0

NYSAA Bilingual (SWD)	0		0		2		0		2
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New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 This is the third year we are using DRA-2 for our K - 2 Standard Assessment classes. Most of our Standard ENL students are able to understand and respond to oral questions, demonstrating that they comprehend the text read to them. After analyzing the Fluency and Decoding section, we found that they lack fluency because they struggle with decoding. They also struggle with independent reading and the reflective response. The writing component wasn't tested for the majority of our ENL students because they did not score at the required level before being tested. The writing skills of the students who did test, were far below their grade level.

After analyzing all Standard and Alternate Assessment K-8 students' NYSESLAT levels, we have seen that they continue to score highest in the Speaking and Listening and lower on the Reading and Writing sections. We also found that 80% of K-2 Alternate Assessment students are scoring 1 to 3 questions away from the next proficiency level as per the Annual Measurable Achievement Objectives (AMAO). 60% of these students had attendance less than 90% which may have affected their scores. The ENL teacher,

the classroom teachers and the speech teachers are all working in tandem to strengthen the student's fluency, reading comprehension skills, and writing skills.

This is the fifth year we are using the UNIQUE unit assessments with our children with autism (6:1:1) and the second year using the Attainment unit assessments for our Alternate Assessment classes (8:1:1 and 12:1:1 and Middle School 6:1:1). SANDI/FAST are also used as formative and summative assessments. These exams are used to find the strengths and weaknesses in ELA, Math and communication skills for all Alternate Assessment students. We have two Kindergarten Alternate Assessment students who took the NYSITELL, one scored at the Entering level and the other scored at the Emerging level.

The ENL teacher meets with all the students' teachers to discuss assessment results, to collaborate, share teaching strategies and figure out next steps. The school inquiry team analyzed all assessment results including the NYSESLAT for both the Standard and Alternate Assessment students. The ELLs performed better in the Listening and Speaking modalities on the NYSESLAT. Improvement is needed in their Reading and Writing modalities on the NYSESLAT. The inquiry team wrote two CEP goals for both Alternate and Standard Assessment students, which includes the ELL students as a subgroup that focuses on improving their writing and communication skills.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

We had one Kindergarten Alternate Assessment student who took the NYSITELL in 2014 and scored an Intermediate level. When he took the 2015 NYSESLAT, he scored an Expanding level and, as per the Annual Measurable Achievement Objectives (AMAO), he was 2 to 3 question away from scoring at the Commanding level. Three other students were tested by the NYSITELL in 2014 but, having moved before taking the 2015 NYSESLAT, data patterns could not be analyzed.

Of our 48 Alternate Assessment students who took the 2015 NYSESLAT, 34 students scored at the Entering level, 8 students scored at the Emerging level, 5 students scored at the Expanding level, and 1 scored at the Commanding level. Eighteen of those students were 1-3 questions away from reaching the next level of proficiency as per the AMAO. Thirteen (13) students have shown a pattern of poor attendance (90% or less) which could have affected their scores.

Of our current eight (8) Standard Assessment students', three (3) scored at the Entering level on the 2015 NYSESLAT, and all have increased their overall scale score from the previous year, and were 1-3 questions away from scoring at the Emerging level as per the AMAO. One of these students had attendance less than 90%. One student scored at the Emerging level, had an overall raw score increase from the previous year, and was 2-3 questions away from reaching the Transitioning level as per the AMAO. One student tested at the Transitioning level and was 2-3 questions away from achieving an Expanding level as per the AMAO. Four students tested at the Commanding level and one has since graduated to high school.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data yielded from the AMAO tool was used to focus on the progress toward achievement of proficiency for the ELLs. It was used to design an effective instructional program and/or interventions for those students. The AMAO tool was used to analyze the students by home language, grade level, years of ELL service, ELA/Math performance and progress, NYSESLAT proficiency and progress, attendance, age and disability classification. The AMAO also has a "The Early Warning Indicator" feature that analyzes all data and calculates the number of at risk indicators for each student, giving additional information to consider when reviewing hard scores. This allows us to tailor timelier and targeted interventions for at-risk populations before reaching a more critical level. Best practices can be identified, documented and shared across the school through the use of the AMAO and the Early Warning Indicator. This follows an inquiry approach to investigating student achievement.

Of our 56 ELLs (48 Alternate Assessment and 8 Standard Assessment), 10 are at a risk level of 1, 24 at a risk level of 2, 8 at a risk level of 3, 5 at a risk level of 4, 1 at a risk level of 5, 1 at a risk level of 6, 1 at a risk level of 7, and 1 at a risk level of 9, and 5 do not have a risk-level. Due to our students' severe cognitive disabilities, progress on their English language acquisition is difficult to demonstrate on a standardized exam for our Alternate Assessment students. Since most (48 out of 56) of our students are Alternate Assessment, there isn't an equivalent of the NYSAA test for the NYSESLAT, so moving up the proficiency levels is not seen, but 15 of those students did demonstrate incremental growth on their scale score when compared with their scale score of 2014. Five (5) moved up at least one proficiency level. Many of our Alternate Assessment students are non-verbal. Scoring on the NYSESLAT is not possible, as many of those students use a PECS board, sentence strips, and/or an Augmentative Communication Device to communicate their responses and this cannot be represented on the standardized NYSESLAT exam.

According to the Estimated AMAO Status for 75Q004 the AMAO 1 status was not available at this time between 2009 and 2017. The AMAO 2 status for 2014-2015 target (achieving proficiency) was 15% with a difference of -6.84% (percentage points) between the target and the current status; our school did not meet the AMAO 2 status. In order to have met the AMAO 2 status, we

needed 8 students to test at the Commanding level, we had 5 students. 8.92% of our students attained proficiency (Commanding) on the 2015 NYSELAT. We have not met our Adequate Yearly Progress for ELLs, however we have noticed progress being made.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Currently, our school does not administer Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] When working with ELLs, we discuss the need to examine the ELLs background variables and further consider the multiple components of their language and reading needs. In order to make accurate decisions about ELLs sources of difficulties, information from a number of levels must be gathered and examined, specifically: information about the learner, their classroom experiences and their home and community variables. Once the ELL learning profile has been established, using multiple indicators, including the Home Language Survey (HLIS), the IEP, a variety of assessments and test scores, the collected data is used to hone in on specific issues for intervention. Once the plan is in place, data is reviewed to determine whether a child is making gains to monitor the effectiveness of supports and ensure that any mid-course corrections are undertaken. Additional support services (RTI and AIS) are provided after reviewing test scores, number of years of instruction in a English as a New Language (ENL) program, English and home language literacy, content area and socio-emotional support needs of Students with Inconsistent/Interrupted Formal Education (SIFE), specific English literacy needs of long-term ELLs, results on the annual NYSELAT, and the students' teacher's recommendation.

