

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **28Q101**

School Name: **P.S. 101 SCHOOL IN THE GARDENS**

Principal: **MONIQUE LOPEZ-PANIAGUA**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 28Q101
Grades Served: PreK-6
School Address: 2 Russel Place, Forest Hills, NY 11375
Phone Number: 718-268-7230 Fax: 718-575-3571
School Contact Person: Monique Lopez-Paniagua Email Address: Mlopez69@schools.nyc.gov
Principal: Monique Lopez-Paniagua
UFT Chapter Leader: Rhonda Corin
Parents' Association President: Christine Memoli
SLT Chairperson: Rhonda Corin
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 28Q Superintendent: Mabel Sarduy
Superintendent's Office Address: 90-27 Sutphin Blvd., Queens, NY 11435
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: (718)557-2618 Fax: (718) 557-2623

Borough Field Support Center (BFSC)

BFSC: South Queens Director: Marlene Wilks
Director's Office Address: 8201 Rockaway Blvd, Ozone Park, NY 11354
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 917-520-6745 Fax: 718-281-3509

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)
Monique Lopez-Paniagua	*Principal or Designee	
Rhonda Corin	*UFT Chapter Leader or Designee	
Christine Memoli	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Matthew Borelli	Member/Parent Member	
Jaisi DiCicco	Member/ Parent Member	
Robert Jancu	Member/ Parent Member	
Robin Harper	Member/ Parent Member	
Maria Kaufer	Member/ Parent Member	
Carmen Rivera	Member/ Teacher Member	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Matthew Schneider	Member/ Teacher Member	
Jason Westerlund	Member/ Teacher Member	
Margot Sawicki	Member/ Teacher Member	
	Member/	
	Member/	
	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.

Mission Statement: The mission of P.S. 101Q, School in the Gardens, is to nurture our students in a well-rounded, 21st century educational program and diverse, socially conscious environment. By fostering the love of learning through exposure to core and arts' curricula, students reach their potential. We value the engagement and collaboration of all stakeholders in order for our students to thrive.

P.S. 101Q, the School in the Gardens is an elementary school with 636 students from Pre-Kindergarten to grade 6. The school population comprises 2% Black, 13% Hispanic, 30% Asian and 49% White. The student body includes 6% English Language Learners and 9% students with special needs.

P.S. 101Q provides a rigorous, well-rounded educational program that fosters the development of literate, creative, culturally aware and technologically competent learners. The school community creates an environment that promotes excellence in achievement, in which students strive to meet or exceed Common Core Learning Standards. This is evident in the fact that 63% percent of the students are on or above grade level on the New York State ELA in 2015. 78% of the students scored on or above grade level on the New York State Math test in 2015. In addition, the NYC School Survey shows a 96% of positive responses for Rigorous Instruction, 94% for Supportive Environment, 92% for Collaborative Teachers, 89% for Effective School Leadership, 89% for Strong Family-Community Ties, and 94% for Trust.

P.S. 101Q excels in performance and progress in terms of academic achievement . The school has been rated "Well Developed" on the Quality Review and is above the city average for the NYC School Survey. The key area for focus this year will be to move our 2's to 3's in ELA to increase performance. The school-wide focus is to use data in instruction to ensure that we are tracking our students' progress and purposely targeting our instruction based on data.

It is the goal of the school to encourage a love of learning through innovative and challenging programs. The school's curricula consists of Go Math , Teachers' College Reading and Writing Workshops , Harcourt Science and the New York City Social Studies Scope and Sequence . Explorations in Art is the curriculum for our art program and Spotlight on Music is the curriculum for our music program. For the social emotional component of the curricula, the school implements a program called, Positive Action .

P.S. 101Q and P.A. of P.S. 101Q collaboratively work together to provide the students with the best educational experience possible. There is a strong collaborative relationship between the school and home as evidenced by the NYC School Survey and multiple school home initiatives. There is a strong partnership between school staff and parents, who work together to ensure that all children reach their academic potential in a safe and nurturing environment. There are several teacher/parent committees such as, Recycling Committees, Food Allergy Committee and Graduation Committees. The PA sponsors all art residencies; they subsidize trips, special assemblies and our enrichment after school program. In addition, the PA hosts community events such as Monster Mash, the school Talent Show, Scholastic Book Fair, School Auction, and the school International Dinner.

P.S. 101Q fosters partnerships with community based organizations such as Teachers' College Columbia University, St. John's University, Swim for Life, PENCIL, Queens Museum, Thinking Caps, Skedula/ Pupil Path, Ballroom Dancing and several other residency programs in order to enrich the educational experience of our students. We also encourage student teachers to participate in our community through our partnerships with St. John's and York College.

P.S. 101Q collaborates with the PA and community based organizations to continually provide a rigorous, well-rounded educational program that fosters the development of literate, creative, culturally aware learners.

The Most Growth: The school has made the most growth in rigorous instruction, supportive environment and trust based on our NYC School Survey. The school is also a recognized by the New York State Department as a Reward School. We rank in performance as a school in the top ten percentage of NYS schools.

The Challenges: As a high performing school, it is a challenge to consistently show growth for all of our students. Last year, our teachers have worked diligently to provide challenging instructional tasks for all students. We still need to systemically show growth for our students, especially our students of special needs by providing rigorous tasks that challenge students.

28Q101 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	616	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		0.5%	% Attendance Rate	
				95.4%
% Free Lunch		16.5%	% Reduced Lunch	
				5.6%
% Limited English Proficient		5.6%	% Students with Disabilities	
				9.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.9%	% Black or African American	
				2.4%
% Hispanic or Latino		13.3%	% Asian or Native Hawaiian/Pacific Islander	
				29.8%
% White		48.6%	% Multi-Racial	
				4.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.76	# of Assistant Principals (2014-15)	
				2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	
				N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	
				N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	
				8.17
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		66.2%	Mathematics Performance at levels 3 & 4	
				79.6%
Science Performance at levels 3 & 4 (4th Grade)		98.9%	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		YES	Multi-Racial	
				N/A
Students with Disabilities		N/A	Limited English Proficient	
				N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
				N/A
White		N/A	Multi-Racial	
				N/A
Students with Disabilities		N/A	Limited English Proficient	
				N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
				N/A
White		N/A	Multi-Racial	
				N/A
Students with Disabilities		N/A	Limited English Proficient	
				N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
				N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
				N/A
White		N/A	Multi-Racial	
				N/A
Students with Disabilities		N/A	Limited English Proficient	
				N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

P.S. 101Q has been recognized twice in the last three years as a **Reward School**. In Mathematics, the school has consistently scored more than 40% higher than the city and the state in the last three years. Additionally, for ELA, the school has consistently scored more than 30% higher than the city and state. For the past three years, over 95% of students consistently passed the state Science test. 63% of students passed the Common Core State ELA test in the 2014-2015 school year, of which 69% of the general education population passed, 29% exceed the standards. However, there was a 12% drop of students with Individual Education Plans who passed the test. That 12% was equivalent to 3 students. 78% of students passed Math Common Core test in grades 3-6, of which 83% of the general education population passed, 46% exceed the standards. 96% of the fourth grade students passed the state Science test.

The school-wide trends;

Approximately, two third of the student body consistently pass the ELA state test and almost 80% pass the math state test over the past three years. Based on our ELA 2014-2015 data, students with IEP's continue to need extra support and guidance. In addition, based on our school wide itemized analysis of the ELA assessment, students would benefit from further support around constructive responses on the test.

The priority need;

Increasing the percentage of students who passed the state ELA and support the students with IEP's by engaging them in additional rigorous tasks.

