

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

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

**27Q104**

**School Name:**

**P.S. 104 THE BAYS WATER**

**Principal:**

**KATIE GRADY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 104 The Bayswater School School Number (DBN): 27Q104  
Grades Served: PreK, K, 1, 2, 3, 4, 5, SE  
School Address: 2601 Mott Avenue  
Phone Number: 718-327-1910 Fax: 718-337-2146  
School Contact Person: Kathleen Grady Email Address: KGrady@schools.nyc.gov  
Principal: Kathleen Grady  
UFT Chapter Leader: Denise Johnson  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: Ellen Trachtenberg  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Cathy Denton  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Blvd. Ozone Park, NY  
Superintendent's Email Address: mbarton@schools.nyc.gov  
Phone Number: 718-642-5770 Fax: 718-348-2994

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd Ozone Park, NY  
Director's Email Address: Mwilks@schools.nyc.gov  
Phone Number: TBD Fax: TBD

## 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)
Kathleen Grady	*Principal or Designee	
Denise Johnson	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Maria Rivera	DC 37 Representative (staff), if applicable	
Cathy Denton	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	
Ellen Trachtenberg	Teacher/SLT Chairperson	
Lorraine McCarthy	Secretary/	
Denise Millard	Parent	
Nicole Rhoden	Parent/	
Maritza	Parent/	
Maribel Escobar Arrue	Parent/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Williams	Teacher/	
	Member/	

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

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

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

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

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

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



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 104 is located at the remote eastern end of the Rockaway peninsula in Queens. Our original school building is more than seventy-five years old; with a "modern" addition that was built in 1966. The building, home to approximately 710 students in grades pre-kindergarten to five, is in good physical condition and well kept. We have maintained student attendance at an average of 91% this year and last year. Our community's poverty level was last measured in 2008 with 80% of our students eligible to receive free lunch. PS 104 is a designated Title I Universal School Meals school since 2008.

According to the latest available ethnic census the largest ethnic group of our student population is Black (50%) and the next largest ethnic group is Hispanic (39.6%) The remaining ethnic groups are 4% Asian, 4.27% White and 1.71% Other. Our school divided by gender is 49% female and 51% male. The percent of English as a New Learners (ENLs) is 10% while Students with Disabilities (SWDs) counts as 20% of our student population.

The school houses the following classes: four full day pre-kindergarten classes, five full day kindergarten classes four first grade, and three classes each on Grades 2-5. Sixty nine (69) students are enrolled in our self-contained special education program with a 12:1:1 class on each grade K-5. Forty one (41) students with disabilities are enrolled in our integrated co-teaching classes. There are approximately seventy five (75) English as a New Language Learner (ENLs) students who receive English as a New Language instruction via a push in-pull out model.

The administration is comprised of a Principal and a school based intermediate supervisor (Assistant Principal). The staff includes classroom teachers and cluster teachers. Support personnel include one intervention teacher, one ENL teacher, and ten paraprofessionals. Student support services personnel include a .5 special education teacher support service teacher (SETSS), one guidance counselor, one adaptive physical education teacher, one occupational therapist, one physical therapist, two speech teachers, a school assessment team (SAT) and a .5 individual education planner (IEP teacher). Additional staff includes one parent coordinator, two secretaries, custodial staff, five school aides, one DOE nurse, cafeteria staff and two school safety agents.

### **PS 104Q MISSION STATEMENT:**

Families, staff and community will collaboratively nurture the growth of the PS 104 child academically, socially and emotionally. We will achieve and maintain high standards in all we do. As a family, we will encourage our children to envision and then reach their goals. Through caring about themselves, each other and their neighborhood, our students will become self-reliant, committed citizens of the 21<sup>st</sup> Century.

### **COMMUNITY PARTNERSHIPS:**

The scope of PS 104's involvement with outside agencies that bring services to our students and families is as follows:

● **Safespace Afterschool** – This local, community based program services our students afterschool Monday-Fridays till 6:00 pm. Activities include homework help, art, dance, athletics etc. Safespace also provides PS 104Q families counseling and social work services where applicable. Safespace has an outreach worker housed in our building.

● **KidsmART Afterschool** - This art program is given to us by the Rockaway Artists Alliance (RAA). They service students afterschool four days a week providing arts and crafts, music, dance and homework help.

• **Arts Collaboration:** Due to the outreach efforts of Marsha Fennik, music teacher, PS 104Q is partnered with the following organizations that provide cultural events to enhance our students' appreciation for the arts. These include Carnegie Hall, Music for Many, American Ballet Theater;

• **Queens District Attorney's Star Track Program:** For the past 20 years, PS 104Q has worked with the Queens DA's office to promote an anti-violence message among our youth with a focus on Grade 5. Representatives from the office come in every other week to provide instruction in the Grade 5 classrooms on a variety of topics to promote peaceful interaction among our students. This initiative also entails schools networking with community organizations through the Queens DA's office. Grade 5 classes attend the Queens County Courthouse to observe the law in action and additionally prepare a mock trial. Our culminating activities include "Say No to Violence Week" and the Tennis Event at Arthur Ashe Stadium.

• **School Wellness Council** - This wellness grant serves as the umbrella for all of our health/wellness initiatives including our annual Community Health Fair, Achilles Kids, Mighty Milers, "Play it Forward", Swim for Life and our "walkathon" initiative;

• **Common Cents Penny Harvest:** Participating in this service learning initiative, our students work to raise pennies for Common Cents that goes towards community service projects including food pantries, toiletries for homeless women, pet rescue shelters.

• **Rockaway Hope-** This community based program provides the PS 104 students multiple learning experiences both in and beyond the school day. We have also been linked with the Edgemere Farm through Rockaway Hope. Rockaway Hope has an outreach worker housed in our building. On a monthly basis, Rockaway Hope visits our school during the lunch periods for "Rockaway Dance Recess" where they provide a DJ, music, sports activities etc. for our students.

• **Bowery Mission:** Through our connection with Rockaway Hope, we link with the Bowery Mission's Camp Woodlawn that provides summer sleep away camp to over 150 Far Rockaway children.

### **P.S. 104's Strengths**

The strengths of the PS 104Q family are numerous. Our staff is extremely competent, caring and promote the education of the whole child. Our learning environment is excellent in that our school is very safe, friendly and welcoming. Families are regularly in and out of the building attending special events including school-wide, grade and individual class celebrations. Our parent coordinator and PTA work closely with our families to ensure the best possible education for all students. PS 104Q has numerous partnerships with a variety of community based organizations that bring exceptional programs to our children both during the day and afterschool.

### **P.S. 104's Areas of Challenge**

Student progress and performance continue to be our greatest challenge in both English Language Arts and Mathematics. With the changes to curriculum and assessment in light of the Common Core Learning Standards, our students, like so many others across the state and city, are having difficulty. Thus, we have incorporated a number of changes that we hope will have a long term impact. One such change is our focus on "explicit vocabulary instruction" across all content areas in order to support student language facility in discussion, reading, writing and problem solving.

### **Areas of Most Growth**

The area of most growth for PS 104Q has to do with teacher teams, collaboration and professional learning. Our professional learning team initiative has been in place for the past seven years and has immensely impacted the culture of our school. Teachers take ownership of an entire grade as opposed to a single class. Ideas are regularly shared vertically and horizontally. Teachers work together using "looking at student work" protocols to further refine student tasks and accompanying instruction. In order to continue to improve in this area, PS 104Q plans to restructure our

teacher teams so that all teams (Principal's Cabinet, Pupil Personnel Team, Vertical Inquiry Team and Professional Learning Team) all have grade representatives on each team in order to improve the communication across the building.

**Areas of Focus for the 15-16 School Year**

The PS 104Q 15-16 Instructional focus is on language development across the content areas through accountable talk/discussion, vocabulary development and the reading/writing connection. By focusing on listening, speaking and writing academic vocabulary, we hope to foster higher level thinking with a strong language foundation as its core.

## 27Q104 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	705	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
School Composition (2013-14)				
% Title I Population	79.8%	% Attendance Rate		91.0%
% Free Lunch	69.1%	% Reduced Lunch		0.8%
% Limited English Proficient	7.8%	% Students with Disabilities		20.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		58.0%
% Hispanic or Latino	32.5%	% Asian or Native Hawaiian/Pacific Islander		5.2%
% White	3.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		7.92
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	20.4%	Mathematics Performance at levels 3 & 4		28.8%
Science Performance at levels 3 & 4 (4th Grade)	78.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	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		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

Even though we received a “well developed” in the area of rigorous curriculum on the 14-15 Quality Review, we recognize that our efforts need to be further enhanced to improve student learning outcomes on both formative and summative assessments. According to the 13-14 School Quality Guide, student performance trends across all sub groups in mathematics indicated a downward slide from 12-13 school year. The sub group most affected was our lowest third with an average 20% drop on the math growth percentile. Additional data gleaned from the 14-15 *ADVANCE* indicates that 16% of staff were developing in the area of instruction and another 6% were ineffective. As a result, our rigorous instruction focus is to refine our teacher teams approach to improving instruction.

### 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, 100% of classroom teachers will align assessments to curricula, analyze assessments, and adjust instruction toward achieving Math Common Core Learning Standards, to improve student progress, as measured by a 5% growth percentile increase of our lowest third in Grades 3-5 on the New York State Mathematics Assessment .