In Alternate Assessment, 8.5% of the ELLs scored a Level 1 and 2 in ELA and Math, and 76.5% scored at Level 1 and 2 in Science on the NYSAA. The ELL students in Standard Assessment are currently performing at an academic level below that of their peers on their state exams.

As of July 1999, the Board of Regents revisions to Part 100 of the Commissioner's Regulations, aligned the regulations with policy relating to standards, assessments, and graduation requirements. Section 100.2(ee) requires school districts to provide academic intervention services (AIS) to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards. AIS is provided to all P4Q ELL Alternate and Standardized students who scored less than a level 3 on the NYSAA ELA (Alternate) or NYS ELA (Standard).

Tier 1, the foundation of RTI consists of rigorous instruction that is focused on promoting language and literacy development. P4Q implements rigorous core curriculum materials for both the Standardized and Alternate Assessment ELLs, one that targets the student needs on a daily basis as part of a long-term plan. Differentiated instruction is ensured in meeting students' individualized educational needs. For both Alternate and Standard Assessment ELLs, content specific language is introduced and defined prior to teaching the content because this is critical to their academic learning, as it builds background knowledge. For example, students are exposed to the language of Math and Science before the teacher uses the Inquiry Approach to Science; this is especially helpful for the English language learners. ELLs with Autism learn these words through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Applied Behavior Analysis techniques. Standard Assessment ELLs will learn and practice vocabulary skills within the content of the lesson—i.e. defining, summarizing, comparing, classifying, explaining, etc. Grammar and language structures from the lesson are identified, becoming topics for further instruction during the ELA block. Group activities are planned to encourage collaboration and peer interactions. Teachers will model sentences encouraging ELLs to focus on content rather than structure during these group activities. Students are encouraged to organize and express their thoughts in written form (i.e. reports) or verbally (i.e. speeches).

Tier II instruction provides a more targeted and intensive academic support. Small group instruction, extra attention and activities targeted to specific students in addition to the core instruction are provided. The teacher reviews the Performance Series (Fall, Winter, and Spring benchmarks), Unit assessments (weekly and/or monthly benchmarks), SANDI (Fall and Spring benchmarks), Unique (monthly benchmarks) and Equals (unit benchmarks) results with the other appropriate teachers who work with the ELLs. Results are analyzed; strengths and weaknesses provide information on targeted instruction, development of student goals and next steps.

Tier III instruction is the most intensive and individualized instruction taught on a 1:1 basis by a teacher.

For ELL students whose IEP recommends Bilingual instruction; interventions are embedded into the instruction. An Alternate Placement paraprofessional is provided as mandated on their IEP. Having an Alternate Placement Paraprofessional provides additional support in both their Native Language (NL) and English.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- A child's second language development is considered in instructional decisions through the collaboration between the ENL teacher and all staff involved with the student. (i.e. classroom teacher, cluster teacher, paraprofessionals, related service providers, school secretary, parent coordinator, etc.). It is important to understand the ways certain elements of the second language acquisition process compare to learner characteristics associated with the students handicapping conditions. While components of language acquisition can seem to mirror a Learning Disability (LD), they do not necessarily indicate a Learning Disability. Second language acquisition is an uneven, developmental process and therefore ELLs' understanding of different language dimensions will vary at given points in time. This means it is very important to measure the multiple dimensions of language including: grammar/syntax, morphological skills (understanding word forms and parts), semantic skills/vocabulary (understanding the meaning of words and phrases) and phonological skills and pragmatics (understanding the social rules of communication). Students acquire improved English proficiency when they receive input that is understandable (i.e. by using language in context, providing background knowledge, using visual and context clues, clarifying vocabulary), even if it's on an incremental pace.

Professional development is provided to staff to ensure appropriate ENL teaching methodologies are being used with ELL students. In these professional developments, the staff is encouraged to use a variety of methodologies throughout the day. The most commonly used method is the Total Physical Response (TPR). Other methodologies include the Natural Approach, CALLA, Whole Language Approach, and Language Experience Approach (LEA).

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

Currently, our school only features the ENL program.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- After reviewing the Annual Measurable Achievement Objectives (AMAO) and the Adequate Yearly Progress (AYP), data is analyzed for next steps. Activities and strategies are assessed; teacher practice is adjusted when necessary to ensure improved student performance. Consideration is given to student aptitude when evaluating NYSESLAT scores. Standard Assessment and Alternate Assessment students who can participate in all four sections of the NYSESLAT, are reviewed for their performance in the overall test score, whereas those who can only achieve a recordable score on the Listening and/or Speaking portions, are reviewed with respect to their competency in those modalities. Students who cannot perform on any section of NYSITELL and/or NYSESLAT are evaluated solely by their performance in class assignments that are at their appropriate level, through the use of (ABA, Discreet Trials, and TEACH). While most of our Alternate Assessment students have stayed at the same proficiency level for a minimum of two years or more, an increase in their scale score, raw score and/or percentile rank have increased year to year. Many of our students were within 1-3 questions away from achieving the next proficiency level as per the AMAO. Overall, success is measured by the changes in test scores and successful achievement of annual goals on the IEP.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The Home Language Identification Survey (HLIS) is given to new parents in their respective native language, as well as to the parents of students who have not been in the NYC and/or NYS public school system for 2 years or more. The HLIS is completed during the initial evaluation meeting at the Committee of Special Education (CSE). A bilingual psychologist, if necessary, interviews in English and in their native language of the parents and student. If the HLIS shows that the home language is something other than English, the CSE psychologist, who is trained in administering the NYSITELL, which determines if the child is eligible for ENL and/or Bilingual services, will administer the NYSITELL. If the HLIS is not conducted at CSE then, the ENL teacher will do the HLIS with the parent and will conduct an informal interview with the student. If the results from the HLIS and the informal interview suggest that the student might be an ELL, the ENL teacher will administer the NYSITELL and/or Spanish LAB if necessary. The completion of the HLIS and administration of the NYSITELL and/or Spanish LAB must be completed within 20 days of the child's admission to P4Q. In cases where the child's home language is Spanish, the Spanish LAB is administered to identify if they are Spanish dominant. Also during the initial CSE meeting, the parents are advised that they may request a re-identification process/review within 45 days of enrollment, if they disagree with the results of their child's ELL status.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
After the completion of the Home Language Identification Survey (HLIS), SIFE status is determined. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, then the SIFE Identification Process is started. First, the ENL teacher will administer the Oral Interview Questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ENL teacher will administer the Literacy Evaluation for Newcomer SIFE (LENS); this is conducted within the student's first 30 days enrollment at P4Q.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (Refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The identification process for newly enrolled students with IEPs must be done in twenty (20) days from the students' enrollment into the school. First, the ENL teacher administers the Home Language Identification Survey, if it were not already completed at CSE. Then the determination of NYSITELL eligibility is established by the Language Proficiency Team. If eligible, the NYSITELL is administered, by the ENL teacher. If necessary, the Spanish LAB is given to show Spanish dominance, also conducted by the bilingual ENL teacher. The Language Proficiency Team (LPT) consists of the Principal, an Assistant Principal, an ENL teacher, a Guidance Counselor, a Classroom Teacher, a Coverage Teacher, a Related Service provider, a parent, and the Parent Coordinator.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
In District 75, this process is done at the CSE.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
In District 75, this process is done at the CSE.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified time frame? Describe the process, outreach plan, and time lines.  
In District 75, this process is done at the CSE.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
In District 75, this process is done at the CSE.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
In District 75, this process is done at the CSE.
9. Describe how your school ensures that placement parent notification letters are distributed.  
In District 75, this process is done at the CSE.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is stored in the students' cumulative file and/or IEP file, which are maintained in locked cabinets at each of our respective sites.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
All ELL students are mandated to take all four sections of the NYSESLAT each Spring until he/she scores an overall score of "Commanding," which exempts the student from any future obligation to be retested. Students who receive any score other than "Commanding" must be administered the NYSESLAT each subsequent Spring until they receive a "Commanding" proficiency level. In order to determine the number of NYSESLAT tests to order each Spring and who is eligible to take the NYSESLAT during the Fall semester, the ENL teacher must identify all the students currently mandated to be tested. This information is supplied through ATS reports by using the following codes: RLER and RLAT. The ENL teacher then prepares a schedule to ensure that all eligible students are administered all four sections of the NYSESLAT and distributes this schedule to school administration and classroom teachers to ensure that students will be released for testing as scheduled. P4Q has 5 sites therefore, the full time and the part-time (.5) ENL teachers travel from site to site, ensuring that all students are tested in all sections of the NYSESLAT.
  