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, there will be a 5% increase of students who read on or above grade level as a result of teacher teams developing rigorous and challenging tasks to all student subgroups as evidenced by Teachers' College running records.

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>Students who scored a 2 on their Teachers’ College Running Records in October will participate in Leveled Literacy Intervention, Teachers College Guided Reading or small group work instruction in reading or writing a minimum of twice a week.</p> <p>Trust: Teachers will be build trust with students through supporting students in small group work.</p> <p>Parent Involvement: Teachers will conduct parent workshops or create documents for parents around literacy for parents.</p> <p>Strategies for subgroups: Teachers will use visuals and graphic organizers for ELL’s and students with IEP’s so that they engage in rigorous tasks with supports.</p>	<p>Students who scored 2 on th Teachers College Running Records and the Teachers College Writing Rubric need to be targeted for additional support.</p>	<p>October 15, 2015- March 10. 2015 and then again from March 10, 2015 to June 28, 2015</p>	<p>Classroom teachers, SETSS teacher, Special Education teachers</p>

<p>***Note***Teachers are expected to meet with all students minimum of once within a 2 week time frame in small groups or one-on-one conferences.</p> <p>***Note***This action plan will be measured by the number of reading levels students increase in from Teachers college running records. These students should show a year and half growth as evidenced by Teachers College Benchmarks.</p>			
Students in grades 2-6 will be provided with targeted rigorous instruction for reading responses at least once a week. SLT will also have a sub-committee that will support teachers with this step in the action plan.	Students who scored 2 Teachers College Running Records and the Teachers College Writing Rubric need to be targeted for additional support.	October 15, 2015- March 10, 2015 and then again from March 10, 2015 to June 28, 2016	Classroom teachers, SETSS teacher, Special Education teachers, SLT
SLT and other teachers will also continue to work on developing enrichment materials for students who are exceeding the standards.	Students who scored a 4 on the ELA or on their report cards.	October 15, 2015 - June 2016	Teachers, SLT
Teachers will engage parents by conducting parent workshops or create documents for parents around academic strategies to support parent ability to support students. <p>The school will offer parents the opportunity to send their child to Saturday and After-School Test Prep Academies for all students, with encouragement for students performing at a level 1 or 2.</p>	Parents	November 2015 - May 2016	Parent Coordinator, Classroom teachers, parents

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.
Human Resources: Teachers, Parent-Coordinator, Parents, Supervisors, Parents Association, Teachers College Staff Developers
Instructional Resources: Leveled Literacy Intervention Kits, GoMath Curriculum, Teachers College Reading and Writing Project materials
Schedule Adjustments: Common Planning time, targeted time-frames, teacher lesson plans, Professional Learning Time (Diverse Learning Sessions)
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

<p>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.</p> <p>Teachers submit grades into Skedula for Teachers College Running Records, Published Writing Rubrics, GoMath Post Tests monthly</p> <p>Data Specialist compiles all school-wide data from Skedula in November, March and June.</p> <p>Instructional Cabinet and SLT monitor progress with school-wide data in November, March and June.</p> <p>March-3% increase</p> <p>June- 5% increase</p> <p>By February 2016, students in grades K-6 will show a 2% increase on the Teachers College Published Writing Rubrics and GoMath Post Assessments.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

According to the NYC School Survey 2014-2015, the school received 94% positive responses in the Framework for Great Schools element-Supportive Environment (2% above the city average of 92%). According to the 2013-2014 Quality Review, the school was rated ‘Proficient’ in providing consistent feedback to students with detailed reasons of their success and clear next steps for improvement. The school was rated ‘Well-Developed’ in all other categories.

The school-wide trends;

Over the past 3 years, the school has received increasing positive responses on the Learning Environment Survey. Part of this success can be credited to the adoption of a school-wide social emotional curriculum, Positive Action, beginning in the 2013-2014 school year. All teachers conduct a minimum of 3 Social-Emotional lessons per week, and meet with students in small-groups for targeted instruction.

The priority need;

Increasing the social and academic support of students by giving them consistent, clear feedback to help them feel safe and reach their academic potential.

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.

In order to support student socially and academically teachers will meet with students for support so that by June 2016, 100% of conference notes will indicate that students were met in either one-on-one or in small groups for a minimum of once per month.

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) <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>
<p>Teachers are expected to meet with all students a minimum of once within a 2 week time frame in small groups or one-on-one conference.</p>	<p>All students grades preK-6</p>	<p>September 2015-June 2016</p>	<p>All Classroom Teachers, Special Education Teachers</p>
<p>All students will be afforded the opportunity to participate in a student-led Positive Action Social Emotional Learning Assembly.</p> <p>Trust: Teachers will meet with students regularly in small group or one to one instructional to build trust with students and support them.</p> <p>Strategies: Teachers will use visuals and graphic organizers for ELL’s and students with special needs. Teachers will also use manipulatives for kinesthetic learners.</p>	<p>All students grades preK-6</p>	<p>September 2015-June 2016</p>	<p>All Classroom Teachers, Special Education Teachers, Guidance Counselor</p>
<p>All students, staff members and parents will be afforded the opportunity to participate in the Positive Action Social Emotional Learning program.</p>	<p>All students grades preK-6</p>	<p>September 2015-June 2016</p>	<p>All Classroom Teachers, Special Education Teachers</p>
<p>Parents are invited to participate in Positive Action Social Emotional Learning lessons and Positive Action Assemblies once a month. Parents are also invited to participate in Teacher-led workshops about the curriculum.</p>	<p>All students grades preK-6</p>	<p>September 2015-June 2016</p>	<p>All Classroom Teachers, Special Education Teachers, Parents</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Human Resources: Teachers, Guidance Counselor, Parents</p>
<p>Instructional Resources: Positive Action Social Emotional Curriculum, Surveys, Teachers College Reading and Writing Project Curriculum materials, GoMath curriculum materials</p>

Schedule Adjustments: Teacher program cards to reflect the 3 weekly Positive Action Social Emotional Learning lessons, Positive Action Assemblies, Teachers scheduling small group and one-to-one instruction.

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

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

Part 5 – Progress Monitoring

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

By February 2016, a teacher survey and teacher conference notes will demonstrate that 75% of teachers have met with all of the students in small-group work multiple times.

By February 2016, a student survey will demonstrate that they participated in a social-emotional learning program.

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.

P.S. 101Q has been recognized twice in the last three years as a **Reward School**. In Mathematics, the school has consistently scored more than 40% higher than the city and the state in the last three years. Additionally, for ELA, the school has consistently scored more than 30% higher than the city and state. For the past three years, over 95% of students consistently passed the state Science test. 63% of students passed the Common Core State ELA test in the 2014-2015 school year, of which 69% of the general education population passed, 29% exceed the standards. However, there was a 12% drop of students with Individual Education Plans who passed the test. That 12% was equivalent to 3 students. 78% of students passed Math Common Core test in grades 3-6. 96% of the fourth grade students passed the state Science test. The school has been rated “Well Developed” on the Quality Review and according to the NYC School Survey 2014-2015, the school received 92% positive responses in the Framework for Great Schools element-Collaborative Teachers.

The school-wide trends;

Over the past 3 years, the school has increased opportunities for collaborative teacher teams. Classroom teachers have 5 common prep periods a week in which they collaborate around the school's academic programs; Teachers College Reading and Writing curriculum for ELA and GoMath for mathematics. Beginning in the 2014-2015 school year and continuing this year, teachers have also collaborated through participation in professional learning communities and vertical teams during the 80 minute block of professional learning time on Monday afternoons.