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Professional Learning Opportunities (PLOs):</b> Strategically selected teachers will attend professional learning opportunities provided by the Queens South Borough Field Support Office and other vendors. Some of the topics of the PLOs will be:</p> <ul style="list-style-type: none"> <li>o Implementing the CCLS instructional shifts</li> <li>o Student engagement</li> <li>o Data analysis to refine curriculum</li> <li>o Standards for Mathematical Practices</li> </ul> <p>The information and strategies will be turn-keyed to colleagues during Monday PLO time.</p>	<p>Strategically selected Teachers, IEP Teacher, SETSS teacher, classroom teachers.</p>	<p>September, 2015 – June 2016</p>	<p>Administrators, Select Teachers</p>
<p>Teacher Teams will collaborate bimonthly to analyze student work and the resulting data. This analysis will drive instruction to meet the needs of students, with a focus on students identified as the lowest third, SWD, and ELLs.</p>	<p>Grade Leaders, Grade Data Specialists, Teacher Teams</p>	<p>September 2015 – June 2016</p>	<p>Grade Leaders, Grade Data Specialists, Teacher Teams, Administration</p>
<p>Select teachers will facilitate family workshops with a focus on the Math CCLS, mathematical practices and specific strategies used in grade bands (K-2, 3-5).</p>	<p>Students, Families</p>	<p>September 2015 – June 2016</p>	<p>Select teachers representing all grade bands (K-2, 3-5)</p>
<p>Teachers will provide small group instruction during the 90 minute math block to focus on addressing the learning gaps in mathematics. These flexible groups will be formed based on formative assessments and informal checks for understanding.</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>All classroom teachers, administration</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.

Substitutes to enable selected teachers to attend PLOs

Go Math Resources

Math Resources, rubrics and checklists for parents

Technology for PLOs

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

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

**Part 5 – Progress Monitoring**

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

By February, 2016, 100% of teachers will align assessments to curricula, analyze assessments, and adjust instruction toward achieving Math Common Core Learning Standards, to improve student progress, as measured by a 3% increase on the Go Math Mid-Year Benchmark assessment.

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

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

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

**Part 1 – Needs Assessment**

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

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

**Section 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.

According to the 13-14 School Quality Guide, student performance trends across all sub groups in mathematics indicate a downward slide from 12-13 school year. The sub group most affected was our lowest third with an average 20% drop on the math growth percentile. Additional data gleaned from the 14-15 *ADVANCE* indicates that 16% of staff were developing in the area of instruction and another 6% were ineffective. Our 14-15 Quality Review feedback also indicates that even though our school is proficient in 4.2 “structured professional collaborations,” a more rigorous and transparent approach to “looking at student work” and data analysis for trends needs to be implemented especially in the area of mathematics. As a result, we have chosen to focus our teacher team efforts in the area of “3C Engaging Students in Learning.” By looking at student performance, teacher practice, and resulting learning outcomes, we hope to improve our lowest third’s facility with mathematical problem solving.

### 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, teachers will engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide our lowest third population, including SWD’s and ENL’s, with scaffolded support needed to show growth as evidenced by an average 10% increase on Grades 3-5 math student growth percentiles for our lowest third.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>In order to organize for effort, the PS 104Q administration will restructure our teacher team approach by ensuring that the following constructs for success are in place:</p> <p>a) Program a minimum of one, common prep per teacher team in order to provide staff with time during the day to work together.</p> <p>b) Restructure Teacher Teams so that every teacher in the building participates bimonthly on both a horizontal grade team and a vertical school team in the areas of professional learning, pupil personnel, principal’s cabinet, vertical inquiry and language proficiency/special education implementation teams.</p> <p>c) Increase communication among staff by grade representatives bringing back the information from each team meeting to the grade team meeting.</p>	<p>Teacher Teams</p>	<p>September, 2015</p>	<p>School-wide data specialist, grade data specialist, teacher teams, testing coordinator, administration</p>
<p>Conduct analysis of released questions from State ELA/Math Exams to determine student expectations and implications for instruction when compared to student performance.</p>	<p>All Teachers and paraprofessionals</p>	<p>September, 2015 – October 2015</p>	<p>Vertical Inquiry Team, All Teachers, Data Specialist, Grade Data Specialists, Administration,</p>
<p>Conduct item analysis of BOY math baseline assessments to identify trends and monitor progress toward established goals.</p>	<p>All Teachers and paraprofessionals</p>	<p>September, 2015 – October 2015</p>	<p>Teacher Teams, Grade Data Specialist, School Data Specialist, Administration</p>
<p>Professional Learning Opportunities Each Monday for 80 minutes and on each Tuesday for 35 minutes teachers will participate in vertical and horizontal professional learning opportunities to share/experience best practices, looking at student work, identifying trends via data analysis and modifying instruction.</p>	<p>All Teachers and paraprofessionals</p>	<p>September, 2015 – June, 2016</p>	<p>Professional Learning Team, All Teachers, Administration</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Math Item Skills Analysis for 2014 State Exam and September 2014											
Professional Resources for PLOs											
Scheduling adjustments											
Go Math Resources											
Fluency Resources											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016, teachers will engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide our lowest third population, including SWD’s and ENL’s, with scaffolded support needed to show growth as evidenced by an average 5% increase for all grades on the Go Math Mid-Year Assessment.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

Data gleaned from 14-15 *ADVANCE* indicates that 16% of staff were developing in the area of instruction and another 6% were ineffective. Our 14-15 Quality Review feedback also indicates that even though our school is proficient in 4.2 “structured professional collaborations,” a more rigorous and transparent approach to “looking at student work” and data analysis for trends needs to be implemented especially in the area of mathematics. As a result, we have chosen to focus our leadership efforts by building leadership capacity among staff in the area of “3C Engaging Students in Learning.” By providing the constructs to engage teachers in developing their own leadership capacity and by providing the forums where this capacity can be nurtured, we aim to strengthen our teacher teams thereby promoting and improving student engagement for all students including our SWD, ENL and at risk populations.

### **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 June 2016, leadership will restructure all teacher teams in order to promote effective communication, build leadership capacity vertically and horizontally, and improve teacher practice as evidenced by a 10% increase from developing to effective in Danielson Framework for Teaching component 3e: Engaging Students in Learning.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
	<p>In order to organize for effort, the PS 104Q administration will restructure our teacher team approach by ensuring that the following constructs for success are in place:</p> <p>a) Program a minimum of one, common prep per teacher team in order to provide staff with time during the day to work together.</p> <p>b) Restructure Teacher Teams so that every teacher in the building participates bimonthly on both a horizontal grade team and a vertical school team in the areas of professional learning, pupil personnel, principal’s cabinet, vertical inquiry and language proficiency/special education implementation teams.</p> <p>c) Increase communication among staff by grade representatives bringing back the information from each team meeting to the grade team meeting.</p>		
<p>Principal’s Cabinet: Administration will restructure the cabinet to include one grade leader per grade, a cluster leader, UFT</p>	<p>Grade Leaders,</p>	<p>September, 2015 – June, 2016</p>	<p>Grade Leaders,</p>

<p>Chapter Chairperson, UFT Paraprofessional representative and administration.</p> <p>a) Via these bimonthly meetings held on Tuesday afternoons, the cabinet will address all issues that are pertinent to instruction, student performance, at risk services, material purchasing and all administrative communications.</p>	<p>UFT Chapter Chairperson, UFT Paraprofessional Representative, Administration</p>		<p>UFT Chapter Chairperson, UFT Paraprofessional Representative, Administration</p>
<p>Professional Learning Team (PLT): The Professional Learning Team consisting of one grade representative, inclusive of special education and general education teachers, will conduct a September survey. This teacher led team will analyze <i>ADVANCE</i> data in order to provide staff with professional learning opportunities that directly align with teachers' areas of need. Throughout the year, the PLT will invite every teacher in the building a minimum of twice to participate in presenting a professional learning workshop that meets teacher needs.</p> <p>b) Administration will work with the PLT by sharing new information related to teacher professional learning and will offer suggestions for workshop topics. These suggestions will come as a direct result of teacher observation and an analysis of teaching trends across the school.</p>	<p>All teachers and paraprofessionals</p>	<p>September, 2015 – June, 2016</p>	<p>Professional Learning Team Leader, grade representatives, paraprofessional representatives, administration.</p>
<p>Pupil Personnel Team: The Pupil Personnel Team consisting of one grade representative, inclusive of special education and general education teachers, will be led by the PS 104Q guidance department. The K-2 and 3-5 guidance counselors and social worker will meet with the team bimonthly in order to provide the appropriate interventions for our at risk student population.</p> <p>1) Since this forum will take place on Tuesday afternoons, referring teachers will be invited to present a case study at the PPT so that data driven decisions as to specific interventions can be employed.</p> <p>2) Communication systems will be improved so that all referring teachers are aware of the outcome of the PPT. All communications will be sent via email.</p>	<p>Referring Teachers and at risk students and families</p>	<p>September, 2015 – June, 2016</p>	<p>Social Worker, guidance department, school psychologist, service providers and grade representatives.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per diem allocation to cover teachers attend on site and off site professional learning.											
Prep period coverage allocation to cover teachers for in house inter-visitations.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016, leadership will restructure all teacher teams in order to promote effective communication, build leadership capacity vertically and horizontally, and improve teacher practice as evidenced by a 5% increase from developing to effective in Danielson Framework for Teaching component 3e: Engaging Students in Learning.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