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our ENL teacher and the parent coordinator collaborate to ensure that parents are informed of the ELL status of their children at the IEP meetings via phone calls as well as via written communication in a letter sent to their home in a preferred language of parents/guardians.
  
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The program model at our school is aligned with the parent's requests and the student's IEP mandates.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
Out of our 56 ENL students, 40 have IEPs indicating ENL only, and 8 have IEPs indicating Bilingual services. Since we do not currently have a bilingual class, these students have an Alternate Placement Paraprofessional. We also have 8 "X-coded" students who are given ENL services as well. ENL is provided by 1 full-time dually certified ENL teacher, and a part-time (.5) ENL teacher, through a Stand-Alone and Integrated model of instruction. As per the new mandates on Part 154, all ENL students receive Stand-Alone and Integrated instruction.  
Integrated instruction is given in English with the focus on content area instruction rather than the linguistic scope of language acquisition; whereas, Stand-Alone instruction is given in English with the focus on the linguistic scope of language acquisition rather than content area instruction.  
The dually certified teacher (M. Colmenares) delivers Integrated and Stand-Alone instruction in a separate office of therapy room. The part-time ENL teacher (A. Spadafora) delivers Integrated and Stand-Alone instruction. She co-teaches with the classroom teacher in the content areas. All classes are heterogeneous.
  
  - b. TBE program. *If applicable.*  
Currently, our school only features the ENL program.
  
  - c. DL program. *If applicable.*  
Currently, our school only features the ENL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)? ELLs at the Entering and Emerging levels (according to their NYSESLAT results) receive 360 minutes of services (180 minutes Stand-Alone ENL and 180 minutes Integrated ENL). ELLs at the Transitioning and Expanding levels (according to their NYSESLAT results) receive 180 minutes of service (90 minutes Stand-Alone ENL and 90 minutes Integrated ENL). ELLs at the Commanding level (according to their NYSESLAT results) receive 90 minutes of Integrated ENL for two years after testing out.
3. Describe how core content is delivered in each program model. 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. During the Stand-Alone model, the ENL teachers use "Sheltered English." It is an approach to teaching English which provides the students with age-appropriate content while simultaneously promoting English proficiency. During Integrated instruction the ENL teachers use "Whole Language." It is an approach which focuses on student experiences and uses it to make the content relevant to the ELLs lives through the use of authentic/tangible materials that facilitate the development of their English proficiency. The theory is that a foreign language must be taught as a whole, without being divided into its components, such as grammar, emphasizing that students learn how to read, write, speak, and listen in a natural way, the same way they learned their native language.

All teachers that work with ELLs use a variety of methodologies throughout the day including Sheltered English, CALLA, Total Physical Response, Natural Approach, Whole Language Approach, and the Language and Experience Approach. The ENL teachers follow the pacing calendars in the content specific subjects to provide content area support to the ELLs, during Integrated instruction. The ENL teachers use the "Language Arts Progressions" (a.k.a English as a New Language) learning standards. The New Language Arts Progressions are aligned to Common Core Learning Standards. Speaking and Listening Standard 1- Comprehension and Collaboration (students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others ideas and expressing their own clearly and persuasively) and CCLS Language Standard 6- Vocabulary and Acquisitions Use (Students will acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing and expressions) as well, to the New York State Art Standard 1 (Creating a performing in the Art) and Standard 4 (Understanding the Cultural Dimensions and Cultural Contributions of the Arts).

P4Q will increase rigor to increase reading and writing skills. In addition, we want them to learn critical thinking and comprehension skills in order to communicate ideas to a range of audiences and to exhibit their knowledge through an array of media and genre. Test scores and additional teaching strategies for ELLs are discussed at collaborative team meetings and extended Professional Development days. NYSESLAT results reveal ELLs' areas of strength. Of the four modalities (Reading, Writing, Speaking and Listening) ELLs show a trend in achieving their highest scores in the areas of Speaking and Listening; the lowest in the areas of Reading and Writing. The ENL teachers teach content areas with this in mind. The "EDL Language Inventory" of vocabulary at each grade level and subject is used as a reference guide along with information obtained through conferencing with academic subject teachers. Discussing the individual needs and learning styles of all ENL students helps the ENL teacher when developing multiple entry points during instruction. The special vocabulary inherent to Mathematics, Science and Social Studies, for each grade level, is reviewed by the ENL teachers in conjunction with grade-level reading materials for ELA. Teachers will model sentences encouraging ELLs to focus on the content and not the structure. Because P4Q does not have sufficient student enrollment to establish a Bilingual program therefore, bilingual support is provided by an Alternate Placement Paraprofessionals who are fluent in the students' native language.