The priority goal;

The key area for focus this year will be to move our 2’s to 3’s in ELA to increase performance and to increase our Early Grade Progress for Mathematics. Teachers will work collaborative by participating in sessions where they analyze student work, study best practices together and plan together in order to achieve this goal.

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, 90% of teachers will meet in teacher teams to support rigorous instruction at least once a week as evidenced by their agendas and an increase in student data in both ELA and Math.

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) <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>
<p>Teachers meet in Professional Learning Cycles . Teachers have daily common preps on a grade to meet to collaborate. Teachers meet to deepen their knowledge of curriculum. Teachers meet to develop plans to differentiate their instruction in Diverse Learning Sessions.</p> <p>Trust: Teachers will build trust with one another through collaborating with one another on a weekly basis. Teachers will learn together through professional learning cycles and teacher led presentations.</p> <p>Teachers will take the information that they learn in their Professional Learning Cycles and develop workshops or teacher created documents for parents around ways to support their children.</p>	<p>All Teachers</p>	<p>September 2015 through June 2016</p>	<p>Instructional Cabinet</p>
<p>Teachers meet once a week with an Assistant Principals to analyze student work.</p> <p>Trust: Teachers will build trust with assistant principals as they analyze student work together weekly.</p>	<p>All teachers, Assistant Principals</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principal</p>
<p>Teachers are invited to meet with principal once a month for professional learning around literacy.</p> <p>Trust: Teachers will build trust with the principal around instruction as they participate in literacy workshops conducted regularly by the principal.</p>	<p>All teachers, Principal</p>	<p>September 2015 through June 2016</p>	<p>Principal</p>
<p>Vertical teams meet approximately once a month.</p>	<p>Classroom teachers,</p>	<p>September 2015 through June 2016</p>	<p>Instructional Cabinet</p>

Trust: Teachers will build trust with one another across the grades as they share the expectations and the work they are doing with teachers that are in the grade below them.	Cluster 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.											
<p>Human Resources: Teachers, Assistant Principals, Principal, Instructional Cabinet, Data Support</p> <p>Instructional Resources: Professional Study Books, Professional Videos, Teachers College Reading and Writing Project Curriculum materials, GoMath curriculum materials</p> <p>Schedule Adjustments: Professional Learning Calendar, Professional Learning Team Protocols, Common Prep Agendas, Circular 6 Agendas</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		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.
<p>By February 2016, 80% of teachers will indicate that their Collaborative Teacher time has increased their self-efficacy in instruction.</p> <p>By February 2016, students in grades K-6 will show a 2% increase on the Teachers College Published Writing Rubrics and GoMath Post Assessments.</p>
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.

According to the Quality Review (2013) the school rated ‘Well-developed’ for, “ Establishing a culture for learning that communicates high expectations to staff, students, and families and provides supports to achieve those expectations.” In order to maintain a well-developed status, school leaders will continue to communicate high expectations.

The 2014-2015 school year;

Students at PS 101 exceeded the targets in both student progress, and student achievement on state tests for the 2013-2014 school-years, yet there is still room for growth. In order to meet the metric targets for 2014-2015 set in the School Quality Guide, we would have to maintain our growth patterns. In the area of English Median Adjusted Growth Percentile, we are currently at 71.5 for 2013-2014, and a score of 71.9 is needed to exceed the metric in 2014-2015 according to the School Quality Guide 2013-2014. In the area of English Early Grade Progress , we are currently at 2.55 for 2013-2014, meeting the metric would require a minimum of 2.51 and exceeding the metric would require a minimum of 2.84 in 2014-2015. In the area of Math Early Grade Progress, we are currently at 2.79 for 2013-2014, meeting the metric would require a 2.77 or higher, and exceeding the metric would require a minimum of 3.13 for 2014-2015.

According to the NYC School Survey 2013-2014, the school performed in the 80th percentile in our peer group (meeting the target, but not exceeding the target), and the 80th percentile in the city group on questions pertaining to Instructional Core.

School trends show;

The school would need to maintain growth patterns or do better in order to meet next year’s metric targets. We are currently meeting our targets for next year by a small percentage.

The school leaders communicate high expectations through meetings, teacher feedback and literature.

Priority need;

To continue to communicate high expectations.

To strengthen a culture of professional learning through professional learning communities such through professional learning cycles and vertical teams.

To strengthen the school’s distributive leadership by including more teachers in various leadership roles.

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.

By October 2015, all PS 101 teachers will participate in professional learning cycles, vertical teams, and additional school-based committees that address the instructional and social-emotional needs of students . By June, 2016, 15% of all pedagogues will have distributive leadership roles on all established school committees. In addition parents will take on leadership roles ie. parent-to-parent workshops and committees.

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) 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>Select teachers will be part of the School Wide Leadership Instructional Cabinet (SLIC) Team. This team will be comprised of representatives for the upper grades, lower grades, cluster position, and special education. The team will meet regularly to plan and adjust the professional development schedule, as well as to make decisions for Local Measures of Student Learning.</p> <p>Trust: Teachers will build trust as they lead their colleagues.</p>	<p>Classroom teachers, Special Education teachers, Cluster teachers</p>	<p>September 2015-June 2016</p>	<p>Principal</p>
<p>All classroom teachers will participate in quarterly vertical teams aimed at building coherence across grade levels.</p>	<p>Classroom teachers, Special Education teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals</p>
<p>All teachers will participate in professional learning cycles. These teams will research and define best practices to apply and evaluate in the classroom.</p> <p>Trust: Teachers will build trust as they collaborate.</p>	<p>Classroom teachers, Special Education teachers, Cluster teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals</p>
<p>Cluster teachers will participate in a thematic unit team in which they will create and implement a cross-curricular unit of study for each grade.</p>	<p>Cluster Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals</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.											
Human Resources: Teachers, Assistant Principals, Principal, Instructional Cabinet, Data Support											
Instructional Resources: Professional Study Books, Professional Videos, Teachers College Reading and Writing Project Curriculum materials, GoMath curriculum materials											
Schedule Adjustments: Professional Learning Calendar, Professional Learning Team Protocols, Common Prep Agendas, Circular 6 Agendas											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		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.
By February 2016, each inquiry team will share out findings from their research that include student data during professional learning time.
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.

According to the 2014 New York City School Survey, 48% of parents indicated that they were invited to the school for workshops or programs 5 times or more. Therefore, the parent coordinator and teachers advertised and conducted 20% more workshops for parents in the 2014-2015 school year. According to the 2013-2014 school calendar and agendas, parents were invited 10 times to Parents as Learning Partners and according to the agendas an average of 20-30 parents across the grades attended. According to the 2013-2014 school calendar and agendas, parents were invited to 10 parent workshops provided by the parent coordinator and 3 workshops provided teachers. On average approximately, 20 parents attended the workshops.

In response, during the 2014-2015 school year, the school continued to invite parents 10 times to Parents as Learning Partners to participate in the school's social emotional curriculum, Positive Action. In addition, the number of teacher or parent coordinator led parent workshops increased from 10 to 43.

School Trends;

Although there was a huge increase in the number of parent workshop opportunities, workshops were not well-attended.

Priority Need;

To increase parent engagement through targeted committees and events.

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.

By June 2016, we will increase parent engagement by 10 % through reaching out to various targeted groups of parents as measured by attendance on agendas.

