

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q085

School Name:

P.S. 085 JUDGE CHARLES VALLONE

Principal:

ANN GORDON-CHANG

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS85Q School Number (DBN): 30Q085
Grades Served: Pre-K - 5
School Address: 23 – 70 31st Street Astoria, NY 11105
Phone Number: 718 278-3630 Fax: 718 278 8312
School Contact Person: Ann Gordon Chang Email Address: agordon@schools.nyc.gov
Principal: Ann Gordon Chang
UFT Chapter Leader: Mary Najeddine
Parents' Association President: Jeff Tapper
SLT Chairperson: Elizabeth Vlassopoulos
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Janet Gordillo
Student Representative(s): N/A

District Information

District: 30 Superintendent: Dr. Philip A. Composto
Superintendent's Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Superintendent's Email Address: pcomposto@schools.nyc.gov
Phone Number: 718 391-8323 Fax: 718 391-6147

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718 391-6147

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)
Ann Gordon Chang	*Principal or Designee	
Mary Najeddine	*UFT Chapter Leader or Designee	
Evie Hantzopoulos	*PA/PTA President or Designated Co-President	
Vienna Ferrari	DC 37 Representative (staff), if applicable	
Janet Gordillo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ UFT	
Elizabeth Vlassopoulos	Member/ UFT	
	Member/Parent	
Theodore Douros	Member/ UFT	
Chrsanty Relekanos	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

Public School 85Q, the Judge Charles J. Vallone school, is a Pre-K through 5 School in Astoria, Queens. It serves a population of 545 children from culturally diverse backgrounds. The community is home to immigrants from many countries. Ten percent of the students in grades K-5 are English Language Learners (ELLs). Thirteen percent of the students have Individual Education Plans (IEPs). Citywide and District gifted Kindergarten and First grade. The school has district and Second grade classes through Fifth grade Citywide Gifted and Talented Classes.

The school is a well-maintained, 109-year-old main building with an auditorium that has been upgraded with fully integrated media, plus eight transportable classrooms.

P.S. 85Q maintains its vision to provide high-quality, data-driven, differentiated instruction. Administrators and teachers collaborate to design and implement a comprehensive academic program that meets the needs of all students.

PS85Q provides a Schoolwide Enrichment program provided to all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression.

Data analysis and planning are supported by ongoing professional development. Grants and partnerships also support enrichment professional development school wide.

iReady Diagnostic and Predictive Assessments drive a technology-based instruction that individualizes for every student in Literacy and Math

A strong home/school connection that emphasizes open communication empowers parents to participate in all aspects of school life. Written and electronic communications, regular meetings, workshops and celebrations encourage parents to be active participants in their child's school experience. The School Handbook and important notices are translated into several languages on our school's website. Parent breakfasts are a forum for round table discussions between the parents and the principal.

The comprehensive school website provides information and links to resources, while an email distribution list facilitates speedy electronic communication with parents.

Partnerships that PS85Q has fostered to ensure our student's fullest potential:

- Cookshop
- Studio in a School
- Enrichment Clubs
- Playground (Trust for Public Land)
- Technology – Common Sense Media Certified for Digital Citizenship

- Awards Night

30Q085 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	586	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	69.1%	% Attendance Rate		94.1%
% Free Lunch	38.0%	% Reduced Lunch		3.0%
% Limited English Proficient	8.7%	% Students with Disabilities		12.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		3.4%
% Hispanic or Latino	30.6%	% Asian or Native Hawaiian/Pacific Islander		21.1%
% White	40.5%	% Multi-Racial		3.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.18
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	52.9%	Mathematics Performance at levels 3 & 4		61.9%
Science Performance at levels 3 & 4 (4th Grade)	93.2%	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		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES			
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.

PS85Q The Judge Charles J. Vallone school offers a variety of academic programs including our interactive, hands-on Science Program, where our students in grade four successfully scored 93%. We also received a Well Developed on our Quality Review for Parent Communication. Based on a broad needs assessment across our school aligned with the Framework for Great Schools by focusing on the element, Supportive Environment. We analyzed the quantitative data sources and data trends of our New York State Grade 4 Science Exam. We also considered qualitative data sources, such as our NYC Quality Review and a school created teacher survey which is summarized below:

- Data Source-New York State Grade 4 Science Exam

o Finding: Our students went from a 93 percentile to 91 percentile.

- Data Source-NYC Quality Review

o Findings: The Quality Indicator 1.1, should ensure our school received a rating of Developing. The Quality Review Report indicated that PS85Q should “ ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards. ”

- Data Source-Teacher Survey

o Findings: According to a recent school teacher survey, conducted in the spring of 2015, teachers expressed a need for communication and collaboration to occur between and across the grades.

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 , 90% of grade four students will achieve a 3 or 4 on the New York State Science Exam. Teacher teams will collaboratively develop units of study that are aligned with the New York State Science Standards. This will ensure that our students attain mastery in Science.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Grades K – 5 will engage in ongoing Professional Development with the Science Teacher.</p> <p>Teacher teams will create, develop, and revise a science scope and sequence.</p> <p>Our students will engage in hands-on learning through the use of the classroom FOSS Kits.</p> <p>All fourth grade students will engage in two periods of science weekly.</p> <p>The science Teacher will collaborate with all 4th grade teachers on the implementation of the Science Units.</p> <p>Engage students in science vocabulary and enrichment and frequent and ongoing writing observations using science specific language.</p>	<p>Fourth Grade Students</p>	<p>September 2015 – June 2016</p>	<p>Grade four Teachers</p> <p>Science Teacher</p> <p>Supervisors</p>
<p>Teacher teams will revise units of study to address the needs of SWDs, Gifted and Talented Learners, and ELLs.</p>	<p>Fourth Grade Students SWDs, ELLs</p>	<p>September 2015 – 2016</p>	<p>Science Teacher</p> <p>Support Personnel (SETTs Teacher)</p>
<p>Parent Workshops</p> <p>School Website</p>	<p>Parents</p>	<p>September 2015 - 2016</p>	<p>Science Teacher</p> <p>Parent Coordinator</p>

Science Website/Newsletter			4 th Grade Teachers
Class Dojo			Paraprofessionals
Curriculum Night			Supervisors
Parent Coordinator			

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.

- One science teacher
- Four classroom teachers
- One Special Education teacher
- One IEP/Setts teacher
- Support from ESL teacher
- Two one on one paraprofessional
- Two supervisors
- 10 per diem substitutes
- 50 hours of per session
- \$3,000 to purchase exemplars and to refurnish Foss kits
- Science excursions to support classroom learning
- \$2,000 on site science visits

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant	X	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.

According to the Expectations aligned to the Framework element of *Rigorous Instruction* PS85Q will by February of 2016, have the students engage in the Exemplars Science Benchmark to assess their growth. The Science Teacher and Classroom teachers will have engaged in the following to assess student learning by:

- Foss unit assessment
- Exemplars science benchmarks
- Teacher created exams
- Informal exit slips
- Science unit rubrics

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.

Our school conducted a broad needs assessment across our school aligned with the Framework for Great Schools by focusing on the element, Supportive Environment . We analyzed the quantitative data sources and data trends of our ELA needs and we found that our students in Grades K – 5 needed to improve skills in informational writing.