For Standard Assessment classes, teachers use Ready Gen (K-5) and CODE-X (Grade 6) for ELA/reading instruction/assessments, using 90 minute reading/writing blocks daily. For Alternate Assessment classes, teachers use: UNIQUE, Equals, Attainment, SANDI and FAST. Classroom teachers, speech teachers and the ENL providers work collaboratively to identify students' strengths and weaknesses, as well as analyze and assess the student's sub-skills (i.e. phonics, fluency, vocabulary, reading comprehension, etc.). This assists the teachers with differentiating ELA instruction. Other ELA programs used throughout P4Q are: Wilson and Foundations. Teachers also analyze web-based assessments (i.e. Performance Series), for specific strengths and areas in need of improvement. Assessments used for ELA include: DRA-2 (K-2), Performance Series (3-6), NYS and NYC ELA tests (grades 3-6), ABLLs, Brigance, SANDI and FAST. By analyzing data, the ENL and classroom teachers can agree on instructional approaches and methods to make content comprehensible and foster language development for the ELLs using core curriculum content based materials.

Students with an Alternate Placement Paraprofessionals receive additional supports in both their native language and English. Alternate Placement Paraprofessionals help students facilitate their learning through their native language. Classroom libraries are available for use for all students to enhance learning.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
There is currently no Native Language Assessment program at P4Q. ELLs are assessed by their teachers with the assistance of the Alternate Placement Paraprofessional in their native language. A bilingual psychologist can be used at the Initial Planning meeting, the triennial meeting and whenever the psychologist is needed to test the ELL students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ENL teacher utilizes classwork as an informal means to measure students' current level of achievement throughout the school year. In addition, they review any available formative or summative assessment results with the classroom teacher. The NYSESLAT is used every Spring to evaluate all four modalities of English language acquisition (Reading, Writing, Speaking, and Listening).

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Currently, there is one (1) SIFE in our organization. P4Q's plan for SIFEs' is to place them in a class with an Alternate Placement Paraprofessional who is proficient in the child's native language. In addition, the student will receive tutoring, a student buddy, and a nurturing environment to facilitate language production. SIFEs' would be included in the NYSESLAT schedule each Spring in order to determine their continued entitlement to ENL services, as well as to monitor their progress in all of the four modalities of language acquisition (Speaking, Listening, Reading, Writing). This provides the ENL teacher with data that is vital to individualized lesson development and planning. Once a SIFE scores at Transitioning/Intermediate level on the NYSESLAT, S.I.F.E. status would be removed, and the student would be labeled as only an ELL.

Newcomer ELLs (0-3 years of ENL services) to District 75 (33 students at P4Q) and the New York City school system, as determined by the HLIS, will be administered the NYSITELL by the CSE or the ENL teacher to identify ELL status. These findings are written on the student's IEP indicating if Bilingual or Monolingual services are to be provided. For students placed in Bilingual instruction, CSE will list "Alternate Placement Paraprofessional" on the summary page of the IEP. Parents receive information, while being interviewed at CSE, regarding the two different ELL programs available in District 75 (Bilingual Education and Monolingual services). At that time, parents will identify which program they prefer. Since students who are Newcomers are generally at the Entering/Emerging level, the ENL teacher strives to group them homogeneously in order to maximize the number of minutes and focus provided during each session. The NYSESLAT is administered each Spring to Newcomers, as mandated, in order to determine continued eligibility and monitor performance for advancement in each of the four modalities. The student's score on the NYSITELL/NYSESLAT determines the number of minutes mandated. For Standardized students, the ENL teacher reviews their IEPs, ELA assessments and conferences with classroom teachers to get basic information on the student before administering their own informal assessments. Strengths and weaknesses are identified and individualized lessons are written. For Alternate Assessment ELLs, words/concepts are taught, retaught and maintained using Applied Behavior Analysis methodologies. The teacher serves as "coach," encouraging students to be more explicit and encourages students to have high expectations for their learning.

Developing ELLs (4 to 6 years of ENL services) (22 students at P4Q) also receive scaffolding instruction in all subjects. Lessons are aligned with pacing guides; reading, writing, listening and speaking activities are incorporated into lessons. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review.

Long-Term ELLs (7 or more years of ENL services) (1 student at P4Q) continue to take the NYSESLAT test each Spring until a Commanding level is achieved. The current plan for any long-term ELL is to review their NYSESLAT scores, along with an evaluation of their performance in the four modalities, in consultation with classroom and coverage teachers and the LAP committee. Many of our Alternate Assessment students have remained at the Beginner/Entering level year to year. Our one 8<sup>th</sup> grade Long-Term ELL was first given the NYSESLAT in 2008 and was unable to score a recordable grade. This trend continued until the 2014 NYSESLAT, where they scored a Beginner level (151 scale score, and a 12 raw score), and on the 2015 NYSESLAT they scored an Entering level (173 scale scored, and a 16 raw score). While this student has stayed at the Beginner/Entering level since 2008, they have demonstrated incremental progress (scale score and raw score).

Due to our students' severe cognitive and communication disabilities as well as, their English Language acquisition needs, our ELL students continue to be entitled to ENL services for a longer period of time than compared to their typically developing peers, in order for them to acquire the communication skills in the target language.

Former ELLs (Students that have tested at Commanding/Proficient on the NYSESLAT) will continue to receive ENL services for two years following the school year in which the student exited from ELL status. Former ELLs receive one half of one unit of study of ENL (90 minutes per week).

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and/or student, the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL teacher, the content area teachers, and the parent/guardian. If the principal, based on the recommendation of the ENL and content area teacher and consultation with the parent/guardian, believes that the student may have been adversely affected by the determination, the school will provide additional support services to the student.

8. 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?

All ELLs at P4Q are ELLs with SWDs. ELL students with disabilities whose IEP recommends ENL or Bilingual instruction have interventions embedded into their instruction. Our certified ENL teachers consult with the students' classroom teachers and related service providers to assess performance in the four modalities of English Language Learning: Listening, Speaking, Reading and Writing. The results of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students with an Alternate Placement Paraprofessional receive additional support in both their native language and English.

P4Q follows the New York State New Language Arts Progressions and incorporates ENL research-based strategies for Standardized Assessment students such as CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response), Language Experience, Whole Language, graphic organizers and cooperative learning, using a Stand-Alone and Integrated model for duration of 50 minutes per session. Scaffolding instruction is practiced in all subjects. Lessons are aligned with pacing guides; reading, writing, listening and speaking activities are incorporated into lessons. Key vocabulary is emphasized throughout the lesson and the teacher provides oral and written preview and review. The teacher and paraprofessionals provide clarification and positive reinforcement. Our teachers devote adequate time to teaching content objectives and language objectives with the focus of building language-related skills and competencies that English learners need in order to comprehend the content. Students are exposed to the language of Math and Science before the teacher uses the Inquiry Approach—this is especially helpful to our English learners. ELLs with Autism will learn these words through the use of icons with large pictures and a small word, icons with a small picture and large words, or just the printed word with the definition written out. These words are taught/re-taught and maintained using Applied Behavior Analysis techniques.