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) 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>Parent liaisons will engage parents by celebrating cultural diversity through events planned by a cultural committee made up of parents and teachers.</p> <p>Trust: Trust will be built through understanding and celebrating our cultural differences.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers, parents, Administration</p>
<p>The School Leadership Team will engage parents by recruiting parent liaisons for the following sub groups; working parents and non-English speaking parents. Liaisons will develop plans to encourage and increase the level of parent engagement.</p> <p>Trust: Trust will be developed with working parents and non-English speaking parents through their liaisons.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team</p>
<p>A parent committee will create a parent guide for parents to introduce them to the culture of PS 101 and to encourage positive meaningful interactions with the school community.</p> <p>Trust: Trust will be built through encouraging meaningful interactions with the school.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>School Leadership Team</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Human Resources: Teachers, Assistant Principals, Principal, Instructional Cabinet, Data Support</p> <p>Instructional Resources: Professional Study Books, Professional Videos, Teachers College Reading and Writing Project Curriculum materials, GoMath curriculum materials</p> <p>Schedule Adjustments: Professional Learning Calendar, Professional Learning Team Protocols, Common Prep Agendas, Circular 6 Agendas</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	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.

By February 2016, parent liaisons will be selected and at least one event will be held to encourage the engagement of targeted families.

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)	On Demand Writing Pieces, and Running Records	Small group strategy lessons, small group read aloud, components of balanced literacy in small group.	Small group and one to one instruction.	During the day
Mathematics	Go Math Pre Assessments	Small group strategy lessons, and one to one conferring.	Small group and one to one conferring.	During the day
Science	On Demand Writing Pieces, Flash Drafts, Teacher Conference Notes, and Running Records	Reteach concepts in small group instruction or one to one conferring.	Small group and one to one conferring.	During the day
Social Studies	On Demand Writing, Flash Drafts, Teacher Conference Notes, and Running Records	Reteach concepts in small group instruction or one to one conferring	Small group and one to one instruction.	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent Request, Teacher Request	Guidance and Speech	Small group and one to one instruction.	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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) *Note*** We are not a Title I school.**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 101 Q**, 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. **PS 101 Q** 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

PS 101 Q, 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: PS101 The School in the Garden	DBN: 28Q101
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: P.S. 101, the School in the Gardens, is an elementary school for children in grades Pre-Kindergarten through six. Located in Forest Hills, Queens, the school houses 614 students, of which 30 are English Language Learners. The population of the school is fluent in approximately 15 languages. Approximately 45% of our students are Caucasian, 13% are Hispanic, 4% are African American and 31% are Asian/Pacific Islander and 7% others.

The primary goal of our English as a Second Language program is to have the children become proficient in listening, speaking, reading and writing so that they are able to meet New York State Standards in Language Arts and the content areas. The instructional strategy used is the Balanced Literacy Approach, using the Workshop model for instruction in reading and writing. There is a leveled classroom library in the room where ESL instruction takes place.

Our school will be offering a Saturday Academy which will run from February through May. There will be 2 ESL teachers for the 5 Saturday Academy sessions from 8:30-12:00. These sessions will be offered to students in grades 3 through 5. The dates are as follows: February 28, March 7, 14, 21 and 28, 2015. The ESL teachers will work together to enrich vocabulary, reading comprehension and test prep skills.

In addition, there will be 4 Saturday Academy sessions for 5 hours each (9:00am-2:00pm). There will be 2 ESL teachers for this Saturday academy. These sessions will be held on April 18, 25, May 9, and May 16, 2015.

The Saturday program will be offered to 20 ELL students in grades 2-5 at all levels: beginning, intermediate, and advanced. The language of instruction will be in English. The ESL teachers will focus on science through literacy. ESL strategies, and the balanced literacy approach will be used in order to help students improve their listening, speaking, reading and writing skills, and through this, achieve higher scores on the NYSESLAT, and city and state assessments. Supplementary materials such as a desktop and an Ipad, Reading Eggs Software Program, and vocabulary enrichment materials will be used. The desktop and Ipad will give the students flexibility to work in groups and will be used exclusively for ELLs in the Title III program. In addition, the latest technology will be integrated through the use of Reading Eggs software, an interactive software system for English language learners which will help to motivate and engage these students.

Classes will be enriched by field trips, on Saturdays, (April 18, 25, May 9, 16) that coincide with the topic they are studying. For example, when the students are studying the life cycle of the butterfly, they will take a trip to Alley Pond Environmental Center to take the "Butterflies: Beckoning Beauties" workshop. They will also attend the "Feathered Friends" workshop when studying migration. These educational field trips will help ELLs learn new vocabulary and concepts in context. The students will then work in groups to complete a written project and present it to the class.

These Saturday classes will be taught by the licensed ESL teacher, Ms. Rao and ESL teacher Judy Riccardo. The target population for the Saturday ELL Academy is approximately 20 ELLs. We will provide supplemental instruction in English, in alignment with the NYS ESL Learning Standards, New York City and New York State content and performance standards. Our focus for grades 3-5 will be on test preparation skills and Literacy through the Content Area. ESL strategies and a hands-on approach will be used in order to help students improve their listening, speaking, reading, and writing skills. Materials will include Getting Ready for the NYSESLAT by Attanasio and Associates, and New York Ready by Curriculum Associates.

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: The Title III Professional Development Program is designed to strengthen teacher practice by addressing strategies that promote academic language development, using technology and analyzing ELL data from various sources. The initial days of Reading Eggs training for the Title III teachers and teachers of ELLs will be held in November. Title III teachers and teachers of ELLs will learn how to implement the Reading Eggs program. Reading Eggs Training will be provided by a staff developer. In addition, the Title III teacher will attend other Professional Development sessions provided by the Network and/or Office of ELLs throughout the school year. Some of the topics of PD sessions to be offered by the network ELL specialist include expository and informative writing, and thinking maps. Title III ESL teachers attend monthly ELL liaison meetings provided by the Network Support specialist for ELLs. Topics include Eland review procedures, AMAO tool, and thinking maps.

Part D: Parental Engagement Activities

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

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

Begin description here: The ELL teacher will research the different languages spoken by the parents of the targeted students in the Title III program. A letter will be distributed in the native languages with a tear-off section notifying parents of their child's eligibility for this program. The licensed ESL teacher, Ms. Rao, will also introduce this program at our ESL Parent orientation meeting and Meet the Teacher session. During the course of the year, the teacher will continue to maintain contact with the parents of the targeted children. The parents will be invited to attend 40 minutes workshops that will be held by our parent coordinator, Mrs. St. Germain, both during the school day and in the evening. Workshop topics and dates are: October- Support your beginning learner; December- Building your child's self-esteem, and March- Artful Reading, where parents and their child will engage in activities to enhance student academic performance through literacy.