**Section 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)	Teacher College Benchmarking, NYSELA exam, formal and informal classroom assessments, teacher observation; Schoolnet assessments	<p><b>Tier I Interventions</b></p> <ul style="list-style-type: none"> <li>• 120 Minute Literacy Block</li> <li>• Differentiated instruction</li> <li>• Guided Reading</li> <li>• 1:1 conferencing addressing individual student need</li> <li>• Core Knowledge Literacy K-3</li> </ul> <p><b>Tier II Interventions:</b></p> <ul style="list-style-type: none"> <li>• Foundations Phonics– K-3</li> <li>• Great Leaps Fluency– 2-5 SWD</li> <li>• Early Success Comprehension - Grade 1-2</li> <li>• Metacognitive Strategies Comprehension Instruction</li> <li>• Grades 1-5 - comprehension instruction</li> </ul>	<p><b>Tier I Interventions</b></p> <ul style="list-style-type: none"> <li>• Whole Class</li> <li>• Whole Class, Small Group, 1:1</li> <li>• Small Group, 1:1</li> <li>• 1:1</li> <li>• Whole Class, Small Group</li> </ul> <p><b>Tier II Interventions:</b></p> <ul style="list-style-type: none"> <li>• Small group pull out</li> <li>• Independent Computer Assisted</li> <li>• 1:1</li> <li>• Small Group push in/pull out</li> <li>• Small Group push in/pull out</li> <li>• Small Group pull out</li> <li>• Small Group push in 10:1 ratio</li> <li>• Small Group afterschool</li> </ul>	<p><b>Tier Interventions</b></p> <ul style="list-style-type: none"> <li>• Daily during the day</li> <li>• Daily during the day</li> <li>• 3x per week during the day</li> <li>• Minimum of 1x per week during the day</li> <li>• Daily during the day</li> </ul> <p><b>Tier II Interventions:</b></p> <ul style="list-style-type: none"> <li>• 2-3x per week during the day</li> <li>• 2-3x per week during the day</li> <li>• Daily during the day</li> <li>• 2-3x per week during the day</li> <li>• 2-3x per week during the day by intervention specialist</li> <li>• 1x per week during the day by a teacher on their administrative period</li> <li>• 1x per week for 50 minutes during 37.5</li> </ul>

		<ul style="list-style-type: none"> <li>• CKLA/Reading in the Content Area Skills Work - Grades 1-5</li> <li>• ELA Skills Work/Reading in the Content Area/Test Preparation Afterschool program- Grades 3-5</li> <li>• Summer School - Grades 3-5-</li> <li>• At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students</li> <li>• Safe Space OST After school tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Small Group Instruction pull out</li> <li>• Small Group instruction afterschool</li> </ul>	<p>minutes tutoring time</p> <ul style="list-style-type: none"> <li>• 2x per week for 2 hours per week for 6 weeks after school</li> <li>• 4 days a week for six weeks with 2 hours per day</li> <li>• Minimum of 2x per week depending upon student need</li> </ul> <p>Minimum of 2x per week depending upon student need</p>
<p><b>Mathematics</b></p>	<p>Math inventories, baseline assessments, NYS Math exam, Go Math Chapter and Unit assessments, formal and informal classroom assessments, teacher observation, Schoolnet assessments</p>	<p><b>Tier I Interventions</b></p> <ul style="list-style-type: none"> <li>• Grades K-5 : 90 minutes Math</li> <li>• Differentiated instruction based on need with Tiered assignments</li> <li>• Remediation/Enrichment Harcourt Go Math</li> </ul> <p><b>Tier II Interventions</b></p> <ul style="list-style-type: none"> <li>• Math Skills Work - Grades 1-5</li> <li>• Math Skills Work/Test Preparation - Grades 3-5</li> <li>• Administrative Period Skills instruction</li> <li>• Summer School - Grades 3-5 Instruction</li> <li>• At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students</li> </ul>	<p><b>Tier I Interventions</b></p> <ul style="list-style-type: none"> <li>• Whole Class, small group, 1:1</li> <li>• Individualized</li> <li>• Small Group and 1:1</li> </ul> <p><b>Tier II Interventions</b></p> <ul style="list-style-type: none"> <li>• Small Group 10:1 ratio</li> <li>• Small Group afterschool</li> <li>• Small Group, 1:1</li> <li>• Small Group</li> <li>• Small Group</li> <li>Small Group</li> </ul>	<p><b>Tier I Interventions</b></p> <ul style="list-style-type: none"> <li>• Daily</li> <li>• Daily</li> <li>• Daily</li> </ul> <p><b>Tier II Interventions</b></p> <ul style="list-style-type: none"> <li>• 1x per week</li> <li>• Minimum of 2x per week depending upon student need</li> <li>• Minimum of 2x per week depending upon student need</li> </ul>

		<ul style="list-style-type: none"> <li>• Safe Space OST After school tutoring</li> </ul>		
<b>Science</b>	NYS Science exam, formal and informal classroom assessments, teacher observation	<p><b>Tier I Interventions</b></p> <ul style="list-style-type: none"> <li>• Reading in the Content Area instruction through Core Knowledge with a focus on strategies</li> </ul> <p><b>Tier II Interventions</b></p> <ul style="list-style-type: none"> <li>• Administrative Period Skills instruction - Grades 1-5 1:1 or small group instruction based on student needs</li> <li>• At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students</li> </ul> <p>Safe Space OST After</p>	<p><b>Tier I Interventions</b></p> <p>Whole Class, Small group</p> <p><b>Tier II Interventions</b></p> <p>Small Group</p>	<p><b>Tier I Interventions</b></p> <p>Daily</p> <p><b>Tier II Interventions</b></p> <ul style="list-style-type: none"> <li>• 1x per week</li> </ul> <p>Minimum of 2x per week depending upon student need</p>
<b>Social Studies</b>	formal and informal classroom assessments, teacher observation	<p><b>Tier I Interventions</b></p> <ul style="list-style-type: none"> <li>• Reading in the Content Area instruction through Core Knowledge with a focus on strategies</li> </ul> <p><b>Tier II Interventions</b></p> <ul style="list-style-type: none"> <li>• Administrative Period Skills instruction - Grades 1-5 1:1 or small group instruction based on student needs</li> <li>• At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students</li> </ul> <p>Safe Space OST After</p>	<p><b>Tier I Interventions</b></p> <p>Whole Class, Small group</p> <p><b>Tier II Interventions</b></p> <p>Small Group</p>	<p><b>Tier I Interventions</b></p> <p>Daily</p> <p><b>Tier II Interventions</b></p> <ul style="list-style-type: none"> <li>• 1x per week</li> </ul> <p>Minimum of 2x per week depending upon student need</p>
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Recommendation by the Pupil Personnel Team based on various data sources including ATS and OORS	<p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>• Monitor attendance of At Risk students (less than 90%)</li> </ul>	<p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>• Targeted Students</li> <li>• 1:1 with family</li> </ul>	<p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>• Daily</li> <li>• As needed</li> </ul>

		<ul style="list-style-type: none"> <li>• Conducts outreach services</li> <li>• Family counseling</li> <li>• Attendance teacher</li> <li>• Referrals to Support Agencies</li> <li>• Attendance Team</li> <li>• Attendance bulletin board for perfect attendance and most improved with awards</li> </ul> <p><b>Alternative Instruction Suspension Program</b></p> <ul style="list-style-type: none"> <li>• Superintendent Suspension</li> <li>• Uninterrupted Academic Instructional Support</li> <li>• Counseling Provided</li> <li>• Reduced Teacher ratio enabling small group and individualized instruction based on assessed needs.</li> </ul> <p><b>In School Suspension (SAVE) Program</b></p> <ul style="list-style-type: none"> <li>• Uninterrupted Academic Instructional Support</li> <li>• Counseling</li> <li>• Removal to alternative setting within school</li> </ul> <p><b>Conflict Resolution Program</b></p> <ul style="list-style-type: none"> <li>• In class lessons in conflict resolution</li> <li>• Resolving conflict/anger management</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 with family by outside agency</li> <li>• Visits targeted families and works with attendance team</li> <li>• 1:1 with family</li> <li>• Small group of outreach personnel (AP, secretary, school aides, guidance counselor, Attendance teacher)</li> <li>• Whole School</li> </ul> <p><b>Alternative Instruction Suspension Program</b></p> <p>Small group</p> <p><b>In School Suspension (SAVE) Program</b></p> <p>Small group and 1:1</p> <p><b>Conflict Resolution Program</b></p> <ul style="list-style-type: none"> <li>• Whole class, small group. 1:1</li> </ul> <p><b>Guidance Counselor Intervention</b></p> <ul style="list-style-type: none"> <li>• Small group, 1:1</li> <li>• Small group, 1:1</li> <li>• Small group, 1:1</li> <li>• 1:1 with family</li> <li>• Whole class, small group</li> </ul> <p><b>ENL Support Counseling</b></p>	<ul style="list-style-type: none"> <li>• As needed</li> <li>• Case by case basis</li> <li>• Case by case basis</li> <li>• 2x a month</li> <li>• Monthly</li> </ul> <p><b>Alternative Instruction Suspension Program</b></p> <p>Case by case basis</p> <p><b>In School Suspension (SAVE) Program</b></p> <p>Case by case basis</p> <p>Duration of suspension and after</p> <p><b>Conflict Resolution Program</b></p> <ul style="list-style-type: none"> <li>• Monthly</li> <li>• As needed</li> <li>• Case by case basis</li> </ul> <p><b>Guidance Counselor Intervention</b></p> <ul style="list-style-type: none"> <li>• Based on need</li> <li>• Based on need</li> <li>• Based on need</li> <li>• Based on need</li> <li>• Monthly</li> </ul> <p><b>ENL Support Counseling</b></p> <ul style="list-style-type: none"> <li>• Based on need</li> <li>• Based on need</li> </ul>
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		<ul style="list-style-type: none"> <li>• Peer mediation</li> <li>• Family outreach and problem solving</li> </ul> <p><b>Guidance Counselor Intervention</b></p> <ul style="list-style-type: none"> <li>• Group and Individual Counseling</li> <li>• Students not meeting promotional/performance standards</li> <li>• Students experiencing behavioral, emotional, family issues negatively impacting on learning</li> <li>• Referral to support agencies</li> <li>• Whole class/small group guidance lessons</li> </ul> <p><b>ENL Support Counseling</b></p> <ul style="list-style-type: none"> <li>• Guidance Counselor Support Services</li> <li>• Additional Educational Assistants or individualized Attention</li> </ul> <p><b>Social Worker/Psychologist Intervention</b></p> <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Consultation with classroom teachers for development of behavior intervention plans</li> <li>• Crisis intervention/crisis counseling as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, 1:1</li> <li>• Small group, 1:1</li> </ul> <p><b>Social Worker/Psychologist Intervention</b></p> <ul style="list-style-type: none"> <li>• Small group, individual and family</li> <li>• 1:1 with teacher</li> <li>• Small group, 1:1</li> </ul>	<p><b>Social Worker/Psychologist Intervention</b></p> <ul style="list-style-type: none"> <li>• Based on Need</li> <li>• Based on Need</li> </ul>
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified common branch and Special Education teachers.</li> <li>• The payroll secretary and principal will work closely with Queens South HR Director to ensure that all non-HQT meet all required documentation and assessment deadlines.</li> <li>• Mentors are assigned to support struggling and un-qualified teachers.</li> <li>• Retention is never an issue at PS 104Q in that we have lost no teaching staff to open market hiring or resignation.</li> </ul> <p>All hired staff are highly qualified. For those staff members who have not yet attained their masters, Title I funds are available for their education to ensure that they remain highly qualified.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p><b>Activity #1</b></p> <p><u>Citywide Instructional Expectations in ELA:</u> In September via professional development, all staff will continue to work with the citywide instructional expectations that have been developed over the past few years. The PS 104Q foci that align with these expectations include an ELA focus on reading/analyzing informational texts and then writing an opinion/argument in response in addition to problem solving in mathematics. Administration will ensure that all grades have a minimum of one common planning period in addition to an Inquiry team period and also a professional development period for professional learning communities. The principal in collaboration with staff will continue its system for the creation of a yearly ELA overview that is aligned with content, genre and CCLS on a monthly basis. As an outgrowth of the alignment, PLTs will select the content/genre that best aligns with citywide instructional expectations. The PLT will then create a curriculum map that outlines the required skills for CCLS task completion via mapping backwards from the standards . After professional development on unwrapping the standards, the PLTs will create a rigorous, standard driven task and rubric that is a direct outgrowth of the curriculum map. Staff will then design mini-lessons that will support student learning necessary for task completion. PLTs will then implement the</p>