During the 2013-2014 school year, P4Q adopted all city approved CCLS curriculum materials to be used by the Standard Assessment, K- 6 classes, and we will continue to use it during the 2015-2016 school year. This includes: Ready Gen (ELA) in Grades K - 5 and Code-X (ELA) in Grade 6; Go Math (Math) in grades K - 5 and CMP3 (Math) in Grade 6; FOSS (Science) in Grades K - 6 and Harcourt SS in Grades K - 6. Students in Alternate Assessment classes use CCLS approved materials as appropriate, i.e.: UNIQUE (ELA), EQUALS (Math) and Attainment in grades PK - 8.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Standard Assessment students learn and practice vocabulary skills within the content of the lesson—i.e. defining, summarizing, comparing, classifying, explaining, etc. Grammar and language structures from the lesson are identified, becoming topics for further instruction during the daily 90 minute ELA block. Group activities are planned to encourage collaboration and peer

interactions. Many ELLs are not yet able to actively participate in academic discussions. Teachers model sentences encouraging ELLs to focus on the content and not the structure. Students are encouraged to organize and express their thoughts in written form (i.e. reports) or verbally (i.e. speeches). The teacher serves as a coach encouraging students to be more explicit and encourages students to have high expectations for their learning. While the students often score higher on the Speaking and Listening modalities of the NYSESLAT, an overall score of "Commanding" in the four modalities is necessary in order to be considered proficient in the English language. Due to our students' severe cognitive and communication disabilities, as well as their English Language acquisition needs, our ELL students continue to be entitled to ENL services for a longer period of time when compared to their typically developing peers, in order for them to acquire the communication skills in the target language. Two of our sites are self-contained and our Special Education students do not have the opportunity to interact with non-disabled peers on a daily basis. Our other three sites' schedules are programed to encourage interactions with the general education population. This is done during lunch period and special school programs, which help the ELL-SWDs practice and attain English proficiency to achieve their IEP goals, within a least restrictive environment.

Chart 5.1

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart 5.2

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

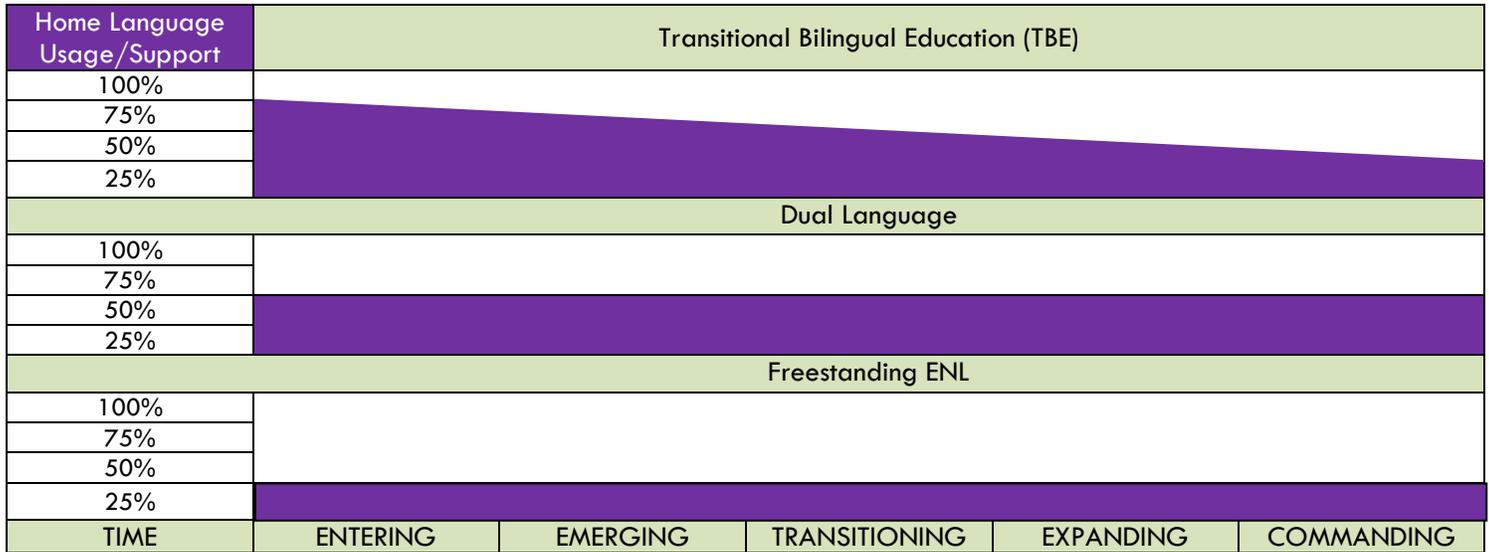


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



### A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Curricula and interventions include: CCLS ELA / Math Test prep workbooks, Wilson's Foundations, Attainment, Unique, Summer Success (Chapter 683 program), Picture Exchange Communication (PECS), Discrete Trial Instruction (DTI), and Sight Words (K-2). For Mathematics: Go-Math (K-5), Equals, PECS, DTI, Math the Write Way, and Connected Math Program 3 (CMP3). For Science: FOSS Kits and Reading for Content. For Social Studies: Map Skills, Picturing America, and CCLS ELA Units aligned with Common Core Social Studies Curriculum.

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

While most of our students have stayed at the same proficiency level on the NYSESLAT for a minimum of two years, an increase in their scale score, raw score and/or percentile rank have increased year to year. Many of our students were within 1-3 questions away from achieving the next proficiency level as per the AMAO. Overall, success is measured by the changes in test scores and successful achievement of annual goals on the individual student's IEP.

While the AYP goal for the 2014-2015 was not met (8 students needed to test at the Commanding level) we do have 5 students who tested at the Commanding level. Even though we have not met our AYP for ELLs, we have noticed progress being made. Of our 56 ELL students who took the 2015 NYSESLAT, 25 students stayed at the same proficiency level, 18 demonstrated a growth in their overall scale scores when compared against the 2014 NYSESLAT. All other students moved to the next proficiency level. In addition, there were 8 students who were unable to score in all for modalities during the 2014 NYSESLAT, but were able to accomplish a numerical score on the 2015 NYSESLAT. The ENL staff work collaboratively with the classroom teachers by following content specific lesson plans, pacing calendars, units of study, and the use of manipulatives, when appropriate. P4Q's ENL teachers confer periodically with all teachers to discuss student progress and implement the above-mentioned strategies aimed at improving student performance according to the Common Core standards. All teachers participated in Jose P training, ensuring that teachers know techniques to help our ELL students learn.