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, 95% of students in grades K – 5 will have published three pieces of writing aligned with the Units of Study. Teachers will be using Teacher’s College Units of Study in Opinion, Information, and Narrative Writing. Students will be engaged in writing daily to improve communication skills with a focus on vocabulary and structure.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Professional development will be provided by Teacher’s College to supervisors and classroom teachers • Units of study will be purchased 	<p>Students K - 5</p>	<p>September 2015 – June 2016</p>	<p>Supervisors Teacher Teams</p>

<ul style="list-style-type: none"> • Teacher’s College writing rubrics will be utilized for writing • Exemplar rubrics will be utilized for writing • Teachers will turnkey professional Learning to their grades • Teachers will work collaboratively norming students writing K- 5 • Teacher will utilize the Teacher’s College writing units of study • Writing protocols will be implemented K – 5 • Writing study groups 			
<ul style="list-style-type: none"> • Writing will be scaffolded to support ELLs, SWDs, and Gifted and Talented students. 	ELLs, SWDs, and Gifted and Talented	September 2015 – June 2016	Supervisors Gifted and Teachers Special Education Teacher ESL Instructor SETTs and IEP Teacher Paraprofessionals
<ul style="list-style-type: none"> • Writing Workshops • Writing Celebrations • Curriculum Night • Writing Newsletter • School Website • Teacher Newsletters • Literacy Fair 	Parents	September 2015 – June 2016	Parent Coordinator Supervisors 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.

- Teacher’s College Units of Study for Grades K – 5

- Six Lead Teachers

- 24 Days of Professional Development

- Book Study on How Writer's Work by Ralph Fletcher

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant	X	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.

By June 2016, 95% of all students in grades K - 5 will have published one piece of work aligned with their Teacher's College Unit of Writing. Teacher will have engaged in using the following to assess the students writing progress:

- Teacher’s College Writing Rubrics
- Exemplars Writing Rubrics

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.

PS85Q engages the community monthly with celebrations of our students, which include Award's Night, Student of the Week, Publishiing Parties, and Newsletters. Our school conducted a broad needs assessment across our school aligned with the Framework for Great Schools by focusing on the element on Strong Community Ties and Supportive Environment with Trust. The data from the 2013 – 2014 School Survey indicated that we needed to improve communication with our parent community.

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

By June 2016, parent communication will have improved by 5% by comparing attendance at various parent events. PS85Q will create a Today’s Meet Parent Survey to measure parent’s attendance at workshops and events such as: Volunteers, Curriculum Night, Parent Engagement Afternoons, and Parent Teacher Conferences.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Literacy Fair • Science Fair • Pi Day • International Night • School website • Teacher newsletters • Class Dojo • Parent breakfasts • Math game night • Award's Night • Grandparent's Day • Parent Handbook • Parent Workshops • Parent Corps • Cookshop • Studio in a School Workshops • Books and Bagels Scholastic Book Fair • Pre-K Student of the Week 	<p>Parent Community</p>	<p>September 2015 – June 2016</p>	<p>Supervisors</p> <p>Teachers</p> <p>Parent Coordinators</p> <p>NY Cares</p> <p>Volunteers</p>

• Daddy/Daughter Dance			
• Mother/Son Dance			

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.

- Per-session for teachers
- Materials – Games e.g. Science, Math Games, Pi Day Museum (Museum of Math)
- Trips to extend the learning of parents and students
- Office materials
- Maintenance of school website
- Refreshments for parent activities

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant	X	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.

By January 2016, PS85Q should see an improvement by 2% in parental relations and communication through the following:

- Attendance of parents to workshops and events

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

- 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.
- 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.

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–Effective School Leadership. 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.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <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.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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 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

- 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.
- 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.

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

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <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.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who score Level 2 or below on IReady Diagnostic Assessment will be identified as RtI Tier 1 Support.	<ul style="list-style-type: none"> • Provide instruction using RTI strategies using Ready Gen Unit Assessments. • Group students and provide instruction according to their IEP goals and objectives. • More guided reading and writing strategies will be implemented. • More practice in word study and grammar will be used in the classroom. • Teachers use Mentoring Minds strategies. • All classrooms have CCLS aligned libraries that includes literature of varying text complexities in the different content areas. • Technology in the classroom will be used to differentiate instruction and assess student progress through i-Ready. 	<ul style="list-style-type: none"> • The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. • Tier 2 with the classroom teacher. Administrator will assign Tier 2 personnel as needed. RTI material to be provided to Tier 2 support personnel: Ready Gen Scaffolding, Tier 2 Staff maintains a Tier 2 file provided by PPT team. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate learning 	<ul style="list-style-type: none"> • Tier I service will be provided during the school day by classroom teachers. • Tier II AIS intervention is more intense academic intervention which includes RTI support from school personnel during the school day. • Tier III services include push-in and pull-out services during the day provided by Special Education licensed teachers.

			environment to support student academic needs.	
Mathematics	Students who score Level 2 or below on IReady Diagnostic Math Assessment will be identified as RtI Tier 1 Support.	<ul style="list-style-type: none"> • The classroom teachers engage in Tier I support which includes GoMath, differentiating lessons, small group work, one-to-one student technology based intervention. • Programs include iReady and GoMath ThinkCentral. • Teachers use Mentoring Minds strategies. • AIS implementation is ongoing through the following: Math, Extra Practice/Enrichment /Minute Math, Math Games, Rubrics, Problem Solving, • Teachers in grades 3-5 utilize instructional materials which include GoMath focused lessons, Ongoing Learning and Practice Math Journal, All classrooms have CCLS aligned Math content libraries that includes literature of varying text complexities. 	<ul style="list-style-type: none"> • The classroom teachers in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. • Tier 2 with the classroom teacher. Administrator will assign Tier 2 personnel as needed. RTI material to be provided to Tier 2 support personnel: Target Mathematics, Go Math Tier 2 Staff maintains a Tier 2 file provided by PPT team. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate learning environment to support student academic needs. 	<ul style="list-style-type: none"> • Tier I service will be provided during the school day by classroom teachers. • Tier II AIS intervention is more intense academic intervention which includes RTI support from school personnel during the school day. • Tier III services include push-in and pull-out services during the day, provided by Special Education licensed teachers.
Science	Students who score Level 2 or below on IReady Diagnostic Assessment will be identified as RtI Tier 1 Support.	<ul style="list-style-type: none"> • Provide instruction using RTI strategies. • The AIS team determines the specific alignment of AIS/RTI services specific to needs. 	<ul style="list-style-type: none"> • The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one 	<ul style="list-style-type: none"> Tier I service will be provided during the school day by classroom teachers. Tier II AIS intervention is more intense academic

		<ul style="list-style-type: none"> • FOSS hands-on materials and non-fiction science libraries are integral in supporting those students who are at risk of not meeting New York State Science Performance Standards. • Teachers use Mentoring Minds strategies. • All classrooms have CCLS aligned Science content libraries that includes literature of varying text complexities 	<p>student technology based intervention.</p>	<p>intervention which includes RTI support from school personnel during the school day.</p> <p>Tier III services include push-in and pull-out services during the day, provided by Special Education licensed teachers.</p>
<p>Social Studies</p>	<p>Accordinging Social Studies Scope and Sequence teachers create grade level assessments and those students who score Level 2 or below will be identified as Rtl Tier 1 Support.</p>	<ul style="list-style-type: none"> • The AIS team determines the specific alignment of AIS services specific to needs. • NYSTROM hands-on Social Studies curriculum engages students in learning through various learning styles. • Teachers use Mentoring Minds Common Core Standards and strategies. • All classrooms have CCLS aligned Science content libraries that includes literature of varying text complexities 	<ul style="list-style-type: none"> • The classroom teachers and paraprofessionals engage in Tier I support using RTI strategies in addition to differentiating lessons, small group work, one-to-one student technology based intervention. • Tier 2 with the classroom teacher. Administrator will assign Tier 2 personnel as needed. RTI material to be provided to Tier 2 support personnel: Staff maintains a Tier 2 file provided by PPT team. • Tier III is when Tier II support is not sufficient and a student is referred for special education evaluation that can 	<ul style="list-style-type: none"> • Tier I service will be provided during the school day by classroom teachers. • Tier II AIS intervention is more intense academic intervention which includes RTI support from the IEP, SETTS, Special Education teachers, paraprofessionals, and/or any school personnel during the school day, extended day, and After School Academy. • Tier III services include push-in and pull-out services during the day by Special Education licensed teachers.