unit of instruction resulting in rigorous tasks. PLTs will then analyze the student work and look to improve strategies and techniques that will further support student learning.

Professional Development: PD will be provided on the following topics: citywide instructional expectations, curriculum mapping, unwrapping the standards, task and rubric creation, looking at student work, Danielson Framework for Teaching, questioning and discussion techniques, close reading in addition to other as needed topics.

Target Populations: All classroom teachers on Grades K-5.

Responsible Staff Members: Principal, Assistant Principal, all K-5 classroom teachers including teachers of SWDs, and Data Specialist.

## **Activity #2**

Citywide Instructional Expectations in Mathematics: Same as Activity #1 with the focus on mathematics. Grade specific foci are as follows: PreK-K: Operations and Algebraic Thinking; Grades 1-2: Number and Operations in Base Ten; Grade 3: Operations and Algebraic Thinking; Grades 4-5: Number and Operations - Fractions

Professional Development: PD will be provided on the following topics: citywide instructional expectations, curriculum mapping, unwrapping the standards, task and rubric creation, task and rubric creation, looking at student work.

Target Populations: All classroom teachers on Grades K-5.

Responsible Staff Members: Principal, Assistant Principals, all K-5 classroom teachers including teachers of SWDs, and Data Specialist.

## **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.).

Our students transition smoothly from preschool into elementary school due to our already having four prek classes in PS 104Q. For those students who are coming from other preschool sites, our transition services include:

- 1) Parent involvement activities that include workshops, trips, in school activities;
- 2) Sharing of records/information from the preschool to PS 104Q;
- 3) Following up on early intervention services and providing similar services if mandated;
- 4) Articulation with the local community based organizations that provide services to prek students.
- 5) "Welcome to PS 104Q Curriculum Night" which is an overview of PS 104's mission, vision, curriculum

#### **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.

As part of the new NYSED and NYCDOE evaluation system, UFT and administration both selected staff members to participate on a Measures of Student Learning Team in which the assessments were chosen that would serve as part of the evaluation system for teachers. The team met regularly to discuss the various MOSL options and made selections. The selections were then presented to the principal for supervisory approval.

Teachers additionally have limited choice as to the use of informal assessments within their classrooms. As a whole, the staff selected Teacher College Benchmarking as a school-wide literacy measure and chose Harcourt Go Math monthly assessments also.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	327,494.00	X	13, 18, 21
Title II, Part A	Federal	119,653.00	X	13, 18, 21
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,554,831.00	X	13, 18, 21

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

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#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 104Q, The Bayswater School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 104Q, The Bayswater School**, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their 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)**

**PS 104Q, The Bayswater School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Bays Water School</u>	DBN: <u>27Q104</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>65</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Beginning in February 25, 2014 and ending April 30, 2015, PS104Q will implement a Wednesday and Thursday afterschool program for all English language learners in grades K - 5. The program will run 60 minutes per day after the regular schools day ends from 2:20 pm - 3:50 pm. One supervisor will be on site to coordinate the program on each day and attend to late pick ups. the supervisory hours will be between 3:15 pm and 4:15 pm. Three ESL teachers will provide instruction to three different student groups: K-1, 2-3, 4-5. Though groups are differentiated by grade level, the teacher will further differentiate each group by ESL level of beginner, intermediate and advanced. The afterschool program will be utilized to prepare each student for the NYSESLAT exam that will be administered in the of Spring of 2015. For ELL students in grades 3 - 5 there will be additional work that will be implemented in the program to help prepare students for both the ELA and Math state exams in addition to the the NYSESLAT. Instruction will follow a balanced literacy model with inclusion of phonics instruction, exposure to language through read alouds, vocabulary development and written response to literature. Specific NYSESLAT preparation materials have not yet been selected since we are looking for the best program to fit the needs of our students.

The rationale for this program is to move our ELL students who are not keeping pace with their English dominant peers who are attaining levels 3 and 4 on the NYS exams in ELA and Mathematics. According to the data from the previous 3 years, it is evident that our ELL population makes progress in the areas of listening and speaking components of the NYSESLAT. However, they continue to fall short in the reading and the writing components of the exam. This is due primarily to our ELL students acquiring basic interpersonal communicaiton skills (BICS) more easily as compared to the more difficult development of cognitive acadameic language proficicney (CALP).

## 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: In order to promote academic excellence and quality instruction for our ELL students, the three NYS certified ESL teachers who will be delivering instruction in our Title III afterschool program will receive training in the following areas:

1.) Common Core Learning Standards for ELL Students: Teachers will continue to learn the components and structure of the Common Core Learning Standards, which will help them, create and engage students in academic learning. Teachers will learn how to align tasks, rubrics, and how to evaluate student work.

2.) A New Pedagogical Framework for English language development: This workshop will allow for our ESL teachers to address the challenges that they are faced daily with ELL students in regards to implementing college and career readiness skills who are new to acquiring the English language. The workshop will raise expectations and instructional rigor in the classrooms for our ELL students.

3.) Scaffolding Instruction of ELL Students: The workshop will cover curriculum in both literacy and mathematics. Through the workshop teachers will study guides which were prepared for teachers that

### Part C: Professional Development

are Common Core aligned and research - based instructional strategies for developing content and language with ELL students.

4.) Common Core Videos for ELL Instruction: Our teachers will be provided with webinars throughout the year in order to keep abreast of vibrant resources that will be helpful for our ELL students grow. The Teaching Channel Videos will also be used as a resource for our teachers in order to have Common Core lessons for their English Language Learners which include differentiation to help meet the needs of our ELL students.

Training will take place during the PS104Q Professional Learning Development Communities which will be held on Monday afternoons from 2:20 pm to 3:45 pm. Training will also take place at network workshops being held in regards to the above information mentioned. Trainers will include Ms. Atara Boker, ESL teacher, and Ms. Maura McShane, ESL teacher. Network training will be provided by Patricia Tubridy, Deputy Network Leader, Network 210.

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### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of November outlining the PS 104Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language.

As a direct outgrowth of the parent involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator. The main responsibility of our Parent Coordinator is to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population. She is vital in regard to communication amongst our Spanish speaking families.

Workshops and Training Inclusive of ELL parents and community members are:

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting (Before November 1st provided by the principal).
- Parent literacy development (monthly provided by classroom teachers).
- Learning Leaders Parent Volunteer Program (year round provided by Learning Leaders).
- Support for increased parent participation on the School Leadership Team and subcommittees (year round provided by School Leadership Team, PTA and Parent Coordinator).
- Family support resources in the community in the areas of career development, health, social services, etc. (year round provided by the PS 104Q SBST).
- Parent Coordinator school based workshops (monthly provided by the Parent Coordinator).
- Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages (year round provided by Parent Coordinator).

### Part D: Parental Engagement Activities

- Conduct workshops to increase parents understanding of CCLS standards and assessments (year round provided by assistant principals, classroom teachers, intervention specialists).
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available (Minimum of three four times a year provided by Parent Coordinator).
- Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish (monthly provided by Parent Coordinator).

-  
Communication to Parents

All parents will be notified in their native language of all school activities including Title III Parent Engagement activities. Written notices and Global Connect phone calls etc. will be employed in the native language. For all events, we will form a translation team so that all parents will have access to the information that is being disseminated. This translation team will consist of parent volunteers, former PS 104Q students who are interested in community service and various PS 104Q staff members.