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 	<u>\$6,159.13</u>	<u>Title III Saturday Academy</u> <u>2 ESL teachers per session for 5 Sat.</u> <u>classes (3.5 hrs ea.)</u> <u>\$51.51 x 17.5 hrs x 2 teachers =</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per diem 		<u>\$1,802.85</u> <u>1 Supervisor per session for 5 Sat. classes (3.5 hrs ea.)</u> <u>\$52.84 x 17.5 hrs = \$924.70</u> <u>2 ESL Teachers per session for 4 Sat. classes (5 hrs ea.)</u> <u>\$51.51 x 20 hrs x 2 = \$2,060.40</u> <u>1 Supervisor per session for 4 Sat. classes (6 hrs ea.)</u> <u>\$52.84 x 24 hrs = \$1,268.16</u> Parent Engagement Activities <u>1 ESL Teacher per session to conduct parent workshop</u> <u>2 hrs X \$51.51 = \$103.02</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	- <u>\$2,640.87</u>	<u>Admission to trip sites \$1,005.62</u> <u>Materials for Parent Workshops \$100.00</u> <u>Permit to open school- 4 Sat. sessions \$500.00</u> <u>School Safety Agent - 4 Sat. Sessions \$635.25</u> <u>School Bus- \$400.00</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	- <u>\$967.20</u>	- <u>Item: Enrichment materials for comprehension and vocabulary from Lakeshore, test prep materials purchased from Ready (Curriculum Associates) for ELA and Math,</u>
Educational Software (Object Code 199)	<u>\$232.80</u>	<u>Educational Software (Reading Eggs Program)</u>
Travel	_____	_____
Other	<u>\$1200.00</u>	<u>1 Apple Ipad</u> <u>1 LeNovo Desktop</u>
TOTAL	<u>\$11,200.00</u>	_____

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 28	Borough Queens	School Number 101
School Name School in the Gardens		

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 Monique Paniagua	Assistant Principal Irtis Gonzalez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jill Fisher	School Counselor TBD
Teacher/Subject Area Allison Harris	Parent type here
Teacher/Subject Area Anna Ippolito	Parent Coordinator Randy St. Germain
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Mabel Sarduy	Other (Name and Title) Laura Fahey, A.P.

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program		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		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	645	Total number of ELLs	36	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
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	36	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	2
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	

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
DL										0
ENL	34		1	2		1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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	1	2				1	2							0
Chinese	3	1	2	4		1								0
Russian	1	1	1											0
Bengali			1											0
Urdu														0
Arabic		1												0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							0
Albanian					1									0
Other	3		2	5		2								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	2	1											0
Emerging (Low Intermediate)	2	1	2											0
Transitioning (High Intermediate)	2	1		1										0
Expanding (Advanced)	1		2	4		4	2							0
Commanding (Proficient)		2	1	4	1		1							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		1	1	4	1		1							0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1								0
4	1		3	1					0
5			1	1	2	1			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					3	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.
 Our school uses Fountas and Pinnell for the reading and writing workshop. We also use TCRWP and Scantron Performance. The data provides insight by recognizing if the student is at an early emergent level or not. The quantitative data consists of the TC leveled reading score. Aris also offers the students scores on all predictive tests.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across proficiency levels and grades reveal that the reading and writing scores were lower than the students listening and speaking scores on the 2015 NYSESLAT. The workshop model of instruction is used in order to provide opportunities for listening, reading, speaking and writing. There is differentiated instruction for all ELL students. Opportunities are provided for written and oral responses to literature and the content areas.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Instruction decisions are adjusted to focus on reading and writing skills to help ELL students succeed. Saturday Test Prep Academy is provided to meet the needs of all students who require additional assistance to meet the standards in Math and English. The workshop model of instruction is used to help provide opportunities for all four modalities, reading, writing, listening and speaking.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 In the Spring of 2014, eighteen ELL students took the English Language Arts Exam. Eight of those students scored a level 1. Six of the students scored a level 2. Four of the students scored a level 3. An After-school Title III program is offered to students who need additional instruction to improve literacy skills. Teachers work with students in small group settings. Teachers and students share literacy strategies, apply skills to real text, and respond to focused writing tasks.
 In Spring 2013, nineteen ELL students in grades 3-6 took the Math state test. Six scored a level 1, five students scored a level 2, four

student scored a level 3, and four students scored a level 4. Math instruction is provided in English using ESL strategies and methodology. Bilingual glossaries are available for the students to use. Supplementary math instruction is provided during afterschool and Saturday supplementary programs. ELL Math Assessments are used to create small group instruction, to differentiate instruction and to hit target goals. They are also used for parent communication. Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with their classroom teachers, peer tutoring, and testing accommodations for an additional two years.

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](#).]
Our school uses data to guide instruction for ELLs within the Response to Intervention (Rti) framework by examining running records levels, looking at Go Math assessments, and by teacher observations.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The ENL students have various native languages including: Spanish, Chinese, Japanese, Polish, Albanian, Indonesian, Malaysian, Turkish, and Arabic. Their native languages are valued in our school. Several teachers in our school speak other languages and are able to translate to the student if needed. The children use their native languages to communicate to each other during the school day. The school has a translation policy where we can hire people from agencies to come in and translate at parent/teacher conferences, parent workshops and PA meetings. City and state tests are translated into a variety of native languages and offered to the ELL students. Bilingual glossaries are provided for Math tests and are available in many languages.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We use the NYSESLAT scores, state tests and inquiry team data to evaluate the success of our ENL program. NYSESLAT scores are reviewed at the beginning of the year to set goals for the program and target ELL students for small group instruction.

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.
The first step is to have all parents of incoming newly enrolled students complete the Home Language Identification Survey (HLIS) which includes an informal oral interview. This initial screening and interview is conducted by Ms. Fisher, the ENL teacher, or Mrs. Gonzalez, the Assistant Principal. Administering the NYSITELL, is conducted by a licensed ENL teacher, within five days of enrollment. In addition, the Spanish Lab is administered to Spanish-speaking students who don't pass the NYSITELL. The Spanish LAB is administered by the Network ELL Specialist who is a native Spanish speaker.
The Home Language Survey is completed by the parent or guardian in the native language, with assistance of a translator, if needed. The school has identified bilingual staff in the event the ENL teacher needs assistance with translation. Bilingual staff include:
Mr. Sansaricq-French
Mrs. Ippolito-Portuguese
Mrs. Wand- occupational therapy teacher, Hebrew
Mrs. Goldberg- teacher, Hebrew, Spanish
Mrs. Sawicki-German
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).
The HLIS form is reviewed to see if the new admit has attended school in their native country. Student work is also taken into consideration when evaluating 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).
The language proficiency team will consist of the ENL teacher, SBST team members, and classroom teacher. The HLIS will be reviewed, and the team will decide together if the new admit with the IEP needs to take the NYSITELL.

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.
Entitlement and non-entitlement letters will be sent home within five school days after the NYSITELL is scanned. If a program selection form is not returned promptly, a note is sent home and a phone call is then made to that parent. An additional meeting is then set up. This is the process to ensure that all ELL parents have a program choice. In addition to Parent Orientation Sessions, the parent coordinator notifies ELL parents of all ELL conferences outside of the school throughout the year. She makes sure that letters are translated and sent home in the students' native language. Placement letter records are maintained and stored in the student cumulative folder and the ENL room.
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 letter will be sent home informing the parents that they have the right to appeal ELL status within 45 days of enrollment.
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.
In the beginning of the year, a Parent Orientation Session is held which describes in great detail all three program choices. All parents or guardians of newly enrolled ENLs are sent Entitlement Letters indicating the date and time of the parent orientation session. These letters are sent in English as well as in their Home Language. The parents watch the parent orientation video in their native language, if available. They are given the opportunity to ask questions they may have. Memos and follow-up phone calls are an integral part of the outreach process. Parent orientations are conducted on an as needed basis throughout the school year. Additional orientations are given when a newly arrived ENL student is enrolled in our school. The ENL teacher, and parent coordinator present this orientation. Translation assistance is available at these parent orientations. Parents are encouraged to ask questions about the three choices they are given. A Guide For Parents brochure is distributed in different languages. A parent video is shown in different languages at the orientation. A parent selection survey is then completed by the parents where they have the opportunity to choose which program they want their child to participate in. These surveys are then reviewed by the ENL teacher.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
If a program selection form is not returned promptly, a note is sent home and a phone call is then made to that parent. An additional meeting is then set up. This is the process to ensure that all ENL parents have a program choice. In addition to Parent Orientation Sessions, the parent coordinator notifies ENL parents of all ENL conferences outside of the school throughout the year. She makes sure that letters are translated and sent home in the students' native language. Placement letter records are maintained and stored in the student cumulative folder and in the ENL room.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If a Parent Survey and Program Selection form is not returned and completed, a letter is sent home, along with a phone call to the parent. An additional meeting is set up for the parent to come in and watch the parent orientation video.
9. Describe how your school ensures that placement parent notification letters are distributed.
After each student takes the NYSITELL, is it determined on ATS whether that child will be in the ENL program. A placement parent notification letter is then sent home with each student. There is a checklist to make sure each child receives this letter after testing takes place.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ENL documentation originals remain in the student cumulative folder. Copies of all letters sent home are made for the ENL classroom. This includes the entitlement, non-entitlement and continued entitlement letters.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All students in the ENL program are administered the four subtests of the NYSESLAT each Spring. The RLER is printed out to ensure all eligible students are tested.
During the month of September, continued entitlement letters are distributed in sealed envelopes to all ELLs who did not pass the NYSESLAT. Envelopes are sent home in students' backpacks. Students who passed the NYSESLAT receive the non-entitlement letter following the procedure described above.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Entitlement and transitional support parent notification letters are distributed to all ENL students. They are distributed in sealed envelopes to each ENL. The envelopes are sent home in students' backpacks.
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).