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

During the 2013-2014 school year, P4Q adopted all city approved CCLS curriculum materials to be used by the Standard Assessment Grades K- Grades 6 classes, and we will continue to follow the CCLS curriculum during the 2015-2016 school year. This includes: Ready Gen (ELA) Grades K - 5 and Code-X (ELA) Grade 6; Go Math (Math) Grades K - 5 and CMP3 (Math) Grade 6; FOSS (Science) grades K - 6 and Harcourt SS Grades K - 6. Students in Alternate Assessment classes use CCLS materials as appropriate- i.e.: UNIQUE (ELA) Grades PK - 8, EQUALS (Math) Grades PK - 8 and Attainment. During 2015-2016, additional city approved CCLS curriculum materials for use by the Alternate Assessment students, were ordered. No other new programs were

considered, we are following the philosophy of “Back to Basics” to deepen the teaching of both the staff and students. The Title III program used the services of Material for the Arts in order to encourage further parental involvement in their ELL child’s educational experience.

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

No programs or services for ELLs at P4Q will be discontinued in the 2015-2016 school year. The ELLs follow the same curriculum as non-ELLs.

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

ELLs are invited to participate in all activities, all programs, and all services offered throughout the P4Q organization at 179Q. The computer lab is open to all students and each classroom has a minimum of two computers, which are accessible to all students. All services and supports are provided as mandated by the IEP for each student scheduled to receive such services, modifications and materials (including technological support). During 2014-2015, P4Q offered a Title III after-school program from 4:30 p.m. to 7 p.m. on Wednesdays. Title III funds were used to promote parent involvement after school for ENL students. An artist from Material for the Arts worked with students and parents for nine sessions, teaching about creating various art works with reusable materials, with a culminating display of works created. The same program will be used during the 2015-2016 school year. No additional afterschool services are offered to ELLs and non-ELLs at P4Q.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Materials used to support ELLs include: Ready Gen, Code-X, Unique, Wilson’s Foundations, Voyager4 Passports, Attainment, Picture Exchange Communication System (PECS), Discrete Trial Instruction (DTI), SMILE (with some Elementary and Middle School students), Sight Words (K-2); Go Math, CMP3, EQUALS Mathematics, FOSS Science kits, Scott Foresman Science; Harcourt Science; Harcourt Social Studies, Map Skills, and Picturing America. iPads are used with a variety of apps in all academic subjects, as well as a means of communication for non-verbal students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

P4Q currently does not have a Dual Language or TBE program. While native language support is provided by an appropriate bilingual paraprofessional, the ENL teacher provides support in the target language (English) for students whose test scores and performance in the four modalities of language learning, indicates a need for such intervention. For bilingual students whose English competency is below that of their Native Language, an Alternate Placement Paraprofessional accompanies students to ENL Stand-Alone and Integrated class and provides translation and interpretation when necessary.

17. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Related Services are provided to ELLs as per their IEP mandates. Standard and Alternate Assessment ELLs receive all state mandated subjects as per grade requirements and/or age. Various age and grade specific CCLS curriculums are used in all content areas. All curriculums used are adapted to ensure differentiation of instruction as per the individual students’ IEP. Subjects are programmed as per NYS mandated minutes per week. ENL services are provided as per the NYS mandated minutes specified in Part 154.2 according to the individual NYSESLAT results. The budget is aligned to ensure all required services and resources are provided to ELLs, which support and correspond to ELL’s ages and grade levels.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled students meet with the ENL teacher and she assesses their IEP, test scores and individual needs. This information assists in making recommendations regarding the newly admitted student. In addition, a conversation is had with the classroom teacher, coverage teachers, related service providers, and the parent coordinator, offering them suggestions as to what may help the child transition smoothly into the school. The newly admitted students participate in all activities offered at the school and within the district. All ELLs enrolled in P4Q’s programs are eligible to participate in Chapter 683 (the summer District 75 program). All Newcomers receive tutoring, a student buddy and a nurturing environment to facilitate language production through modeling and monitoring trends in performance across all academic areas throughout the school year.

19. What language electives are offered to ELLs?

Currently, P4Q does not offer language electives to ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Currently, our school only features the ENL program.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ELL staff attends district-sponsored ELL trainings and turnkey information during LAP (Language Allocation Policy) committee meetings. Additional professional development for teachers is held throughout the year. The ENL teachers participate in professional development given by District 75 to enhance their repertoire and teaching ability. District 75 coaches also provide support to the ENL teacher. The ENL teacher provides on-going professional development on a monthly basis throughout P4Q's sites. They work with teachers during common preps, professional periods, faculty meetings, and on scheduled staff development training days. Additionally, our Title III program provides professional development to participating staff given by facilitators associated with the contracted organization.

All staff members are required to attend a minimum of 10 hours of ELL training. Recently hired members attend the Jose P. training provided by the district each year. In addition, the dually certified ENL teacher provides ongoing Professional Development to staff in a variety of topics throughout the school year.

Topics for Professional Development Monday's are scheduled as follows:

September	Analyzing NYSESLAT results
October	Analyzing Data-Formative and Summative Assessments--Including NYS/NYC ELA & Math, NYS Science, NYS data-folios, Performance Series, DRA-2, ABLLs, Brigance, SANDI and/or FAST
November	Establish Students Goals and IEP Development
December	Communicating with ENL students and their families
January	Differentiated instruction with the ELL Students and their families
February	Instructional Strategies and Resources for Teachers with ENL Students
March	Challenges and Issues of Instructing Alternate Assessment ENL Students
April	Test Preparation for ENL Students
May	Administering the NYSESLAT
June	Next Steps

All staff (Assistant Principals, ENL teacher, subject area teachers, paraprofessionals, guidance counselors, psychologist, occupational/physical therapist, speech therapist, secretaries, and parent coordinators) participates in these professional development opportunities.

In addition, the Department of Education (DOE) offers annual ELL-specific, research-based professional development aligned to CCLS, NLAP, and NYSED's Blueprint for ELL Success in order to satisfy the 50% of ENL teacher professional development required by the Commissioner's Regulations. The DOE's Department of English Language Learners and Student Support (DELLSS) also collaborates with external corporations, such as the United Federation of Teachers (UFT), to provide high quality, on-going, professional development and training sessions to teachers regarding closing the achievement gap.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Every month there is an ELL-specific professional development topic(s) that are offered to teachers of ELLs (including ENL teachers and bilingual paraprofessionals) to support ELLs as they engage in the Common Core Learning Standards.