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### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____



**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any 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 <b>27</b>	Borough <b>Queens</b>	School Number <b>104</b>
School Name <b>The Bayswater School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Kathleen Grady</b>	Assistant Principal <b>Deirdre McShane</b>
Coach <b>none</b>	Coach <b>none</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jackie Scro</b>	School Counselor <b>Marie Rella and Carolyn Cryan</b>
Teacher/Subject Area <b>Tracy McConnach/Grade 5</b>	Parent <b>Shameeka Santiago</b>
Teacher/Subject Area <b>Mary Maiorano AIS</b>	Parent Coordinator <b>Gilda Quijije Capellan</b>
Related-Service Provider <b>Sherette Wright/SETSS</b>	Borough Field Support Center Staff Member <b>Marie Rouse</b>
Superintendent <b>Mary Barton</b>	Other (Name and Title) <b>type here</b>

### 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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	633	Total number of ELLs	83	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	83	<b>Newcomers</b> (ELLs receiving service 0-3 years)	67	<b>ELL Students with Disabilities</b>	11
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	67		6	16		5				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* 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
<b>TOTAL</b>	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: _____
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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	12	14	10	11	9	10								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	4	4	0	2	2	5								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	7	2	1	3	6	8								0
<b>Emerging</b> (Low Intermediate)	2	3	0	2	2	1								0
<b>Transitioning</b> (High Intermediate)	4	2	2	1	1	1								0
<b>Expanding</b> (Advanced)	2	10	6	4	1	4								0
<b>Commanding</b> (Proficient)	1	1	1	3	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	0	0								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	1	3	1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3		1		0
4	8	1			0
5	8				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	6		1						0
4	12		1						0
5	10		3						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	6		2		4				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The benchmarking tool that is used to assess early literacy skills of the PS 104Q ELLs is TCRWP on Grades K-5. We additionally employ the use of beginning of the year inventories in both ELA and Math in addition to "on demand" writing samples. Throughout the year, our ELLs are assessed using TCRWP five times during the following months: September, November, February, March and June MOSL benchmarking. This allows for us to monitor student progress. Each child is tested independently. At the end of the assessment the child is given an independent reading level as well as an instructional reading level. The data allows us to see the next steps of where students need to improve in terms of reading, fluency, and comprehension. This reading assessment drives our instruction across content areas. It allows us to see different patterns and trends in their fluency along with their comprehension. Having such data gleaned from the running records enable teachers to see areas of strengths/weaknesses and areas that need improvement when concerning basic literacy skills of our ELL students. At this time, our ELL TCRWP indicates that on average our ELL students are scoring on average Level 1.2 (TCWRP) level which includes all levels of ELLs. This data trend informs us that our ELL students are not meeting grade level expectations. therefore, our ELL instruction must shift dramatically both in the classroom and in the ENL classroom as well.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Reviewing the data for both NYSITELL, Spanish Lab R and the results of the NYSESLAT exam, 36 of our students are on the entering - transitioning level. The other 38 scored in the expanding and commanding levels. Out of the 74 ELL students tested on the 14-15 NYSESLAT, 18 students are entering , 8 are emerging, 10 are transitioning, 30 are expanding and 8 are commanding. This is a marked improvement over our last reported LAP 12-13 data that showed 49 students being tested with 13 beginners, 19 intermediates and 17 advanced. The 14-15 data as compared to the 12-13 data shows that we had a 14% decrease in entering-transitioning with 48% of our ELL students scoring expanding/commanding. An additional trend noticed in the results of both the NYSITELL/Spanish Lab R and the the NYSESLAT are that if the student does not move out of entering/emerging/transitioning after three years, the student tends to remain on the transitioning/expanding levels in Grades 3-5. We additionally note that our ELLs with disabilities rarely if ever score commanding on the NYSESLAT. This informs us to begin making use of the ELAND review in that many of our students who are expanding are SWD students who have received services for 4-5 years. We need to determine if this lack

of movement is due to their learning disabilities or as a language acquisition issue. Obviously instruction needs to be rigorous in every grade but especially in the grades lacking expanding and commanding level scores. We must make sure that building background knowledge is incorporated in instruction along with best practices in order to achieve ELL success in all grades especially 1st through 4th. Over the years another trend that the data speaks to is that students on the higher end of the NYSESLAT grade bands tend to score better. As students progress to the next band of the NYSESLAT, ELL's find the higher level of skills assessed much more difficult (ex: 2nd graders take the same text as the 3rd graders). Overall, student progress is seen as they move up to the next grade level.

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

PS 104Q attempted to use the AMAO tool, but the modality report in ATS was not populated with the recent modality scores. We will attempt again.

4. 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?

Due to the fact that we have a sole model of Free Standing ESL for PS 104Q, the patterns across proficiencies is noted in Question 2 above. As to ELLs faring in exams taken in English as compared to the native language, we find that even though students on testing grades are supplied with both a copy in English and a copy in the native language, students tend to use the English copy almost exclusively. As to the periodic assessments, PS 104Q has opted to only administer NYCDOE periodic assessments in mathematics and ELA. Having administered the ELL periodic assessment in previous years, teachers found that the data gleaned from the ELL periodic assessments was very similar to what they were informally assessing in their classrooms. Since the ELL periodic assessment was only given twice a year at the time, PS 104Q staff and school leadership team opted to not participate in NYCDOE ELL periodic assessment. We found that the periodic assessments in literacy and mathematics supplied Grade 3-5 teachers with similar results. Thus instead of employing the ELL periodic assessment, teachers gather ELL data via TCWRP, math baseline assessments, on demand writing samples, Grades 3-5 ELA/Math periodic assessments and checks for understanding. This data enables administrators along with other service providers of ELL students (regular education teachers, special education and ESL teacher) to hone in on the data implications and drive their instruction. As a team, we study the data and create an action plan in order to help each child become stronger in that particular area. Based on this data, we create long and short term goals for our students. Goals drive and motivate students to do better and make room for improvement. Through analyzing the data, we have learned that our ELL students are lacking progress specifically in ELA, both reading and writing. Out of our 74 ELL students, 15 students have special needs which indicate that they have additional learning issues. SWDs account for 20% of our ELL population which is similar to our ratio of SWD to general education. Therefore, as a whole we feel it is imperative to make our goals reasonable along with measurable. ELL native language becomes secondary to the acquisition of English language skills. In our Free Standing ESL program, English only is emphasized. Native language is only used when translation from native language to English language is absolutely necessary.

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](#).]

Looking at data not only amongst ELLs in our school but across all grades in the building, we are aware that the RTI framework is something that must be implemented in the regular schedule for our students. In order to better support our ELLs and focus on improving their academics, we use various interventions. Our main focus is to make student success happen on his/her grade level. RTI is a researched based intervention system. When using the following interventions our children seem to grasp concepts better.

- 1.) Small Group Instruction
- 2.) Differentiated Instruction
- 3.) Extra instruction in the Wilson Program (Phonics Program)
- 4.) Guided/support practice
- 5.) Use of graphic organizers to help aid in note taking and writing
- 6.) Hands on learning
- 7.) Technology/visual learning styles
- 8.) Use of computer assisted instruction via a \$40,000 investment in Imagine Learning across all grades and sub groups
- 9.) Use of Foundations as a supplement to Core Knowledge Language Arts Skills
- 10.) Employment of Explicit Vocabulary Instruction model across content areas
- 11.) Progress monitoring in all core content areas
- 12.) Employment of the PRIM (pre-referral intervention manual) in both hard copy and intervention software specially when a child is referred to the Pupil Personnel Committee which determines at risk services on Tier 2 and 3.
- 13.) Use of Go Math "Think Central" as a computer assisted instruction intervention tool.
- 14.) Use of various scaffolds on Grades 3-5 when working with Expeditionary Learning.

We have worked with Rosetta Stone, but inconsistently across the grades. We have also purchased ELLIS, but find independent learning with it challenging for our students.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- For our ELL's we make sure that second language development is targeted for our ELL students' success. We recognize that students new to English have limited access to the curriculum. As a result, we always place students in a class with someone who speaks their language thereby enabling translation. We ensure that entering students receive English instruction for nearly 75% of the school day via Imagine Learning which is a computer assisted language development tool. For our ENLs who have already acquired conversational English, we focus on building their academics with supports. Native language thesauri and dictionaries are in each classroom to support student independent language acquisition in content areas. Laptops/ipads are available in each classroom for language translation of tasks using google translator if required. Basically, we look at what level a student is at in terms of English Language development and then provide various scaffolding supports to enable all ELLs to have access to the curricula. We have a strong foundation for our children in literacy instruction which is aligned to the Common Core Learning Standards. This instruction is delivered through rigorous lesson plans which align themselves to the Common Core. Daily, children receive approximately over 200 minutes of direct literacy instruction through phonics, reading, and writing. However, literacy is taught across all content areas (math, science, and social studies) every day. This allows for students to transition smoothly into acquiring a second language (English) fluently. Assessments that we employ include Teacher Colege Reading and Writing Project benchmarking, NYCDOE periodic assessments, NYCDOE baseline assessments, Harcourt Go Math unit assessments, teacher informal assessments in addition to others. Each of these assessments generates data/reports that we analyze to track student progress. We additionally support new language development via a variety of interventions.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- We evaluate the success of the ESL program at P.S. 104 by how children score on the ELA, Math and NYSESLAT exam. We take into consideration all progress made via assessment/data analysis. Assessments that we employ include Teacher Colege Reading and Writing Project benchmarking, NYCDOE periodic assessments, NYCDOE baseline assessments, Harcourt Go Math unit assessments, teacher informal assessments in addition to others. Each of these assessments generates data/reports that we analyze to track student progress. The results of the assessments determine their reading level from the beginning of September until June. This allows for teachers to see their progress in all areas of reading throughout the school year. We additionally evaluate the ELL program by evaluating the success of the ELL teacher through the NYS Measures of Teacher Practice aligned with the Danielson Teaching framework and the selected NYS and Local Measures of Student Learning.

## 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 English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners. (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ENLs whose home language is Spanish.