			<p>result in additional RTI intervention, IEP, and/or 504 for the placement in a more appropriate learning environment to support student academic needs.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Social Worker informal observations. • Guidance Counselor informal observations • Parent request for At Risk Services • Teacher request for At Risk Services 	<ul style="list-style-type: none"> • The Guidance Counselor provides RTI support to students to support wellness. • The Social Worker provides support to students aligned with their academic needs, in addition to clinical counseling services for students' emotional challenges or difficulty transitioning within the school. • The Speech teacher supports students with language processing difficulties to help them with their academic performance. • The Occupational Therapist helps students to develop fine motor skills. • The Physical Therapist helps students to develop gross motor skills. • The Adaptive Physical Education teacher supports students who are unable to participate in a typical physical education setting. 	<p>At-risk services are provided in small group and one-to-one settings in accordance to their IEPs and/or 504s.</p>	<ul style="list-style-type: none"> • Tier I service will be provided during the school day by classroom teachers.

		<ul style="list-style-type: none">• The Vision Therapist supports students with visual disabilities to help them with their academic performance.• The Nurse provides health related services to students which support their needs. This includes administering of medication, monitoring diabetic monitoring students with allergies and ensuring that students utilize materials appropriately.		
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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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>All teachers hired in PS 85 Q for the 2015 - 2016 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corps Members, Peace Corps, Fellows, and Columbia Urban Educators and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in PS 85 Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests, or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.</p> <p>The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.</p>

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).
<ul style="list-style-type: none"> • PS 85 Q provides extensive professional development that is ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building level. • High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. • PS 85 Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselor, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc. There will also be support and training for administrators, parent workshops for families and specialized training for all school staff.

- Professional development for staff will be coordinated in PS 85 Q by a Professional Development Team, which includes the Principal, and Assistant Principal.
- The Instructional Leadership Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. The team will work with staff to strengthen their knowledge base in literacy and other content areas.
- The second level, to be implemented concurrently, will focus on effective practices in the delivery of instructional professionals.
- Teachers will show greater awareness of RTI strategies to use in the classroom for struggling students and students with special needs as seen in their planning through regular observations.
- Utilization of the PRIM and Mentoring Minds Intervention Strategies Guide to support teachers in differentiating instruction in accordance with the student IEP and at risk students.
- Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements.
- Prior to hiring a candidate, their credentials are verified by our Queen's North Borough Field Support Center to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract highly qualified teachers to our school include:

- Frequent communication with our Queen's North Borough Field Support Center when vacancies occur.
- The Queen's North Borough Field Support Center Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
- The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.
- The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.

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.).

Parents of incoming Kindergarten students will engage in informative orientation sessions focusing on the various programs being offered to the incoming students

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.

PS85Q MoSL Committee was formed which included teacher volunteers from different grade levels to come together to discuss the Assessment used in the new teacher effectiveness system.

Professional Development was also provided to the committee in the comprehension of the teacher assessment system

The committee then turn-keyed the information to the staff.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	229,504.00	X	<ul style="list-style-type: none"> Teacher's Salaries

				<ul style="list-style-type: none"> Cluster, Arts, and Science Teacher Guidance Counselor OTPS - Supplies
Title II, Part A	Federal	79,941.00	X	<ul style="list-style-type: none"> Three Classroom Teacher's Salaries ESL Pull-out/in Teacher
Title III, Part A	Federal	11,200.00	X	<ul style="list-style-type: none"> Per Session After School Program Educational Software and Supplies
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,769,289.00	X	<ul style="list-style-type: none"> Teacher's Salaries, School-Aides, Per Session, A.P. Principal Salaries

¹Explanation/Background:

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

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

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

- 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.

²The **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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Judge Charles J. Vallone School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Judge Charles J. Vallone School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

The Judge Charles J. Vallone School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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>PS 85Q</u>	DBN: <u>30Q085</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</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: PS 85Q Title III provides English Language Learners (ELLs) with supplemental instruction in an Afterschool Instructional Academy. Afterschool Instructional Academy classes will meet a total of 12 sessions in the following months: February - March from 2:35-4:05. Group sizes will be maintained at 12-15 students per teacher. There will be a total of 3 classes for the Afterschool Instructional Academy serving approximately 40 ELLs and transitional ELLs. There are 1 third grade class, 1 fourth grades class and 1 fifth grade class. (Certified ELL, Special Education and CB Teachers with training will work collaboratively and provide supplemental instruction in alignment with the New York City and New York State Performance Standards. Three ESL/Bilingual teachers will push in to the After school classes to co-teach the students.

- All students including ELLs, Special Ed, and related services receive instruction based on the same curricula (i.e. Ready Gen and Go Math.)
- During the day, the instructional programs will provide 360 minutes per week of ESL instruction for ELLs at the Beginners and Intermediate levels. ELLs at the Advanced level receive 180 minutes per week of ESL instruction.
- The Title III instructional program will service ELLs in grades 3, 4 and 5, there will be one third grade classes, one fourth grade classes and one fifth grade class. These Students scored at the Beginning, Intermediate and Advanced levels of the NYSESLAT. Transitional ELLs will also be attending the Afterschool Instructional Academy. The Afterschool program will provide instruction in ELA and Mathematics. Students will receive reinforcement in listening, higher order thinking, reading, writing, and grammar in ELA. In Mathematics support will be given on problem solving based on the performance indicators.
- Supplemental material will be provided to augment English and Math instruction. General instructional supplies such as chart paper, markers, assessment sophistication material, and certificates of achievement will be purchased.
- Studies have shown that multi-sensory learning greatly increases English level proficiency in ELLs. Materials such as leveled library books, large chart tablets, multimedia interactive software, visual and auditory aids and word manipulatives help students use various senses to listen, speak, read and write more proficiently, according to the New York state Performance Standards in English

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: PS 85Q professional development programs will focus on providing teachers with scaffolding and differentiated strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State Performance Standards and achieve higher scores on all State assessments. These professional development sessions will be facilitated by the ELL CFN 2.02 Network Support Staff, Supervisors, ELL teachers and DOE/ELL Support Specialists Consultants.

Part C: Professional Development

The CFN Support Specialist will provide ELL, General Education, and Special Education teachers with professional development on effective teaching strategies and practices. The workshops will provide a better understanding on how to meet ELL Standards and raise levels of English proficiency for ELL students.