Professional Development aligned to the Common Core Learning Standards include the following:

September- Assessments overview

October- DOK questions

November- Question Stems

December-Writing Samples

January-Alignment of curriculums to CCLS

February- Differentiation of Instruction

March-Testing Procedures

April- Use of CCLS district made rubrics

May-Outcomes of Assessments

June- NYSESLAT results

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? As students transition to the next grade and/or site within the P4Q organization, the ENL teacher teaches him/her at their next location, providing a smooth transition from class to class and site to site. Before students transition from one school level/site to another, Professional Development for all personnel who work with ELLs including teachers, paraprofessionals, therapists, parent coordinator, etc. is provided by the ENL teacher at collaborative team meetings and during in house Professional Development opportunities.
- Guidance counselors attend district sponsored Professional Development regarding transition of all students, including ELLs, and turnkey this information to administrators, ENL teachers, parent coordinator, staff and parents. There are online resources available to all educators in New York City, including video libraries. In addition, the DOE offers annual ELL-specific, research-based professional development aligned to CCLS, NLAP, and NYSED's Blueprint for ELL Success to satisfy the 15% of content-area teacher professional development required by the Commissioner's Regulations. The DOE's DELLSS also collaborates with external corporations, such as the United Federation of Teachers (UFT), to provide high quality, on-going professional development and training sessions to teachers regarding closing the achievement gap.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
- Our school provides professional development to all teachers and administrators that specifically address the needs of English Language Learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers, as prescribed by CR Part 80, is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For the "English as a New Language" teachers, a minimum of fifty percent (50%) of their required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. Recently hired members attend the Jose P. training provided by the district each year. Documentation of Jose P. training is kept on file in the main office of the main site at P4Q. This documentation includes teachers who have/have not completed training, cumulatively from the staff member's starting date at P4Q.

ENL specific professional development is offered by the city, to all teachers, which is held throughout the school year. The ENL teachers participate in professional development given by District 75 to enhance their repertoire and teaching ability, they then turnkey the information to all staff during the extended days. District 75 ENL coaches also provide support to the ENL teachers. Additionally, our Title III program provides professional development to participating staff, given by facilitators associated with the contracted organization.

Topics for Professional Development Monday's are scheduled as follows:

September Analyzing NYSESLAT results

October Analyzing Data-Formative and Summative Assessments--Including NYS/NYC ELA & Math, NYS Science, NYS data-folios, Performance Series, DRA-2, ABLLs, Brigance, SANDI and/or FAST

November Establish Students Goals and IEP Development

December Communicating with ENL students and their families

January Differentiated Instruction with the ELL Students and their families

February	Instructional Strategies and Resources for Teachers with ENL Students
March	Challenges and Issues of Instructing Alternate Assessment ENL Students
April	Test Preparation for ENL Students
May	Administering the NYSESLAT
June	Next Steps

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher meets with individual parents during the extended day designated for parent engagement, during the ENL teacher's prep period, during the students' yearly/triennial IEP meetings, as well, during individual meetings to discuss their child's language development progress in all content areas and language proficiency assessment results. The ENL teacher also sends quarterly progress reports in addition to report card grades, 4x's a year.

Provisions for interpretations and translation are provided by Alternate Assessment Paraprofessionals in the appropriate home language; if the needed language is not available in house, the use of the Language Translation and Interpretation (LTI) is used.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ENL teacher puts documents in the students' IEP folder. They include: Home Language Identification Survey (HLIS), Language Proficiency Team NYSITELL Determination Form, and the students NYSITELL results.

When a phone conference is conducted, the ENL teacher will have an in-house bilingual staff member translate for the parent. If the home language is not available in-house P4Q will use the services of the Language Translation and Interpretation (LTI).

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator's role is to provide resources to families with special needs. They help parents with their child's day to day school issues/concerns and act as a mediator between the school and the parent. The parent coordinator works in conjunction with other parent coordinators in District 75 to provide additional activities, in which ELLs can participate and meet other ELL families.

Parent participation is a challenge. With five sites scattered throughout Queens, parents find it difficult to travel to sites and/or arrange for childcare. To address these issues we have varied the hours of PTA meetings, provided translators and, held programs on weekends at several sites. Title III funds are used to bring in an artist in residence for an after-school program where parents create works of art alongside their child, using materials that are found in the home.

Many types of activities and resources are provided to ELL families, such as:

- Monthly Saturday activity: The parent coordinator offers a movie (held at Main Street Cinemas) or bowling (Jib Lanes) experience for families of ELLs.
- In June, the parent coordinator offers the parents a sporting event. It is called "Get Ready, Get Set, Get Active". It is an event that teaches parents how to live a healthier lifestyle. The parents participate in various sports alongside their child. This is held at a public school which is chosen by the Queens Parent Coordinators.
- There are 2 family dinners held at the main site (P4Q@179). One is "The International Harvest," held before Thanksgiving. The second is "The Winter Festival," held in December, which includes a student performance for the parents.

At these events, several vendors set up in the gymnasium to offer the parents information on subjects such as Medicaid services and information from the Office for Persons with Developmental Disabilities (OPWDD).

The parents are informed of all of the parent activities through flyers being sent home with the student on a monthly basis, receiving "robo-calls" of the upcoming activities and seeing flyers posted throughout the school at each site.

During all ELL parent activities, there are in-house bilingual staff members to translate for the parent. If the home language is not available in-house, P4Q will use the services of the Language Translation and Interpretation (LTI).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Title III funding was used as an art program on nine Wednesday evenings for ENL students and their parents/guardians. In 2014-2015 an artist was hired from "Material for the Arts" to work with our ELL students and parents. The goal was to use art to increase creativity, vocalizations, peer interactions and expressive language with materials that are found in the home.

Many outside collaborating organizations are used such as:

- Part Share
- Anibic
- Materials for the Arts
- Ballet Hispánico
- Cross Island YMCA

They offer P4Q ELL parents assistance with after-school programs, respite, help with the enrollment of Medicaid services, and recreational activities.

The parents are informed of all of the parent activities by flyers being sent home with the student on a monthly basis, receiving "robo-calls" of the upcoming activities and seeing flyers are posted throughout the school at each site.

During all ELL parent activities there are in-house bilingual staff member to translate for the parent. If the home language is not available in-house, P4Q will use the services of the Language Translation and Interpretation (LTI).

5. How do you evaluate the needs of the parents?

We evaluate the needs of the parents through the use of The Learning Environment Survey, conducted through the DOE. This provides important information regarding the parents' perception of P4Q. Administration and members of the cabinet analyze survey results, paying strong attention to and prioritizing parents' answers. P4Q provides parents with resources that enable them to make informed decisions about their child's education. They are provided with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access. We also provide the parents with an evaluation form after each activity to fill out and return to the school. They are analyzed and next steps are addressed.

The ENL teacher sends home monthly flyers regarding reading tips on how to work with their child to improve English reading skills. These flyers are sent home with the student in their respective home language. Parents' needs are evaluated through surveys which are sent home four times a year. In addition, they evaluate the usefulness of these reading tips for the parents.

Parent training in English and in their home language is offered to support their child's learning in and out of school. Goals are developed with action plans to address parents' needs and perceptions. Ms. Murray, our Parent Coordinator, sends home a monthly newsletter and emails parents with all important events and points of information. This ensures that all parents are connected to the school.

Translation services are used to keep all parents informed. The PTA and the School Leadership Team parent members provide the administration with information regarding the concerns and needs of all of our families. Many of our families are asking for activities and services outside of P4Q. The Parent Coordinator has a binder at all sites with information that can be copied and distributed to all parents.