All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps us identify students who may have limited English language proficiency. This survey (HLIS) at PS 104Q is administered by Jackie Scro, NYS/NYC certified ENL/CB teacher via an interview with the family. Our bilingual Parent Coordinator and Language Access Coordinator, Gilda Quijije, supports our families by translating any questions that our non-English speaking parents may have during this process. Translation services are available throughout the entire process for families through either in house translators (Spanish, French) or the NYCDOE Translation Office if a family speaks a language for which no translator is available. Jackie Scro, ENL/CB teacher, is responsible for submitting completed "office" copies of the HLIS to Lorraine McCarthy,

pupil personnel secretary, for entering the appropriate language codes into ATS. Within ten days of admittance and if the HLIS indicates that the student uses a language other than English, Jackie Scro, ENL/CB teacher, conducts an individual, 1:1 oral, informal interview in English with native language supports for each flagged student. Interviews are conducted in this manner due to the fact that Ms. Scro is primarily an English speaker with some conversational Spanish. After the informal interview is conducted in English with native language supports and the child is found eligible, Ms Scro then conducts a formal assessment using an English proficiency test called the NYSITELL. The NYSITELL is administered in a 1:1 setting with the teacher using a script to ensure consistency of administration. If the NYSITELL results show that a child is an ELL and Spanish is used in the home, he or she must be administered the Spanish LAB to determine language dominance. Though Ms. Scro's native language is English, the script supports her conversational Spanish while she administers the Spanish Lab in a 1:1 setting. Performance on this test determines the student's entitlement to English language development support services. Once tested with the NYSITELL and Spanish LAB (eligible students only) and after the parent orientation, all students who qualify are then scheduled for ENL services based on parental choice. The details of our Parent Orientation are explained in Question #2.

In addition to identifying newly enrolled ENLs to the public school system, we also review our student data for any ENLs new to our school and who have been previously enrolled in a NYS school by reviewing all NYSESLAT data. We run the RNMR (NYSESLAT Modality Report) and the RBPS (BESIS Summary Report) to cross check for each student the number of years serviced and eligibility for services. We then analyze the NYSESLAT data to identify students' program placement.

We additionally screen any students who have been re-admitted to the NYCDOE/NYS school systems if they have been out of the system for two years or more. This includes leaving NYS or the country. If less than two years, we assign the child the same services based upon their former NYSESLAT/NYSITELL level.

This process is repeated throughout the school year for any new admit to PS 104Q to ensure that all eligible students receive the appropriate, mandated services.

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).

PS 104Q has 30 school days from initial enrollment to make an initial SIFE determination. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process for newly identified Grades 3-5 ENLs who at the entering or emerging level of proficiency as indicated by the NYSITELL results. Jackie Scro, ENL/CB teacher conducts the oral interview questionnaire first. She then administers the Literacy Evaluation for Newcomer SIFE (LENS) for students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish. Initial SIFE status is then indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, PS 104Q has up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ENL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The PS 104 LPT is comprised of

- Deirdre McShane, Assistant Principal for ELLS and Special Education
- Jackie Scro, NYS certified ENL/Common Branch Teacher
- Sherette Wright, SETSS Service Provider
- Angela Mannino, IEP Teacher
- The student's parent or guardian

Gilda Quijije, Bilingual Parent Coordinator, is present at all meetings to provide translation in Spanish. Paola Jean Charles, Licensed Common Branch/ENL/PreK teacher is present at all meetings to provide translation for any Haitian Creole or French families. Zina Singh, paraprofessional, is present at all meetings that require translation in Hindi or Punjabi. We rely on the NYCDOE Translation Office for all other languages when conducting such a meeting. These procedures are used for initial entry into DOE schools or reentry after 2 years.

1. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:

- The result of the family interview of parents and child and a review of all schoolwork if available.
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the

determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

3. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

4. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

5. Kathleen Grady, Principal, must accept or reject this recommendation

6. If Kathleen Grady, Principal, rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student

7. If Kathleen Grady, Principal, accepts the recommendation not to administer the NYSITELL, the recommendation is sent to CSD 27 Superintendent, Mary Barton, or her designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language

8. The final decision is made by Superintendent Mary Barton or her designee. She or her designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, PS 104 has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is then completed and placed in the student's cumulative folder.

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.

Within 5 school days of ELL determination, PS 104 must inform parents of the results of the NYSITELL and ENL status using the NYCDOE standard parent notification letters (in the parents' preferred language).

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

Jackie Scro, ENL/CB teacher completes the letters which are book bagged and also mailed to the student's home. Copies of these letters are kept on file by Jackie Scro. Lorraine McCarthy, pupil accounting secretary, assists with the dissemination and tracking of the letters

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

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

PS 104Q must initiate a review of the ENL status determination upon receipt of a written request from either a student's parent or guardian or a student's teacher if the request includes written consent from the parent. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Parents are notified in writing that they have the right to appeal the misidentification of their child as an ENL or non-ENL. All documents related to the appeal process are placed in the student's cumulative folder.

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.

Within the first 10 days of admittance, all parents/families of eligible, new public school ENL students are invited to the PS 104 ENL Parent Orientation regarding their right to choose a program. The Parent Orientation takes place after all students are screened for eligibility and within the first ten days of school as mandated by NYSED and NYCDOE. Parent outreach is conducted by Jackie Scro, ENL/CB Teacher, under the supervision of Deirdre McShane, Assistant Principal, and with the support of Gilda Quijije, Bilingual Parent Coordinator. Ms. Scro sends letters home via mail and by book bag in the native language and English explaining parental rights to either choose a Transitional Bilingual Program, a Dual Language Program or a Freestanding ENL Program and that information about all three programs will be given at the Parent Orientation meeting. During this meeting, parents view a video in their native language that explains the difference between the three program choices and the parental right to choose which program in which their child will be serviced. Ms. Scro explains, with translation support from Gilda Quijije, bilingual Parent Coordinator, the difference between each of the three programs.

Ms. Scro explains that a Transitional Bilingual Program is designed so that students develop conceptual skills in their native language

as they learn English. A transitional program of instruction includes: an ENL component designed to develop skills in listening, speaking, reading, and writing in English; content-area instruction in the native language and English designed to teach subject matter to ELLs; and a Native Language Arts (NLA) component designed to develop listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. In a TBE program, as students develop English Language skills, time in the native language decreases. When ENLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English.

When explaining a Dual Language program, Ms. Scro informs parents that Dual Language programs are designed to continue developing students' native language, as well as English language skills, throughout schooling. In addition, Ms. Scro explains that monolingual English students are given the opportunity to learn a second language in the same class. Parents learn that Dual Language programs have a very clear language policy: students receive half their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. Dual Language programs serve both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language.

Lastly, Ms. Scro explains to the families about the Freestanding English as a New Language (ENL) program. This program provides instruction in English with native language support, emphasizing English language acquisition. Students in freestanding ENL programs come from many different native language backgrounds, and English is the only common language among them. Ms. Scro further explains that there are three organizational models for ENL including "push in", "pull out" and "self-contained".

If a parent is unable to make the meeting, a tear off on the bottom of the invitation letter allows for parents to choose the program that they want for their child. Our bilingual Parent Coordinator, who co-hosts the Parent Orientation with the ENL teacher, works with individual families in their native language who have additional questions. Parents who attend the orientation are able to submit their program choice that day or soon thereafter.

Afterwards, outreach continues to ensure that all program choice letters are returned. This outreach includes follow-up letters, phone calls and emails (if applicable). Staff involved in this outreach are: Jackie Scro, ENL/CB teacher, Gilda Quijije, Parent Coordinator, Maria Rivera, School Aide, Lorraine McCarthy, Pupil Accounting Secretary, Henry Castro, Bilingual Community Associate. Parent Program Selection forms are sorted first by program and then by grade in order to determine appropriate placement for ENL students. A list is then created of parental choice for the current school year. That list is then added to lists from previous years and analyzed for numbers of students by program selection and grade. As a result of analyzing this information and in line with CR Part 154 mandates, we notify parents if a program that they had previously chosen is now available at our school. Methods of notification include postal mail, book bagged letters, phone calls and email (if applicable). NYS CR Part 154, as amended by the Aspira Consent Decree, continues to require a school to open a bilingual program when the following thresholds of parent requests have been reached<sup>15</sup> or more ENL students in grades K to 5 who speak the same language in one or two contiguous grades

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

PS 104Q ensures that all entitlement/non-entitlement, parent surveys and program selection letters are distributed and returned through a systematic approach to record keeping. Ms. Scro, ENL/CB teacher, is responsible for the entire process with supports from a variety of staff members. To determine entitlement, Deirdre McShane, Assistant Principal, works with Jackie Scro, ENL teacher, in analyzing data from the NYSITELL, Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science). After determining entitlement to services by analyzing the aforementioned data, Ms. Scro with the assistance of Lorraine McCarthy, Pupil Accounting Secretary, mails and bookbags the entitlement letters in addition to invitations (in both English and native language) to the Parent Orientation meeting where program choice is discussed and the video is viewed. After the meeting, parents then submit their program choice and sign off on the "entitlement" letter that is written in both English and the native language. Entitlement letters are then copied and the originals are placed in the student's cumulative record card folder. Photocopies are maintained by both Ms. Scro, ENL/CB teacher, and Deirdre McShane, AP. Additionally, Lorraine McCarthy, Pupil Accounting Secretary, enters all information into ATS using the ELPC function. This function includes: date of NYSITELL administration and questions regarding parent choice orientation, parent's choice of program and in which program the child was placed. For families who are unable to attend the Orientation meeting, we continue our outreach via mail, bookbag, phone calls and email (if applicable).

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We strongly encourage all families to view the orientation video prior to making a program choice because informed decisions are essential in educating a child. If a child is enrolled after the September informational meeting, the parent is contacted via phone and invited to school for a meeting. If the parent is unable to attend in person, a written notice is given and the parent/guardian makes their selection. Our parent coordinator collaborates with the ENL teacher in following up on Program Selection forms that are not

returned. The parent coordinator and ESL teacher will send second and third notices with follow up phone calls if Program Selection forms are not returned. Thus far, we have had no issues with parents not returning the program choice form. However for those families who do not return the form after repeated attempts, we notify the family in writing that their child must participate in a transitional bilingual program as per CR Part 154 regulations.