2014-2015 Program Selection Forms and Parent Surveys were reviewed and 67% of ELL parents selected the ENL program as their first choice, 22% selected the TBE program and 11% selected the DL program. P.S. 101 offers an ESL program. This program is aligned with what most parents requested.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Our ENL program organizational model for grades K-6 is a combination Push-In (Integrated) and Pull Out (Stand Alone) model. Our ENL program features students of heterogeneous or mixed proficiency levels in each class.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
As determined by the NYSITELL and NYSESLAT testing results and state mandates, there are currently 6 beginner students, 5 low intermediate students, 4 intermediate students, 11 advanced students, and 9 commanding students. The beginning and low intermediate students are serviced 8 periods a week for a total of 360 minutes. The advanced students receive 4 periods a week of ENL instruction for a total of 180 minutes. They also receive 180 minutes per week of ELA instruction. Commanding students also receive 2 periods a week of ENL services for a total of 90 minutes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The ENL Program addresses the ENL students' needs, while aligning their goals and lessons to the ENL state standards. The instructional strategy used is the Balanced Literacy Approach, using the workshop model for instruction in reading and writing. In addition ENL instruction is also delivered using ENL strategies, hands-on activities, visuals, role-playing and differentiated instruction. Common preparation periods are used to align lesson plans with the classroom teachers. Instructional materials include picture and bilingual dictionaries, a leveled classroom library, visuals, Leapfrog, books on tape, ENL computer programs, Addison Wesley Book Series, and Reading Eggs Computer Program. The ENL library, and school library contain native home language books.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELL students in the Free Standing ENL Program are evaluated in English since English is the language of instruction. However, ELL students in the testing grades are provided with the translated versions of State exams whenever available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ENL newcomers, SIFE students and long term ELLs are offered the Title III After-school program, Saturday Academy, tutoring by our teachers under circular 6R, and the extended day program. They are also offered parent volunteer tutoring, peer tutoring, and student teachers working 1:1 with ELL students. In addition, we have implemented a new technology program called Reading Eggs to help develop language and literacy skills. Since ELA testing is now required for ELLs after one year, these students are provided with Saturday ELA test preparation. ELLs identified as having special needs will also be offered counseling, extended day and SETTS.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing

Chart	Long Term
e.	Former ELLs up to two years after exiting ELL status Instruction is differentiated for ENLs according to their proficiency level on the NYSITELL and NYSESLAT state tests. Students are provided with the opportunity for hands-on activities, visuals, and role-playing. ENL newcomers, SIFE students and long term ENLs are offered the Title III After-school program, Saturday Academy, tutoring by our teachers under circular 6R, and the extended day program. They are also offered parent volunteer tutoring, peer tutoring, and student teachers working 1:1 with ELL students. In addition, we have implemented a new technology program called Reading Eggs to help develop language and literacy skills. Since ELA testing is now required for ENLs after one year, these students are provided with Saturday ELA test preparation. ENLs identified as having special needs will also be offered counseling, extended day and SETTS. Students who attained proficiency on the NYSESLAT are entitled to testing accommodations for two years. Accommodations include: extended time (time and a half), separate location, selected directions/passages read more than once, bilingual glossaries, and translated versions of the test, if available.
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 <u>ELL Policy and Reference Guide, Re-Identification of ELL Status</u> section.
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? ENL-SWD students are provided with the same grade-level materials as general education students but with additional scaffolds such as Thinking Maps to help them organize information. ENL-SWD have access to high interest non fiction reading materials to ensure that they can read at either their independent or instructional level.
9.	How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment? The two ENL-SWD students are currently in general education classes receiving services.

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.

Chart	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
PROFICIENCY LEVEL					
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
STAND-ALONE ENL	<i>1 unit of study in ENL (180 min.)</i>	<i>.5 unit of study in ENL (90 min.)</i>			
INTEGRATED ENL	<i>1 unit of study in ENL/ELA (180 min.)</i>	<i>1 unit of study in ENL/ELA (180 min.)</i>	<i>.5 unit of study in ENL/ELA (90 min.)</i>	<i>1 unit of study in ENL/ELA or other Content Area (180 min.)</i>	
FLEXIBILITY		<i>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</i>	<i>.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)</i>		<i>.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*</i>
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	<i>STAND-ALONE ENL K-12 Certified ESOL teacher</i>		<i>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)</i>		
<i>The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.</i>					