The Parent Coordinator's role is to provide resources to families with special needs. They help parents with their child's day to day school issues/concerns and act as a mediator between the school and the parent. The parent coordinator works in conjunction with other parent coordinators in District 75 to provide additional activities in which ELLs can participate and meet other ELL families.

6. How do your parental involvement activities address the needs of the parents?

We evaluate the needs of the parents through the use of The Learning Environment Survey. This provides important information on the parents' perception of P4Q. Administration and members of the cabinet analyze survey results, paying strong attention to and prioritizing parents' answers. P4Q provides parents with resources that enable them to make informed decisions about their child's education. They are provided with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access. We also provide the parents with an evaluation form after each activity to fill out and return to the school. They are analyzed and next steps are addressed.

The ENL teacher sends home monthly flyers regarding reading tips on how to work with their child to improve English reading skills. These flyers are sent home with the student, in their respective home language. Parents' needs are evaluated through surveys which are sent home four times a year. In addition, they evaluate the usefulness of these reading tips for the parents.

The Parent Coordinator's role is to provide resources to families with special needs. They help parents with their child's day to day school issues/concerns and act as a mediator between the school and the parent. The parent coordinator works in conjunction with other parent coordinators in District 75 to provide additional activities, in which ELLs can participate and meet other ELL families.

During the parent involvement activities translation services are provided by in-house bi-lingual staff and, if needed, P4Q will use the services of the Language Translation and Interpretation (LTI).

Parents need access to Medicaid and Social Services. Many have difficulty navigating the world of Medicaid and Social Services, which can be a daunting task. The Parent Coordinators help families get through the jargon and gain access to the services the families need. Many of our students do not participate in the community.

By providing the parents with information to get weekend respite, families are afforded recreational opportunities that are community-based. The students are encouraged to explore their community, develop friendships, and expand their independence in small groups as they attend cultural events within the community. Respite allows family members an opportunity to enjoy a day to pursue their own interests, while knowing their children are in safe hands with experienced teachers and staff.

#### D. Additional Information

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

## Part VI: LAP Assurances

**School Name:** P004 Queens

**School DBN:** 75Q004

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcy Berger	Principal		10/29/15
Alexandria Markovich	Assistant Principal		10/30/15
Vanessa Murray	Parent Coordinator		10/29/15
Melissa Colmenares	ENL		10/29/15
Doris Jones	Parent		10/30/15

Joyce Ruocco (Art Teacher- All grades)	Teacher/Subject Area		10/29/15
Elizabeth Engelmann (Classroom Teacher- 12:1:1)	Teacher/Subject Area		10/29/15
Dori Kaplan	School Counselor		10/29/15
Adrienne Edelstein	Borough Field Support Center Staff Member		10/30/15
Adriana Spadafora	Other <u>ENL Teacher</u>		11/02/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **75Q004** School Name: **P4Q**  
Superintendent: **G. HECHT**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learndoe.org/tiu/lac](http://www.learndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### **Part A: Identification and Assessment of Limited-English-Proficient Parents**

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

ATS reports are generated to identify native languages. Home Language surveys and Blue Emergency cards are reviewed to ensure translated forms are available for parents in a language they can understand. Bilingual, in-house provide support to address parental inquiries regarding school related meetings, policies and deadlines. Home note ensure the parents' understanding of day to day classroom events. In house staff is available to translate parent no An interpreter is available for all IEP annual review meetings.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Chinese, Mandarin, Dari, Nepali, Punjabi, Korean, Urdu, Bengali and Arabic

### **Part B: Creating a Communications Calendar**

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual handbooks (distributed in September)  
Newsletters and calendars (distributed monthly)

Parent-Teacher Conference announcements (distributed in November and March)  
New York State testing dates (distributed in September with monthly reminders starting in December and ending in March)  
Student curriculum (distributed in September)  
School Leadership Team letters (distributed monthly)  
Progress Reports (distributed in December, March and June)  
PTA invitations and flyer's (distributed monthly)  
Parent Workshops and D75 Family Engagement activities (distributed monthly)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Annual IEP meetings or Triennial IEP meetings.  
Guidance counselor meetings/calls are held as needed or requested.  
ENL teacher calls/meetings and content area teacher calls/meetings are held as needed or requested.  
Parent Engagement Workshops are held monthly.  
Parent-Teacher Conferences are held in November and in March.  
Parent Meet and Greet are held in September and in May.  
Parent Outreach is held every Tuesday during extended day.  
Attendance teacher will do a home visit to follow up on excessive and/or unexplained absences.

### **Part C: Providing Language Assistance Services**

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All written translations will be sent home in a timely fashion. The Department of Education's website is used for materials available in various languages. Bilingual staff is available to translate all native languages found in P4Q. If a native language is not available at the school, with no in house supports, the Language Translation and Interpretation Plan is utilized. Forms which need to be translated are sent home in the native language as well.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All P4Q's oral interpretation services are performed in house by a school staff member fluent in the native parent/guardian language. Parent languages include Spanish, Chinese, Mandarin, Dari, Nepali, Punjabi, Korean, Urdu, Bengali, Arabic, and Tagalog. During evening meetings, bilingual staff will be available and will be paid per session paid for each language listed.

translation services. If a native language is new to the school, with no in house supports, outside vendors will be so  
Translation and Interpretation Unit.

#### **Part D: Training Staff on Policies and Procedures**

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the start of the 2015-2016 school year, an ENL Professional Development will be given to all staff, which will include information regarding how to use translation services over-the-phone, if needed, by the staff of P4Q. The Language assigned in Galaxy and the Parent Coordinator.

#### **Part E: Providing Notice of Language Assistance Services**

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P4Q will provide each parent, who requires language assistance services, with a copy of the Bill of Parent Rights and includes their rights regarding translation and interpretation services, as well as, a Guide to Language Access letter. P4Q has posted at the front entrance of the school, a sign in each of the covered languages or most prominent covered languages, indicating the availability of interpretation services.

P4Q's school's Safety Plan will contain procedures for ensuring that parents, in need of language access services, reaching the school's administrative offices solely due to language barriers.

If there is no in-house translation/interpretation available, P4Q will provide the parent with information on how they can access translation or interpretation services.

#### **Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

P4Q uses the Learning Environment Survey as the feedback from parents on the quality and availability of services. The Learning Environment Survey is given to all parents in their respective home language to ensure that all parents agree or strongly agree that their child's teachers can communicate well with them regarding their different backgrounds. 86% of the parents agree or strongly agree that their child's teachers incorporate the students' culture into the curriculum to make learning more meaningful. 83% of our parents agree or strongly agree that P4Q offers a wide range of services.

activities and services (including related services, English as a New Language and assistive and adaptive technology) help improve life outcomes.