9. Describe how your school ensures that placement parent notification letters are distributed.
- Once ELL students are identified as eligible through HLIS, informal interview and then the NYSITELL or NYSESLAT assessments, parents make their program selection. All procedures for program choice are outlined in the previous answer (#3). Parental program choices are then categorized by grade and student's level (entering, emerging, transitioning, expanding, commanding). If a significant number of parents choose either Transitional Bilingual or Dual Language, a multi-grade class is created and a certified bilingual educator is hired. The rationale for a multi-grade class is that we have a small ELL population. Thus, we do not have enough ENL students on each grade for a single grade class. If parents choose a Freestanding ESL program, students are serviced via a push in/pull out homogenous model. ENL instruction is delivered by our NYS/NYC ENL/Common Branch teacher, Jackie Scro. If a parent chooses a program that the majority of parents do not choose, we contact that parent regarding various options including finding a seat in another school that offers the chosen program. This contact is in the form of mail, bookbagged notices, phone calls etc. in both English and the native language. If the parent agrees, we then contact that school via email, phone and in writing to expect this child's enrollment based upon parent program choice.

Once parental choices are categorized by grade, Deirdre McShane, Assistant Principal, works with Jackie Scro, ENL/CB teacher, in analyzing data from the NYSITELL, Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science) in order to appropriately place the student in an ELL instructional program. All families are notified in writing (english and native language) as to their child's placement. These letters are sent via mail and bookbag. Placement letter records are maintained by Ms. Scro, ENL teacher, and Deirdre McShane, AP. Additionally, Lorraine McCarthy, Pupil Accounting Secretary, enters all placement information into the ELPC function in ATS.

For those students who have previously received ENL services, Ms. McShane and Ms. Scro review the data including the LAB-R (Language Assessment Battery-Revised), Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science) in order to appropriately continue or discontinue services for the ELL child. "Continued Entitlement" letters are then bookbagged and mailed in both English and the native language. When returned, records of these letters are maintained by Jackie Scro, ESL/Common Branch teacher, and Deirdre McShane, AP.

Distribution of all entitlement letters (new and continued) are both book bagged and also mailed home to the family. Ms. Jackie Scro, ESL/CB teacher keeps those returned entitlement/program choice letters on file.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL-related documents (including but not limited to those listed below) are kept in the student's cumulative record for forwarding upon transfer to another DOE school as per all applicable policies. Jackie Scro, ENL/CB teacher is responsible this process with assistance from Lorraine McCarthy, pupil accounting secretary.

Additionally, PS 104Q maintains an ENL Folder of Critical Documents which contains these documents in the main office for ease of review. PS 104Q adheres to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA).

Critical ELL documents include the HLIS, Parent Survey and Selection form, program placement letter and 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.
- Prior to the administration of the NYSESLAT, Pupil Accounting secretary Lorraine McCarthy runs an RLAT for the current year to ensure that all children will be tested. She then gives copies of this to Jackie Scro, ESL/CB teacher, Marybeth Maiorano, Testing Coordinator and Deirdre McShane, ENL supervisor. Kathleen Grady, Principal/Testing Supervisor, works with Marybeth Maiorano, Testing Coordinator, to create a schedule in which each child is tested in all four NYSESLAT components under the NYSESLAT guidelines.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- For those students who have previously received ELL services, Ms. McShane and Ms. Scro review the data including the LAB-R (Language Assessment Battery-Revised), Spanish LAB, RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science) in order to appropriately continue or discontinue services for the ENL child. "Continued Entitlement" letters are then bookbagged and mailed in both English and the native language. For those students who tested Commanding on the NYSESLAT or/or tested out within two years, they receive Transitional Entitlement letters notifying families of additional support services and testing modifications on all exams including NYS Math and ELA. These "Transitional Entitlement" letters are also bokbagged and mailed in both Englis and the native language. When returned, records of these letters are maintained by Jackie Scro, ESL/Common

Branch teacher, and Deirdre McShane, AP.

Distribution of all entitlement letters (new and continued) are both book bagged and also mailed home to the family. Ms. Jackie Scro, ENL/CB teacher keeps those returned entitlement/program choice letters on file.

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).

Our program model is a direct result of parental choice. With 100% of ELL families choosing a freestanding ENL program, we provide services accordingly. Thus, our services offered are in line with parent requests. All program choice letters are on file. With a full-time ENL/Common Branch certified teacher there is flexibility to schedule students for a homogeneous pull out program for mandated ENL instruction without interfering with all other daily academic areas. After reviewing the 14-15 parental choices to date, we have determined that no parent chose either a Transitional Bilingual Education or Dual Language Program opting instead for a freestanding ENL program.

## 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.  
ENL instruction is delivered in a homogeneous, ungraded pull out model. Students are grouped according to proficiency level (entering, emerging, transitioning, expanding, commanding) keeping in mind age appropriate instruction and NYSED regulations for minutes of instruction. Depending on the number of ENL students, ENL instruction is delivered to ungraded ENL groups. For example, PS 104 currently has a Grade 4-5 entering group, emerging/transitioning group and expanding/commanding group. The program model is a freestanding model where students are in their regular class all day and then are pulled for ENL instruction based upon their proficiency level. The literacy program used by the ENL teacher is Balanced Literacy and includes read aloud, shared reading, guided reading etc. The teacher self selects materials based upon curricula overviews that are disseminated to her based upon what is being taught in the general education classroom. Ms. Scro, ENL/CB teacher, plans instruction aligned with the common core learning standards in all content areas.
  - b. TBE program. *If applicable.*  
Not Applicable
  - c. DL program. *If applicable.*  
Not 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)?  
Since Ms. Scro is our only ESL teacher, Deidre McShane, AP, helps create the teacher's program. This is to ensure that all students receive their mandated minutes of instruction. Due to the fact that no parent has opted for any program other than a Freestanding ENL program in the past ten years, explicit NLA instructional minutes do not apply. ENL/ELA instruction is delivered by the ENL teacher in consultation with the classroom teacher. We additionally use Title III funds to support an ENL afterschool program that focuses on literacy and math for all grades. The program generally takes place in the spring prior to the NYSESLAT testing.
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.  
Since we do not have a Transitional Bilingual nor a Dual Language program, delivery of content area instruction in these models is not included in this LAP. Currently content area instruction is delivered both through our regular classroom setting and during ENL instructional periods. All students receive ELA instruction within the balanced literacy setting. Students participate in read alouds, shared readings, and guided reading. Explicit ESL is delivered by the following methodologies and

strategies: repetition, facial expressions, gestures, visuals, auditory, and tactile tasks are used. The listening, speaking, reading, and writing skills are also implemented. Instructional materials used to support ENLs include: the CALLA book, Rigby guided reading books, picture books, large type books, non-fiction books, fiction books, books across the content areas, Harcourt Go Math materials books, a multi-grade/multi genre classroom library, and Math Matters books. In addition, the ENL classroom is near the P.S. 104 professional development library that houses over 10,000 leveled guided reading books, Making Meaning read aloud kits and a wealth of professional development resources. The ENL teacher uses these materials on an ongoing basis. As with literacy instruction, ELLS receive content area instruction primarily from the classroom teacher, but with additional supports provided during the ENL periods by our dually certified ENL/BB teacher, Jackie Scro. Our curriculum includes Harcourt math, science and social studies on all grade levels with an infusion of Core Knowledge content. All appropriate ENL methodologies for delivering instruction are included with an emphasis on repetition, facial expressions, gestures, visuals, auditory and tactile tasks. In addition, both the ENL teacher and classroom teachers emphasize the difference between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Where BICS is used heavily in our entering/emerging groups, teachers focus much more on CALP in our transitional, expanding and commanding groups due to the fact that making content comprehensible to enrich language development is a top priority for our ENL students. PS 104Q pushes those skills required for higher order thinking tasks in both the native language where applicable and English.

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

In order to ensure that all ENLs are appropriately evaluated in their native language, our ENL teacher shares native language information with our Testing Coordinators Kathleen Grady, Principal, and Marybeth Mairano, Testing Coordinator. NYS Math and Science exams are ordered for each child in their native language. Thus on testing days, our students are provided both an English copy of the exam in addition to the native language copy if available. If the language is not available, we contact the Office of Translation Services and contract with them for a native speaker to verbally translate the exam. This occurred in prior years with our Arabic students. Students are additionally given support tools such as laptops with Google Translator and native language dictionaries/thesauri to assist with assessments throughout the year.

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

With our continuous focus on the Common Core Learning Standards that incorporate reading, writing, listening and speaking, we ensure that ENLs are appropriately evaluated in all four modalities. Classroom teachers in partnership with the ENL teacher regularly assess students for oral reading/fluency, speaking, writing in various genres and reading a variety of texts with a balance of fiction and non-fiction. Through the results of both the periodic assessment and the NYSESLAT we can tell that our ENL students are appropriately evaluated throughout the entirety of the year. The results/data give us a clear picture as to where our ENL students stand in the progress they are making throughout the school year.

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

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

6) Due to the diverse needs of ENL students at PS 104Q, we differentiate their instruction based upon grade level, NYSESLAT/LAB-R data and number of years as an ENL. Our plan for differentiation is outlined under 6A-6D.

6A) SIFE students are students with interrupted formal education. Many SIFE students need improvement with basic literacy skills such as the alphabet. When planning lessons, the ENL teacher targets in on the alphabet, simple words, and visuals to support the ENLs to acquire English Language proficiency. In addition, the ESL teacher incorporates the strategies that encourage the SIFE students to acquire listening, speaking, reading, and writing skills in English. All SIFE students receive the necessary help via our free standing ENL program. The instructional plan uses ENL strategies such as exaggerated gestures, repetition, slow speech, visuals and analyzing reading material to make it easier to comprehend. The Rigby reading series as well as other appropriate ENL materials are used.

6B) ELLs in US schools less than three years receive the necessary help in listening, speaking, reading and writing in English. Assessments such as the LAB-R, NYSESLAT and ENL periodic exams continually allow us to examine student achievement and progress. Additional help is then given according to individual needs and is differentiated by such. The ENL program, as well as guiding ENLs in acquiring English, also helps to prepare them for the ELA exam. Strategies such as note-taking, listening skills and reading comprehension are focused upon. The extra guidance in ELA test prep using effective ENL strategies allows for the ENLs to get the instruction they need to help them succeed.