**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.

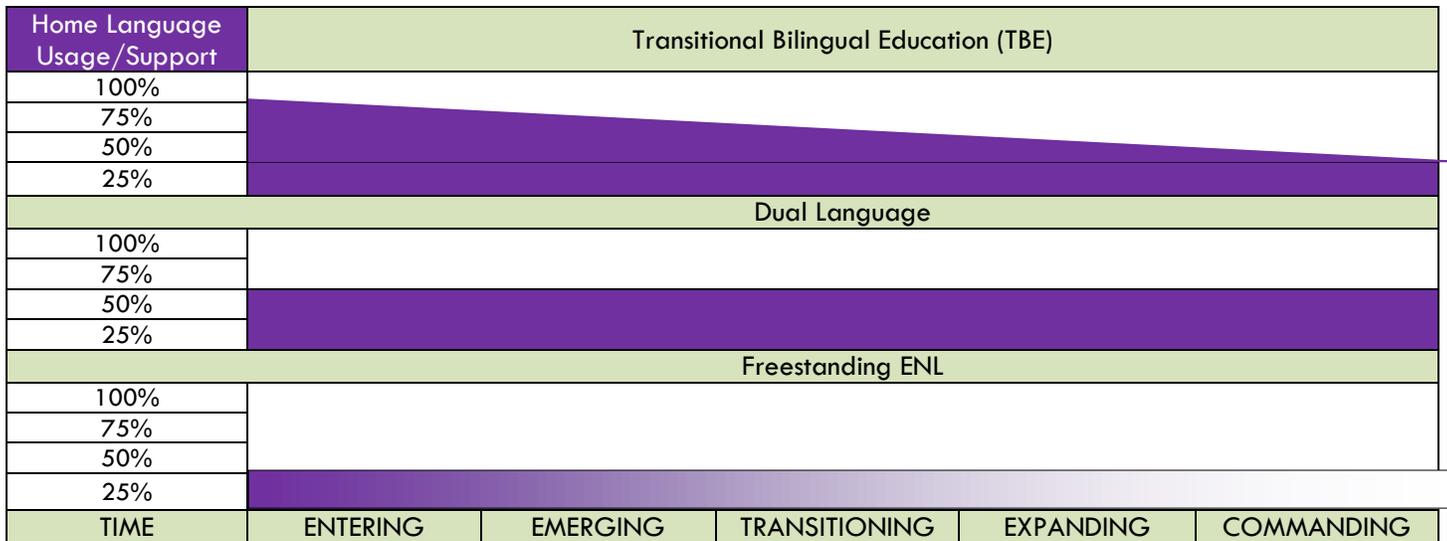


*Note: “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs for ENLs in ELA, Math and all content areas are available for all subgroups. Classroom and the ENL teacher set clear goals and assess ENLs on an ongoing basis. This helps determine student academic progress and his/her level of English language acquisition. Intervention services offered in our school include: Title III Afterschool Program, Saturday Academy, and tutoring by our teachers under circular 6R. These services are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Students reaching proficiency on the NYSESLAT continue to receive transitional support which includes articulating with the classroom teacher, peer tutoring, AIS, and testing accommodations for an additional two years. Testing accommodations include: extended time (time and a half, separate location, bilingual glossaries, translated versions of the test, if available, and selected directions/passages read more than once. Classroom teachers are encouraged to continue scaffolding language use.
12. What new programs or improvements will be considered for the upcoming school year?
Programs or improvements for the upcoming school year include the Foundations Program for grades K and 1. This will provide extra support for ENLs.
13. What programs/services for ELLs will be discontinued and why?
There are no plans to discontinue any programs or services to ENLs at this time. Our school is always looking for new ways to expand and acquire additional services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All of our ENLs have equal access to all school programs including access to computers, in the technology room and their classrooms. We offer Title III Afterschool programs. Saturday Academy, Resource Room, Speech, Occupational Therapy, Physical Therapy, Counseling and peer tutoring to ENLs in our building when appropriate.
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.
Every classroom has a large multicultural library of fiction and non-fiction books. Additionally, Kindergarten and first grade use the Foundations Program, and all grades use a balanced literacy program specifically designed for ELLs. Kindergarten through sixth grade use Go Math. Computer programs available for our ENLs include: Reading Eggs, Sammy's Science House, Bailey's Book House, Starfall, Weekly Reader Connect, and Discovery Education.
Addison-Wesley ESL books (levels A through E) are used in the ESL room. Picture Dictionaries by Harcourt Brace and The New Oxford Picture Dictionaries are available in English as well as Russian and Chinese.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered by teachers, paraprofessionals, guidance counselors, occupational therapists, and physical therapists who speak different languages. There are speakers of Hebrew, Spanish, Russian, Portuguese, German and French in our school building. A newcomer is able to meet with these staff members for native language support. Bilingual books and dictionaries are also available in the ENL classroom and library.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Support and resources for ENLs correspond to the ENLs' age and grade level. Kindergarten students receive instruction in the development of expressive language vocabulary and phonics by using the Fountas and Pinnell program. All grades use the Fountas and Pinnell program as well. Our Kindergarten and first grade ENLs are using the Foundations program to learn about and effectively use information about letters, sounds and words. Service providers collaborate with the classroom teacher to provide differentiated instruction for our ENLs.
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).
P.S. 101 assists newly enrolled ENL students before the beginning of the school year. At Pre-K and Kindergarten registration, the ESL teacher and other personnel make sure registration runs smoothly. Translators are available to assist. Students are interviewed with their parents. The ENL teacher makes sure the home language survey is completed accurately. There are Kindergarten orientations in May where parents of newly enrolled students get to meet the Kindergarten teachers and get a tour of the school.
19. What language electives are offered to ELLs?
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)

Teachers attend in-house PD presented by the school administration on various CCLS related topics.

During Monday and Tuesday Professional Development time the ENL teacher will present different ENL strategies to be used in the classroom as well as resources available to students, teachers, and parents at home or at school.

During Tuesday professional responsibility time, common planning with each grade level to ensure ENL students have access to material being learned by infusing strategies to help ENL students in the classroom daily.

During Deeping the Content of Knowledge planning (10/5, 12/7, 2/29, and 4/18) ENL teacher will bring ENL strategies and resources into the curriculum to support ENL students at each grade level.

Teacher's across all grade levels and subject ares also meet on Monday's during the weekly PD's in Professional Learning Cycle groups and focs on different ways ot raise the level of our students in reading, writing, and math. These PLC's incllue but are not limited to: The Continuum of Literacy Learning, Word Study in Action, Go Math! Peer Assessment, Writing Workshop Assessment, and Leveled Literacy Intervention.

ENL teacher will help/assist in the creation of assessment for students to be able to peer and self-assess at their own level.
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?

During common preparation periods, classroom teachers meet with the ENL teacher to plan content area lessons and differentiate instruction for the ELLs. ELL teachers are invited to attend meetings from the support center as well as Office of ELLs workshops.

Teacher's College Coach meets with the ENL teacher one-to-one to discuss and implement different ENL strategies to be used during the TC Units of Study in reading and writing with the varied level of students and grade levels and ways to meet the Common Core Learning Standards for all students.

During PD on What Can I Teach From This? Data Driven Running Records/Small Group Instruction ENL teacher will be paired up with grade level colleagues to plan for small group instruction by looking at data, Common Core Learning Standards, and ENL strategies to use to move them levels and increase their understanding of the English language across all modalities (reading, writing, lsteining, and speaking).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ELLs are assisted as they transition from elementary to middle school. The ELLS attend an orientation in May at the middle school. They are provided with a tour of the new school.
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.

ENL Professional Development will take place during the designated Chancellor's Conference Days, faculty and grade conferences, montly ENL Liaison meetings and outside conferences and workshops provided by the Office of English New Language Learners, BETAC, and ENL support center. Professional development sessions will be facilitated by administrators and outside professional development providers.

P.S. 101's ENL Professional Development Program will provide teachers will scaffolding and differentiated instruction strategies for teaching English Language Learners, second language acqisition theory, NYSITELL/NYSESLAT/ENL Periodic assessment data analysis, building academic language, enriching the ENL student through technology, and NYSESLAT strategies.

ENL teacher will provide and show best practices to be used in the classroom for ENL students and share resources available to reach ENL students at all different levels. Any PD's attended by the ENL teacher will be turn-keyed for fellow staff members.

Evidence of ENL Professional Development, such as agendas, sign-in sheets, etc. will be kept on file and maintained by the ENL teacher.

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?

Appointments are set up for ELL parent meetings during the parent involvement hours each Tuesday. Translation is provided for the parent if needed through the Office of Translation Services.

ENL teacher reaches out to and meets regularly with parents of ENL students on Tuesdays during parent involvement/engagement hours. During the Tuesday meetings ENL teacher meets with parents individually or in small groups to discuss an individual child's progress as well as goals for the program. Parents look at the students work over time and next steps are explained to parents to help their child improve both at home and school and in all content areas.

It is also explained to the parents the different levels of language acquisition. Different levels of language acquisition are defined by different characteristics at each level. These characteristics are explained and modeled what it might look like for their child.

ENL teacher also meets with small groups of parents to discuss ENL strategies to help their child at home in reading, writing, math, and other content areas. Also, ENL teacher sends out a survey asking parents what they would like to meet about. Based on the feedback small groups are formed to meet the needs of the parents.