Topics which will be addressed during the professional development are:

- * Identifying the ELL and developing interventions for the ELL.
- * Using the balanced literacy model to meet the needs of ELLs.
- * Scaffolding across all curricula areas.
- * Collaborative planning on differentiated instructional strategies to meet the students' needs.
- * Strategies needed to prepare ELLs to meet the State Standards and to gain a clear understanding of Learning Standards of English as a Second Language and the NYSESLAT.
- * Professional development will also focus on the assessment of the ELL student and how to improve the English proficiency and integrated content instruction.
- * Professional literature is also necessary for teachers to enrich their own development. Current literatures will help them create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activates and interactive multimedia application software is just some of the ideas that stem from professional resources.

Topics which will be addressed during professional development sessions are as follows:

- * Scaffolding across the curricula.
- * Differentiated instructional strategies
- * Alignment of instruction with the NYSESLAT

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: PS 85 values parental involvement in the decision-making process. Together with the Parent Coordinator, we provide parents with an orientation that describes various programs for English Language Learners. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English Language Learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. A video in nine (9) different languages provides parents of newly enrolled ELLs into the New York City school system which provides information on the new reorganization and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the Common Core Learning standards, the core curriculum, assessments, student expectations and general educational program requirements.

In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ESL self-contained or push-in/pull-out program. Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The Parent Coordinator will provide additional parent orientation sessions during the course of the year as needed. The meeting

Part D: Parental Engagement Activities

focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements. During an after-school workshop the Parents of all ELLs are informed on the Instructional Programs available for ELLs including the Ready Gen, and the Go Math Program and how they will accommodate the needs of their children. In addition parents are oriented on how they can assist their children with assignments at home and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

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"> Per session Per diem 	<u>\$6,578.00</u>	<u>The professional Salaries for Administrator and Teachers are as follows:(1)x(10)x(4)x(\$52.21)=\$2088.00 (3)x(10)x(3)x(\$49.89)=\$4,490.00</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2,382.00</u>	<u>Supplies for Afterschool program</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$2,240.00</u>	<u>For Professional Development and Parent Workshops</u>
TOTAL	_____	_____

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 schoolwide 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 30	Borough Queens	School Number 085
School Name The Judge Charles J. Vallone School		

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 Ann Gordon-Chang	Assistant Principal Maria Samolis
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Demetra Vasilopoulos	School Counselor Sonia Roselli
Teacher/Subject Area Tina Papamichael/Grade 5	Parent Janet Gordillo
Teacher/Subject Area Sabrina C. Parada/Grade 5	Parent Coordinator Margerita Kalis
Related-Service Provider Daniela Piliero/SETTS	Borough Field Support Center Staff Member Lawrence Pendergast
Superintendent Dr. Phillip Composto	Other (Name and Title) type here

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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]	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	592	Total number of ELLs	67	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> 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 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

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	13
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	51	0	9	16	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		2	0		2	1								0
Emerging (Low Intermediate)	3	1	6		1	2								0
Transitioning (High Intermediate)	1		4	3										0
Expanding (Advanced)	3	10	3	7	2	2								0
Commanding (Proficient)	0	4	0	1	3	6								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	4	0	2	1	6								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	3		2				1		0
5	6		2	1	2				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		2		2		6	1	0
8									0
NYSAA Bilingual (SWD)									0

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/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
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.

The pre-assessment and assessment tool that the school chooses to use is the I-Ready assessment tool. From the data we have collected we have found that the students needed additional support in ELA and writing. With that in mind the other tools that the school uses is Continental's New York ELLs, Award Reading program, Rigby On Our Way to English, and teacher-created materials to further determine and support the needs of the ELL students. The data collected from these resources ensures that the four modalities of Reading, Writing, Listening, and Speaking are addressed for each students. When one modality is needed support is then provided.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

In all grades (K-5) the students performed better in the listening and speaking strands due to the fact that a large part of the instruction focuses on these two strands at the beginning level. Developmentally Second Language Acquisition begins with listening and speaking first and once these two strands have been developed to a certain level, the reading and writing strands are then strengthened. Studies show that BICS (Basic Interpersonal Communication Skills) develops before reaching CALP (Cognitive Academic Language Proficiency).

The Transitioning and Expanding students did very well in the listening and speaking strand. Many are considered proficient in these areas. As stated before when the second language learners reach the Transitioning and Expanding levels, the listening and speaking skills are well developed. We further strengthen the academic language once they reach this level with the social language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Teachers will be using Teacher's College Units of Study in Opinion, Information, and Narrative Writing. Students will be engaged in writing daily to improve communication skills with a focus on vocabulary and structure.

We found deficiency in writing across the levels due to writing being the final skill to be fully developed. The children need to develop vocabulary in reading and to be exposed to literature for a long time before they are able to use this vocabulary in their

own writing.

MATH: We reviewed the NY State Math Exams, State Math ELA, and Baseline Periodic Assessments

Implications for instruction:

- Build academic language in math concepts
- Develop problem solving skills
- Strengthen math vocabulary

SCIENCE: We reviewed the 4th Grade Science State test

Implications for instruction:

The majority of the students tested scored below or above grade level. We must develop fluency and strengthen their knowledge of scientific terms.

ENGLISH: We reviewed Baseline Periodic Assessments and New York State ELA

- Note: Several of our ELLs are exempt from the Statewide ELA. We looked closely at ELLs, (ELA Baseline Periodic Assessment), and at those who were tested by the State.

Implications for instruction:

Beginner students: Develop phonemic awareness, vocabulary, sight words, and decoding skills.

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?
 - a. Students are not assessed in their home language.
- b. PS85Q does not use periodic assessment, PS85Q uses IReady Diagnostic Assessment for assessment and individualized instruction. Teachers can pinpoint specific standards that the students need further support in and adjust their learning levels.
- c. Not applicable, periodic assessments are not used.
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](#).] PS85Q is a data driven school. Programs such as IReady, ThinkCentral and the Wilson Program, help teachers guide ELLs with specific tasks. Once the student has taken the pre-assessment lessons are then gathered to pinpoint the specific needs of that student so that they are able to achieve their goals. PS85Q also has a RtI framework that allows the student to cycle with the teacher for 6 weeks, then after if the students needs further support in the classroom they are given that from their teacher. If the students needs to be referred they are then referred to the PPT who then assigns the student to a teacher that will work with them outside of the classroom and with different material that supports their needs. If at the end of that cycle the student still needs further support, once again they are referred to the PPT team for further evaluation.
6. How do you make sure that a student's new language development is considered in instructional decisions? A student's new language development is considered in lessons as teacher differentiate the lesson for the student. Programs like ThinkCentral and Mathletics can be used to support language acquisition and also through visual support.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?PS 85 does not have a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Success of the program will be evaluated by the use of iReady Benchmark assessments, informal observations, individualized assessments, and teacher specific criteria that help to set up goals that are aligned with Common Core State Standards, thereby meeting our AYP for ELLs.

Part IV: ELL Identification Process

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

1. 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.

To ensure that NYSITELL eligible students are tested within ten days to determine ELL status, a report is printed on the school's ATS printer. The report identifies NYSITELL eligible students who have entered the school and are entitled to NYSITELL.

During registration parents complete the Home Language Identification Survey (HLIS) in their native language as provided by the NYC DOE. During that time, informal interviews are conducted by a licensed pedagogue. Upon evaluation of the HLIS the pedagogue determines the eligibility for the NYSITELL. Entitled students are administered the NYSITELL and are placed in the appropriate program within ten days. The test is scanned and if the child scores below the cut-off score, the parent receives an ELL entitlement letter informing them of their child's entitlement to ELL services and their right to choose one of the three programs offered in NYC. If the program the parent selects is not available at P.S. 85Q, the parent is told that we can attempt to find a school where their program of interest is available. The initial screening, the administration of the HILS is conducted by one of our ENL teachers, Demetra Vasilopoulos. The NYSITELL is administered by Ms. Vasilopoulos within the first ten days of admittance into the NYC Public School system.

If students have not received a passing score on the NYSITELL, from the information gathered from the HLIS for students whose home language is Spanish, the Spanish LAB-R is administered by a licensed pedagogue that is fluent in Spanish.

PS 85Q keeps track of the records for those students that parents preference is not available, so, that these classes can be formed should the numbers meet the warranted criteria for formation of such programs. All identified ENLs receive the mandated Units of ENL/ELA according to the results of the NYSITELL. In the spring, ELLs will be given the NYSESLAT exam to determine language proficiency in English and continued entitlement for ENL services.

School Staff and Administration are available to translate for those parents that speak a language other than English. In the event that there is no staff member available that speaks the parents native language, the Translation Unit is called and a person is made available to translate for the parent via teleconference. Parent Orientation sessions are available in the morning, afternoon, after school and also, scheduled on the dates of the Parent Teacher Conferences. Records of outreach to parents are meticulously kept through phone logs and/or new admission logs. In addition, teachers will be notified of any incomplete surveys so that should the need arise, they can refer the parents to the ENL teacher to participate in the Parent Orientation. Should parents not be available to receive and complete their entitlement letters, calls will be made to parents by school staff members. Should no other recourse be available, in the event that parents are unable to visit the school to complete the forms in person, the surveys will be completed during a phone conference.

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).

An interview with parents is conducted in order to determine whether the student is identified as SIFE. Data is also collected, if available, from previous years to determine if the student has had an interruption in formal education. The Oral Interview Questionnaire is administered within 10 days. Student work is also assessed in order to identify strengths and needs of the student.

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).

After a student has been referred by the PPT Team, Daniela Piliero, then refers the students for ENL services with Demetra Vasilopoulos to identify ELL services. Identification of newly enrolled students with IEPs begins with the Language Proficiency Team that reviews the evidence of student's English Language Development. The LPT including the principal then decides whether the student should take the NYSITELL, this will help to determine ELL status. Upon completion of the assessment the determination for ELL services is then made and a parent is contacted. Once the students are identified as ELLs, placement occurs within 10 days and parents are sent the Entitlement Letter.

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.

After the NYSITELL is administered and scanned, and the student is eligible for ENL services, an entitlement letter is sent home to the parent/guardian. Copies of all letters are kept on file in a binder. A record is also kept of attendance, a log of all students who received a letter and their NYSITELL scores. Entitlement letters, The Parent Survey and Program Selection forms are offered in the parent's preferred language and are completed and returned during the Orientation Meeting. If not, the letters are sent home in the child's folder to those who do not attend the meeting. If the parent doesn't return the selection form, a second and third notice is sent

home in the student's folder. Ms. Vasilopoulos, the ENL Lead Teacher, also calls the home to ensure we get a response from the parent. Entitlement letters are given to all students who did not score Proficient on the NYSESLAT or did not pass the NYSITELL.

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).

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

PS85Q will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

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 timeframe? Describe the process, outreach plan, and timelines.

Demetra Vasilopoulos the lead ENL teacher reaches out and contacts the parents via phone, letters, or email. The parents are then invited to attend the information session. The video explains the three program choices offered to parents, parents are also invited to watch the video in their preferred language. Parents are also provided with watching the information session on the school website. At this time, parents are expected to complete the parent selection form. When the parents are unable to attend the session, they are welcome to make an appointment. There is also an attendance sheet for parents who attended the information session. If the parent prefers a bilingual program, the parent can choose to whether or not to keep the student at PS85Q where we offer a free-standing ENL program or to take their child and place them in another school that offers a bilingual program.

The timeline for parents to understand their choices for the ENL program first begins with meeting/letter, then the ENL Lead Teacher discusses the ENL Program choices, the parents are given 2-3 days to make a selection at that point the ENL Lead Teacher follows up with the parents and based on the parent's decision, enrolls their child into the program.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents have the ability to view the Parent Orientation video offered in 13 languages, they can make an appointment to meet with Demetra Vasilopoulos, the ENL Teacher, to review the ENL process. Parents then have the opportunity to sign the parent surveys and the program selection forms. PS85Q monitors parent program choice by collecting and storing the selection forms in specific data binders and student cumulative record. Letters are sent in the preferred language of the parent.

At this time, parents are expected to complete the Parent Selection Form. When the parents are unable to attend the session, they are welcome to make an appointment. There is also an attendance sheet for parents who attended the information session. All of our students are placed in the Parent's preferred program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. ENL Lead Teacher and Parent Coordinator monitors ongoing status forms that have not been completed or returned. (A binder is kept with the forms returned by parents. In the binder, there is a checklist indicating what forms were returned and what were not returned. Letters/forms were given in the preferred language of the parent.)
9. Describe how your school ensures that placement parent notification letters are distributed. Demetra Vasilopoulos, ENL Lead Teacher generates letters in the preferred language to be mailed, and backpacked to the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents must be kept in the student's cumulative record. Also, PS85Q maintains an ELL Binder of Critical Documents which contains these documents in a central location for ease of review.

The ENL Lead Teacher, Demetra Vasilopoulos, maintains a ENL data binder in a secure location and a copy of relevant documents are placed in the student record file. The following persons have access to the ENL data are: Ann Gordon Chang, Principal, Maria Samolis, Assistant Principal, Angel Amato Pupil Accounting Secretary, Demetra Vasilopoulos, ENL Lead Teacher.

As a student transfers to a DOE school, the ELL documents are forwarded to the schools upon transfer as per all NYC DOE applicable policies.

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.

The first step is to print the RLER report is printed from ATS.

The next step is students that are required to take the exam are scheduled to do so with a teacher other than their instructional teacher.

Names of pedagogues to test for the NYSESLAT is selected by the Assistant Principal.

Each of the four components of NYSESLAT are administered as follows: the first several weeks are solely for the administration of the speaking section. The last 2 weeks are solely for the other 3 sections (reading, writing, listening) as well as those students who were not administered the speaking section.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each year in September, parents receive the letters of entitlement by mail and backpack of mandated service to their child or children. Letters must be sent in the preferred language of the parent. All correspondence is followed up by Demetra Vasilopoulos the ENL Teacher.
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).

PS85Q monitors parent choices by phone call, email, and face to face meetings discussing what selections have been made. Based on this information provided by parents the ENL Lead Teacher, Demetra Vasilopoulos makes recommendation for programs and material to be using in the program. The majority of parents in the past have selected the formally know as ESL Program, now referred to as the ENL program. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: • In kindergarten to grade 5, 15 or more ELL students who speak the same language in one or two contiguous grades.