Upon arrival of a new student into the ENL program, a meeting is setup with the parents to come in to view the different programs available to ENL students. During this meeting expectations and goals of the program are discussed, CCLS, and the model used in our school.

Translation services are available to parents by our identified bilingual staff if translations assistance is needed by the ENL teacher and parent. Bilingual staff languages include: French, Portuguese, Hebrew, Spanish, Russian, and German. In addition to our bilingual staff, written translations will be provided for all major translations by the Office of Translations in a timely manner. Oral translations are also available on as needed basis either through staff, parent volunteers, or by telephone through the Office of Translation Services.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. P.S. 101 will hold several workshops for parents on various topics including but not limited to : test prep, special education services, parenting skills, discipline, homework and organizational habits, and computers. We also host several parent nights such as family family movie night, international dinner to promote parental involvement. We also have parents as learning partners where the parent comes in once a month a do a lesson for the class. We have Read Across America and Career Day where parents are involved in these activities. The parent coordinator sends out weekly newsletters and calendars via email listing the various school activities. The school website is updated with the latest information for parents and parents are encouraged to visit the website regularly to stay informed.

The Parents Association hosts a Family Movie Night where families come together to watch a movie. There is also an International Dinner Night to promote parental involvement, and to celebrate, share, and learn about the different cultures in our school and community.

Parents as Learning Partners happens once a month where parents come in and teach a class. Some lessons include reading a book and doing an activity, playing an instrument, teaching about their own culture through dance, song, or oral stories.

The role of the Parent Coordinator is to communicate regularly with parents and is the go to person between parents and the school.

Translation services are available through our in-house translators (written and oral). Also, we use the assistance of the Office of Translation and Interpretation for written and oral communication upon parent/guardian request.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The UFT provides workshops for ELL parents and teachers throughout the year. The use of DIAL-A-TEACHER can be accessed by telephone to help and assist their child in daily homework for free. The Parent's Association also set up and planned wellness workshop at Little Flower Yoga in Queens. The Parent's Association also collaborates with Community Based Organizations such as Forest Hills LIJ which provides parents and teacher workshops. These workshops include First Time Parents and Baby Basics. Queens Public library offers workshops for ELL parents in various languages in various locations throughout the year.
5. How do you evaluate the needs of the parents?

We used the data from ATS and the Home Language Identification Survey to determine the different languages spoken by our school families. In consultation with our ENL teacher we determine what languages were needed for document translations.

At the end of the year parents participate in the Parent Survey about the school. The Parent Coordinator and Parent's Association work together in coordinating a team of volunteers to encourage parents to fill out the school survey during Parent Teacher

Conferences and Parent Association meetings.

Parents surveys are sent out through the Parent's Association asking parents what they would like to learn more about. These ideas are then put into future workshops held at the school.

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

The school will provide materials and training to enable parents to work with children to support their academic achievement. The school will provide appropriate support services for students to assist with the home-school connection. Written translations will be provided for all major school announcements. Documents for translation will be sent by email to the Office of Translation, or provided by in-house staff, in a timely manner to ensure that they can be sent home with the students. Oral translation will be provided on an as needed basis either through staff, parent volunteers, or by telephone through the Office of Translation and Interpretation. The school determines through ATS the primary language spoken by each parent and if the primary language is not English whether the parent needs translation services. Translation services will be provided when necessary during Parent/Teacher Conferences or during any other meeting between teacher and parent.

Workshops are held throughout the year for parents. There are parent surveys sent home by the Parents Association. The surveys indicate the needs of the parents to be addressed in future workshops in the school. Also, if translations are needed we use in-house staff or the Office of Translation and Interpretation.

The Parent Coordinator serves as the middle person for communication purposes between the parents, community, and teachers at the school.

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.

School Name: PS101**School DBN: 28Q101**

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)
Monique Paniagua	Principal		9/15/15
Irtis Gonzalez	Assistant Principal		9/15/15
Randy St. Germain	Parent Coordinator		9/15/15
Michelle Rao	ENL/Bilingual Teacher		9/15/15
	Parent		
Allison Harris	Teacher/Subject Area		9/15/15
Anna Ippolito	Teacher/Subject Area		9/15/15
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Laura Fahey	Other <u>A.P.</u>		9/15/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q101** School Name: **School in the Gardens**
Superintendent:

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.learnndoe.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.

Needs Assessment was done based on the Home Language Identification Survey to determine the languages spoken in our school. This information is provided to administration, teachers, service providers, and the Parent coordinator. Translated documents are provided for workshops and parent meetings in the necessary languages; i.e. Chinese, Spanish, Russian and Japanese. In addition, the Adult Preferred Language Report is used to determine the preferred language of communication for parents. The findings of this report (RAPL) are used to determine the necessary languages for oral and written communication with parents. According to the RAPL report, the languages with high incidence besides English are Chinese, Spanish, Russian and Japanese.

Consultation with the school's ELL teacher to determine the number of ELL children and their home language to ensure that written translation is provided where necessary. Data from ATS will be provided by the pupil accounting secretary to facilitate written and oral translation when necessary. The parent coordinator will distribute a letter to all staff members at the beginning of the year to make them aware of the opportunities provided by the Translation and Interpretation Unit to communicate with parents in their home language either orally or written.

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.

After summarizing the RAPL report, the major findings reveal that our adult preferred languages for written translation and oral interpretation are: Chinese, Spanish, Russian and Japanese. The Parent Coordinator will request written translated versions of documents from the Office of Translation and Interpretation Unit for distribution to the whole school. Signs & Posters indicating "Interpretation Services Available" are posted at the main security desk and the main office. In addition signs for "over-the-phone interpretation services" are available at the main security desk and the main office for use by school staff. The school can provide in-house translation in Russian, Spanish, Hebrew, Portuguese, German and French. In the event that additional languages are needed, the school will utilize the over-the-phone interpretation services. The school will use over-the-phone interpretation services when necessary to communicate with parents for individual parent/teacher conferences on an on-going basis. Translated documents are provided at registration. Translated Report Cards will be provided and sent home with English report cards.

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.)

Home Language Identification Surveys and the Parent Preferred Language Report (RAPL) indicate the home language of the student and the preferred language of communication for the parent. This information is provided to administration, teachers, service providers, and the Parent coordinator. Written translation services will be provided either in-house or by using the Department of Education's Translation & Interpretation services. Teachers will provide the English version for translation to the Parent Coordinator. The document will either be translated in-house for short memos or sent to Translation & Interpretation. Report cards are sent home in the child's native language when available.

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.

There will be a parent orientation for newly admitted ELLs in the beginning of the school year. Parent-teacher conferences are held 4 times throughout the year. The attendance teacher is here weekly and makes phone calls as needed to the parents. Curriculum night will be held in September. Each Tuesday is designated for parent engagement meetings. Our parent coordinator has monthly workshops.

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 school has bilingual staff in the following languages; Spanish, Russian, Hebrew, Portuguese, German and French. Teachers will be given the information regarding oral translation services provided over-the-phone by the Translation & Interpretation Unit. In certain instances, in-house staff may be called upon for oral translation services.

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.

The school has bilingual staff in the following languages; Spanish, Russian, Hebrew, Portuguese, German and French. Teachers will be given the information regarding oral translation services provided over-the-phone by the Translation & Interpretation Unit. In certain instances, in-house staff may be called upon for oral translation services.

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.)

In our staff handbook, all teachers are provided with the phone number and information to call the translation helpdesk. The language access coordinator provides all teachers with the written flyer.

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

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)