A. Programming and Scheduling Information

- 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]).
 - Freestanding ENL program.
All ENL students, including ENL students with special needs, receive all instruction in English using ENL methodologies for a specific amount of time as determined by the New York State English as a Second Language Achievement Test.
 - The three ENL instructional programs include ENL/Transitional ELL classes, Self-contained or push-in model. PS 85 does not have a Bilingual program or a Dual Language program.
 - All students are provided with a high quality instruction in English as a New Language utilizing scaffolding strategies in the delivery of the lesson. The school has ENL/Transitional ELL classes that provide instruction through a licensed ENL teacher in Grade 1. Push-in ENL programs in grades K, 2, 3, 4 and 5 provide services to ELLs who are not in a self-contained ENL class. All classes are heterogeneously grouped. Students in grades K-5 use Go Math as their Math program. All grades K-5 use Ready Gen as their Literacy program.
 - TBE program. *If applicable.*
Not applicable.
 - DL program. *If applicable.*
Not applicable.
- How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
As a school we schedule the ENL pullout program and create classes to support ENL learners through grouping.
To ensure they meet the number of mandated minutes weekly students are grouped according to:
The groups are established according to their levels based on the 2015 NYSESLAT scores for grades 1 - 5 and the 2015 NYSITELL scores for new admits and Kindergarten.

As per the CR Part 154 Requirement for English and a New Language, the students receive the following stand-alone ENL support:

Entering/Emerging - 360 minutes per week instructional time
Transitioning/Expanding - 180 minutes per week instructional time
Commanding - 90 minutes per week instructional time

Students in grades K-5 use Go Math as their Math program. All grades K-5 use Ready Gen as their Literacy program.
- 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.
The classroom environment for all ELLs in K-5, including students with special needs, is print rich and reflects evidence of rigorous instruction which is presented through evidence of growth in student's work folders, portfolios and celebrated throughout the classroom. The classroom environment reflects the following:
 - Flow of the day to include language of instruction: duration of lesson.
 - A technology center – with software
 - Access to Instructional websites, for example: I-Ready and Mathletics, ThinkCentral (GoMath)
 - Leveled classroom libraries
 - Interactive word walls
 - Wilson Program
 - ENL Lead Teacher supports ELLs through Continetal New York ELLS's Instructional Program that is aligned with the Common Core State Standards focusing on the four modalities which are reading, writing, listening and speaking.
- How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Not applicable.
- How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers assess their students formally and informally throughout the year. These assessments appropriately evaluate the four modalities which include:

Teacher observations
Teacher created assessments
I-Ready Diagnostic Assessment
Ready Gen end of unit Performance Task
MoSL (pre and post) - data is used to assess students in writing

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- ICurrently, there are no SIFE students at PS85.

However, ENL students who first entered an English language school system after two grades with interrupted, little or no formal schooling in their first language will receive the following differentiated supports:

- Wilson Program
 - Computer interactive programs
 - Small group instruction by ENL teacher
 - Cooperative learning activities
 - IReady Diagnostic and Instruction
 - ThinkCentral (GoMath)
- Teacher Visuals, Charts and hands.

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.

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

PS85Q will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, the CSE must be consulted, the process must be completed within 20 school calendar days.

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?

The classroom environment reflects the following:

- Flow of the day to include language of instruction: duration of lesson.
- A technology center – with software
- Access to Instructional websites, for example: I-Ready and Mathletics
- Leveled classroom libraries
- Interactive word walls
- Small group instruction and individual support

Our ELL-SWDs are supported by IReady math and ELA computer intervention. In addition, we use the Intervention Program that is aligned with our ELA and Math Programs. Each child is provided with a workbook or laptop to ensure that learning styles are accommodated and different modalities are utilized.

Chart 7 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?

Students are instructed in rigorous curriculum that sets high academic standards enabling them to achieve their IEP goals and attain English proficiency by giving them the opportunity to be taught in the least restrictive environment along side with ELL students without disabilities.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

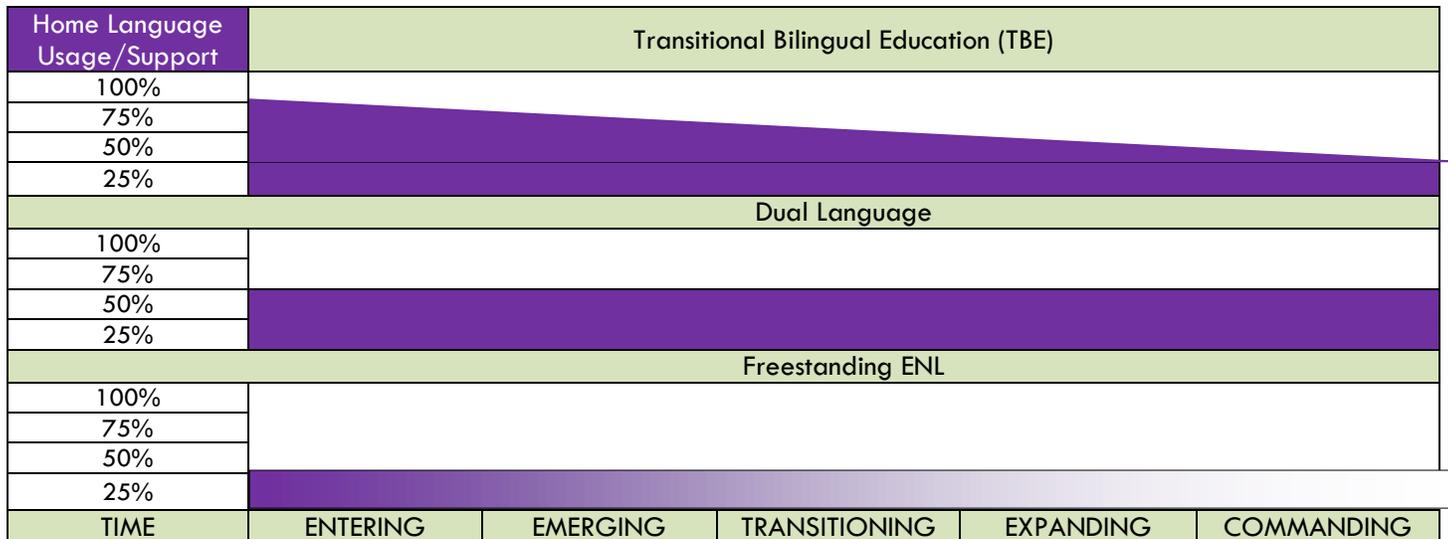


*Note: “other approved services” does not apply to New York City at this time.

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. Title III after school programs are offered to all of our ELLs. ESL teachers provide support and additional instruction in literacy and math.

The after-school program at P.S. 85 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 3-5. Experienced ENL teachers will teach the classes on Wednesdays and Thursdays from 2:35 – 4:45 P.M. The program will be for ELL's and transitional ELL students and will be grouped into 15 to 18 students per class. Instruction will be the focus with intensive differentiated literacy instruction which will help these students to meet the standards. Our program will incorporate direct instruction in vocabulary and English grammar, and math.

PS85Q provides RtI strategies as intervention for ELLs in ELA and Math. If a student is at risk of failing in reading or math as demonstrated by selected assessments such as IReady for 3 weeks. If the student is showing minimal progress continued classroom support is offered for 3 weeks. PPT approves for Tier 2 support. Ms. Piliero will initiate Tier 2 with the classroom teacher. Ms. Samolis will assign Tier 2 personnel as needed. RTI material to be provided to Tier 2 support personnel:

Target Mathematics,
Target Reading,
Ready Gen Scaffolding,
Go Math RTI

Tier 2 Staff maintains a Tier 2 file provided by Ms. Piliero.

If the student continues to struggle initiate referral process for a formal evaluation at Tier 3. Provide RTI folder for Ms. Piliero.

For ELLs still speaking in their native language translation is provided in their home language, if available.

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

Teachers of ELL students meet with the ENL Lead Teacher Demetra Vasilopoulos to discuss who the students are that are being serviced. Students are also supported by their teacher as teachers prepare their lessons and include material from core content areas.

With our content areas we have provided the following:

Science - we have hands-on learning and Science Fusion which can be translated into Spanish

Math - Go Math (ThinkCentral) copies of student workbooks and support strategies, online and hands-on manipulatives are available to the students

Social Studies - Houghton Mifflin Harcourt offer ELL support strategies within their online textbooks

ELA - Through our IReady and Ready Gen Program ELL support is built into the program to support students at all levels

The I-Ready program is geared to provide students with the support needed in order to achieve success in content and language development. Through the use of I-Ready's Diagnostic Assessment students receive individualized lessons and support for successful completion. Results of the assessment are also given immediately and used by teachers to provide additional support and differentiated instruction.

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

The I-Ready program will be used this year. I-Ready is a program that adjusts to the students learning ability, therefore creating individualized instruction based on that student's needs.

Our ELL-SWDs are supported by IReady, Math and ELA computer Intervention. In addition we use the Intervention Program that is aligned with our ELA and Math Programs. Each child is provided with a workbook or laptop to ensure that learning styles are accommodated and different modalities are utilized.

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

None at this time.

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

PS85Q offers equal access to all school programs to all students. Each student is provided with workbooks and materials that align with the curriculum and the Common Core State Standards. Computer access is also given to each student through classroom laptops or the Computer Lab.

The afterschool school program at P.S. 85 will assist ELLs in meeting the NYS standards. It has been designed to service students from grades 3-5. Qualified teachers will teach the classes on Wednesdays and Thursdays during the months of January, February, and March from 2:35 to 4:45 P.M. Group sizes will be maintained at 15-18 students per teacher in Grades 3-5. There will be a total of six classes servicing students. Teachers will provide supplemental instruction in alignment with the Common Core Learning Standards. Instruction will focus on Literacy, Mathematics and all other content areas using ENL strategies to help students achieve higher scores on the state assessments and NYSESLAT. I-Ready and Curriculum Associates Test Prep will be used.

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.

The classroom environment for all ELLs in K-5, including students with special needs, is print rich and reflects evidence of rigorous instruction which is presented through evidence of growth in student's work folders, portfolios and celebrated throughout the classroom. The classroom environment reflects the following:

- Flow of the day to include language of instruction: duration of lesson.
- A technology center – with software
- Access to Instructional websites, for example: I-Ready and Mathletics
- Leveled classroom libraries
- Interactive word walls

Our ELL-SWDs are supported by IReady math and ELA computer Intervention. In addition, we use:
Target Mathematics

Target Reading

Ready Gen Scaffolding

and Go Math RTI that is aligned with our Math Programs. Each child is provided with workbook or laptop to ensure that learning styles are accommodated and different modalities are utilized. here.

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

PS85Q does not provide a Dual Language or Transitional Bilingual Education Program. However, if a parent requires translation PS85Q will provide translation if teachers or support staff are able to translate in that language.

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

All material used for the ENL Program is based on level that the student tested into. After the preassessment is given, differentiation methods are used to help scaffold instruction to help the student build confidence toward reaching their goals.

All resource material is specifically aligned to specific grade and age of the ELL students. For example, ThinkCentral, IReady, Wilson Program, and the ELL Continental material corresponds to the students age, grade and cognitive level. This also incorporates the needs of our ENL students classified as SWDs.

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).

An orientation is provided for all incoming Kindergarten students and their families during the month of May prior to their entry into the NYC school system. The teachers meet with the students and parents to discuss programs, curriculum policy, and initiatives. Margareta Kalis the Parent Coordinator at PS85Q, reaches out and contacts the parents. The parents are then invited to the attend the information session. The video explains the three program choices offered to parents, parents are also invited to watch the video in their preferred language. Parents are also provided with watching the information session on the school website. At this time, parents are expected to complete the parent selection form. When the parents are unable to attend the session, they are welcome to make an appointment. There is also an attendance sheet for parents who attended the information session. If the parent prefers a bilingual program, the parent can choose to whether or not to keep the student at PS85Q where we offer a free-standing ENL program or to take their child and place them in a another school that offers a bilingual program.

19. What language electives are offered to ELLs?

Not applicable.

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)?

PS85Q does not have a dual language 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.)
P.S. 85 Q Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards as well as the Common Core Learning Standards in order to achieve higher scores on all city and state assessments. These professional development sessions will be facilitated by ENL teachers and school administrators. During professional development all participants sign in on specific attendance sheets that are maintained in the office.
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?

Inquiry groups meet to share strategies that are used to address the needs of all students including the ELLs.

Common Prep periods have been scheduled to provide time for teachers to meet with each other and supervisors to share best practices and be informed about the instructional expectations for ELLs.

(Monday Pd and Tuesday) Changes in the school calendar have been implemented to provide additional time for Professional Development and Inquiry work. In addition, the teachers participate in workshops that provide training on how to differentiate instruction for all students including ELLs and students with special needs.

The Office of ELLs provides professional development to teachers and the ENL Lead Teacher Demetra Vasilopoulos, to develop plans to meet the literacy needs of ELLs using research and school-based data. The Institute specifically addresses literacy models, program improvement, evaluation and federal and state education policy.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Administration, all teachers, paraprofessionals, guidance counselor, support service providers and the Parent Coordinator will participate in training. In addition, The Specialists will provide special education/ELL teachers and teachers instructing the Title III program with professional development on effective teaching practices for building academic language and strategies for improving content area skills, aligned to the Common Core Learning Standards (CCLS).

The workshops will provide better understanding of how to meet ELL standards and raise levels of English proficiency for ENL students. The professional development in ENL methodologies will include school-based Core Curriculum Team and general education teachers with large ELL student populations.

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.

The ENL Teachers will receive professional development to support ELLs and transitional ELLs in Kindergarten through Fifth grade. Agendas and Attendance sheets will be kept in a binder for activities conducted.

Topics to be addressed during this professional development sessions will be aligned with the following:

- Developing interventions for their ELL students.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding which supports ELLs.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to support ELLs to meet the Common Core Learning Standards and to gain a clear understanding of Learning Standards of English as A Second Language and the NYSESLAT.

A second workshop series will provide professional development for general education teachers of grades Kindergarten - Grade 5 Topics will include the following:

- Identifying the ELL and developing interventions for the ELL.
- Using Balanced Literacy Model to meet the needs of ELLs.
- Scaffolding across all curricula areas: Types of Scaffolding.
- Collaborative planning on differentiated Instructional strategies to meet the students' needs.
- Strategies needed to prepare ELLs to meet the Common Core Learning Standards and to gain a clear understanding of Learning Standards of English as A Second Language, and the NYSESLAT exam.

Workshops will also focus on assessing the ENL student and how to improve English proficiency and integrated content

instruction. Teachers will also work with ENL Specialist, and special education teachers to improve the skills of ELL students with Individualized Education Plans (IEPs).

Professional literature is necessary for teachers to expand their own development. A Teacher Library of current literature titles, such as: *Learning to Learn in a Second Language*, and *Scaffolding Language, Scaffolding Learning* by Pauline Gibbons and *Building Academic Language* by Jeff Zwiers will help teachers create innovative teaching styles and exciting content instruction. Methods such as multi-sensory instruction, hands-on word activities and interactive multimedia application software, as well as, access to ENL-based teacher websites are just a few ideas that stem from professional resources.

Topics that will be addressed during professional development sessions are as follows:

- Scaffolding across the disciplines
- Differentiated instructional strategies
- Alignment of instruction with the NYSESLAT
- Mathematical instructional strategies to develop and enhance students' skills and performance on the state assessments.

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?

PS85Q meets with the parents or guardians of English language learners at least two to three times a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. If needed a meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

PS 85 values parental involvement in the decision-making process of their children. Together with the Parent Coordinator, we provide parents with an orientation that describes various programs for English Language Learners. This enables parents to make a sound educational decision as to which program best meets the needs of their child.

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.

File copies of parent choice letters are kept in an accessible and secure place in the school for later review. Review parent choice letters and plan for creating a bilingual program if there are sufficient parent requests for a Dual Language or Transitional Bilingual Education program. Completed HLIS forms and Parent Survey & Program Selection forms must be placed in the student's cumulative file and remain a part of the student's permanent record. Throughout the entire year, an ENL Data Binder is kept in a secure location, for review and contains all critical ENL documents.

Parent outreach is conducted throughout the school year. The outreach consists of individual parent meetings, phone calls and letters sent home. During parent meetings, parents sign a sign in sheet. There is a log kept for phone calls and a copy of letters sent home to parents in a binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

In selecting appropriate placement for their child, the first official interaction with parents/guardians of newly enrolled English Language Learners is the Parent Orientation Session where program placement options are presented with clarity and objectivity. The meeting focuses on orienting the parents to the school system and explaining program options. The video is available in English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali and provides parents of newly enrolled ELLs into the New York City school system information about program availability. It also provides information on the new reorganization and their right to choose educational options for their child. Brochures also available in these languages explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with an explanation of the new Common Core Learning standards, the core curriculum, assessments, student expectations and general educational program requirements all in their native language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS85 has engaged Parent Corps to have Professional Development with the staff and parents.
5. How do you evaluate the needs of the parents?

There are a minimum of two parent sessions for ENLs during the school year. The Parent Coordinator, Margareta Kalis and ENL lead teacher, Demetra Vasilopoulos will meet the parents and discuss the areas of concerns which they need support and provide additional parent orientation sessions during the course of the year as needed. The meeting focuses on orienting the parents to the school system and explains program options, state and city standards, the core curriculum, assessment, student expectations and general program requirements.

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

In the lower grades and in the upper grades, parents of a newly enrolled student opt to place their child in an ENL self-contained or push-in program. Students are placed within 10 days of enrollment in the appropriate program.

There are a minimum of two parent sessions for ELLs during the school year. The Parent Coordinator, Margareta Kalis will provide additional parent orientation sessions during the course of the year as needed.

During the workshop parents of all ELLs are informed of the instructional programs available for ELLs including the Ready Gen

Program, and the Go Math Program and how they will accommodate the needs of their children. During the workshop translators are provided on an as needed basis. In addition, parents are oriented on how they can assist their children with assignments at home and they will be given suggestions on activities in which they can engage their children in order to further enhance their skills.

The topics include:

- Literacy and Mathematics in the ENL Classroom
- The importance of phonemic awareness in the ENL classroom
- Helping your child at home.

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.

Question 3 on page 6 for the AMAO Tool, we could not input information from ATS for the RLAT portion of the spreadsheet because the spreadsheet was a "Read-only" file.

School Name: The Judge Charles J. Vallone

School DBN: 30Q085

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)
Ann Gordon Chang	Principal		
Maria Samolis	Assistant Principal		
Margerita Kalis	Parent Coordinator		
Demetra Vasilopoulos	ENL/Bilingual Teacher		
Janet Gordillo	Parent		
Sabrina Parada	Teacher/Subject Area		
Tina Papamichael	Teacher/Subject Area		
	Coach		
	Coach		
Sonia Rosselli	School Counselor		
Dr. Phillip Composto	Superintendent		
Lawrence Pendergast	Borough Field Support Center Staff Member _____		
Daniela Piliero	Other <u>SETTS</u>		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q085**

School Name: **The Judge Charles J. Vallone School**

Superintendent: **Dr. Composto**

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.learn DOE.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.

P.S. 85 Q, is located in District 30 of Northwestern Queens, the dominant languages are English, Spanish, and Arabic. The data viewed indicates that 31% of the students are Hispanic, 18% are Asian, 43% are white, and 4% African American. The report card also indicates that 9% of the population are presently ELLs. Our school implements comprehensive freestanding ENL program in accordance with CR Part 154 and Title III guidelines for approximately 53 ELLs and 14 transitional ELLs . PS 85Q uses the following data in assessing our school's written translation and oral interpretation needs: use of PS 85Q website, Parent attendance at meetings, Parent surveys, and Professional development. In order to ensure effective communication to our parents, we engage in the following activities: parent handbook on website translated in the major school languages,our school website is updated with curricula news,school reports and notices that are translated prior to sending them home.We looked at our present and past ELL Home Language Surveys to determine the languages spoken . In addition data from ATS was reviewed to ensure that we identified the language needs of our students and families here at PS 85Q.

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.

The major findings of our school's written translation and oral interpretation service needs, is the following; The four major languages at PS 85Q are Spanish, Arabic, Bengali,and Greek. Parents/Guardians utilize staff members who speak their languages regularly. Parents/Guardians also utilize our website PS85Q.org which translates all documents in their

native languages. Finally the translation unit via telephone is used to assist families in understanding school information.

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.)

The translation services we will provide to our parents/guardians include the following; - A translation tool was added to the PS 85 website where all school information provided on the site is translated to the families native languages. This includes the following - Parent Bill of Rights, Discipline Code and Learning Guides.

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.

The following are face to face meetings with Parents/Guardians:
Parent Teacher Conferences -September, November, March and May
Curriculum Night
Parent Breakfast Meetings (Oct, Dec, Feb, April, June)
Parent Engagement (Tuesday Afternoons)
PA monthly meetings
Guidance Counselor Calls
Teacher Calls
IEP meetings
Parent Orientation

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.

The translation services we will provide to our parents/guardians include the following; - A translation tool was added to the PS 85 website where all school information provided on the site is translated to the families native languages. This includes the following - Parent Bill of Rights, Discipline Code and Learning Guides.

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.

Staff members will provide oral interpretation services to parents/guardians as needed. The following languages are spoken by staff members: Arabic, Bengali, Greek, Italian, Thai, Russian, Spanish, Bulgarian and Urdu. In addition parent volunteers also offer translations in other languages which includes Tagalog and Punjabi.

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.)

Through professional development staff members are informed how to use translation services to support parents/guardians.

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

Translated versions for parent/guardian brochures, promotion letters and other pertinent regulations will be downloaded from the DOE website and distributed to parents accordingly. In addition all pertinent information will be sent in to the translation unit to be translated prior to it being disseminated. Finally parents/guardians will receive notification of school events ten days prior to the scheduled event.

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)

The following mechanisms are used to gather parent feedback: During bi monthly parent breakfast meetings and parent workshops-parents give feed back online using Today's Meet.
Parent Surveys
Parent Meetings and workshops