6C) ENLs receiving services for four to six years receive ENL instruction according to their levels on the NYSESLAT and ENL periodic exams. The levels of the four modalities: listening, speaking, reading and writing are analyzed. According to the levels of entering, emerging, transitioning, expanding and commanding, students then receive the required necessary attention

to help them achieve the skills they may still be lacking via differentiation in the ENL classroom and general education classroom as well. The goal is to help ENLs achieve English Language proficiency in all modalities. Once the ENLs achieve proficiency, they test out of the ENL program and then receive transitional services.

6D) Long term ENLs are those ENLs that have completed six, full years of ENL servicing, receive extra attention basically in reading and writing skills. Having completed so many years in the program, they perform well in listening and speaking. Using the ENL periodic exams and NYSESLAT score, modalities that present challenges to students are those targeted for instruction. We additionally analyze if a learning disability is involved with an ENL child and work with the child using multi-sensory learning and techniques including instructional technology. At times, the second language is used to support concepts and language learning where feasible and necessary. The ENLs are encouraged to acquire English language skills and attain learning standards. The plan for long-term ENLs is to target in on literary areas that need improvement. Instruction is differentiated for all ENLs on the classroom and ESL teacher levels. Teachers drill down on specific needs and create student goals for ENLs centered on those needs. The plan for ENLs identified as having special needs is to consider those needs when planning lessons to teach them more effectively. Giving special education ENLs extra attention helps to increase student achievement. The plan for students who are reaching proficiency on the NYSESLAT is to continue to help them focus on areas such as reading and writing. Once the areas are addressed, there should be an increase in proficient students.

6E) For those students who have tested out commanding, we monitor their progress through data analysis of Teacher College benchmarking, NYS exams, informal assessments by teachers etc. Test accommodations for former ENLs are provided as outlined under NYSED guidelines. We additionally offer at risk services and continuing ENL support for these students.

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

Between 6 and 12 months after a Re-identification Appeal, Kathleen Grady, Principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. Ms. Grady will consult with the student's classroom teacher, ENL teacher, guidance counselor and the parent/guardian. If Ms. Grady, Principal, based on the recommendation of qualified personnel and consultation with the parent believes that the student may have been adversely affected by the determination, she will ensure that additional support services are provided to the student as defined in CR Part 154-2.3 and may reverse the determination within this same 6-to-12 month period. If Ms. Grady's decision is to reverse the ENL status, she must consult with the CSD 27 Superintendent Mary Barton or her designee. Final decision notification will be made in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days as per the regulations.

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?

Ells identified as having special needs require help in acquiring the English language. As with other Ells, the assessment results of the periodic exams, TCWRP, the NYSITELL, NYSESLAT and Spanish LAB help to determine where special need Ells require the most support. Ms. Scro, ENL/CB teacher, in conjunction with Ms. McShane, AP, analyze the data for individual areas of strength and areas for improvement for each ELL SWD child. The data examined include the RNMR (NYSESLAT Modality), the RBPS (BESIS Summary), and RMSRs (in ELA, Math and Science). Through SESIS and via hard copies, Ms. Scro, ENL teacher, receives the IEP of each ELL SWD pupil. Ms. Scro reviews the IEP goals and keeps those individual goals forefront in her planning. Through using the IVR first attend system, Ms. Scro ensures that her first start dates for ENL SWD students are entered into the tracking system. Additionally, all related service providers for an individual ELL SWD pupil must follow the same IVR and SESIS attendance procedures. By doing this, one ensures delivery of instruction and mandated services. For those ELL SWDs whose IEP mandates bilingual instruction, we first see if we have enough ENL SWDs across three contiguous grades to form a bilingual special needs class. If not, those students with mandated bilingual IEP receive a 1:1 bilingual paraprofessional for instructional support.

IEP goals additionally give insight into the needs of an ENL student with disabilities. All IEP mandates are provided for our ENL SWD population. Between the information from the exams and the annual review/triennial testing for a special needs ENL, these students receive support for their learning disability and language acquisition. Lessons are modified according to the IEP. Materials that are used are the same materials used for our general education ENL population and are outlined throughout this entire plan.

Instructional strategies for ENL SWD pupils include all that are used by our general population. Currently content area instruction is delivered through our regular classroom setting and during ESL instructional periods. All ENL SWD students receive ELA instruction within the balanced literacy setting with support programs such as Foundations, Imagine Learning, Soliloquoy and Moby Max. Students participate in read alouds, shared readings, and guided reading. Explicit ENL is

Chart delivered by the following methodologies and strategies: repetition, facial expressions, gestures, visuals, auditory, and tactile tasks are used. The listening, speaking, reading, and writing skills are also implemented. Instructional materials used to support ENLs include: the CALLA book, Rigby guided reading books, picture books, large type books, non-fiction books, fiction books, books across the content areas, Harcourt Go Math materials books, a multi-grade/multi genre classroom library, and Math Matters books. PS 104 places a strong emphasis on multi-modality instruction for our ENL SWD students. This is important due to the fact all avenues for learning need to be explored and implemented for the ENL SWD child.

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?

7) Scheduling of our ELL SWD population is fairly easy due to the fact that we have fifteen students who qualify under the ENL SWD criteria. Our ENL teacher provides both push in and pull out service specifically for our SWD ENL population. All of our SWD ELL students are mainstreamed with general education ENLs in our ENL groupings (entering, emerging, transitioning, expanding, commanding). Flexible scheduling is used to mainstream those students who qualify most specifically in mathematics since it is a common language to all. Students are additionally mainstreamed for non-academic subjects such as art, music, gym, lunch, computer etc. When mainstreamed during these times our SWD ENL population is maintained in the least restrictive environment. All ENLs and ELL-SWDs are included in all school programs including extra curricular activities such as Safe Space OST, Rockaway Artist Alliance KidSmart program, NY Roadrunners, Achilles' Kids and much more.

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

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

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

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



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

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

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

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

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

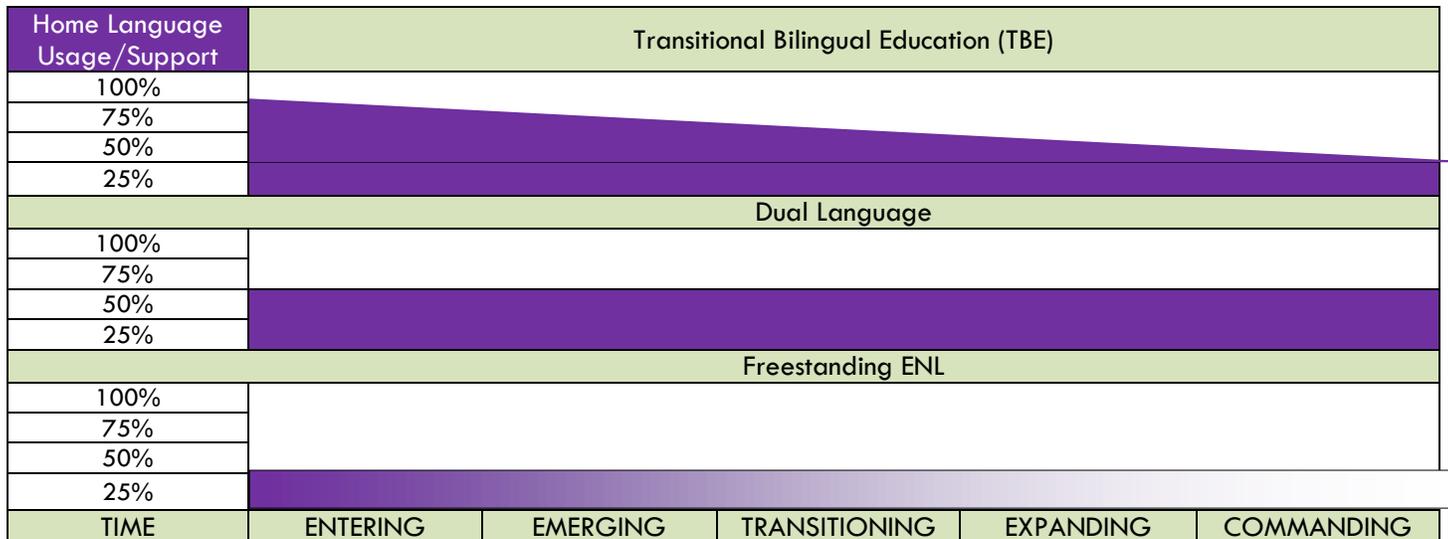


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All interventions available to our general population are also available to our ELL students. These interventions include small group tutoring period, Tier I classroom interventions that include computer assisted instruction and differentiation according to need, 1:1 tutoring where warranted, an ELL afterschool program on all grades prior to the NYSESLAT exam, use of Moby Max, an web based program, on all grades for literacy/math, employment of differentiation through Harcourt Go Math, use of tiered assignments and choice boards. Tier II interventions include pull out instruction for literacy and math via a literacy/math specialist. All interventions are delivered in English with native language supports that include translation dictionaries, thesauruses, etc.

Content Specific interventions for all students including ELLs and ELL SWDs include:

### ENGLISH LANGUAGE ARTS

LEVEL I INTERVENTIONS : Daily throughout the year – includes all ELLs and ELL SWDs

- Grades K- 5 : 120 minutes ELA
- Differentiated instruction based on need
- Guided Reading and 1:1 conferencing addressing individual student need
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Foundations Grade 3
- Core Knowledge Literacy K , 1, 2
- Expeditionary Learning Grades 3-5

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

- Foundations – K-5- small group phonics instruction, pull out, during the day
- Earobics – Grades 2-3 special education
- Great Leaps – K-5 Special Education
- Early Success - Grade 1 - small group comprehension instruction, push in, during the day
- Metacognitive Strategies Instruction - Grades 3-5 comprehension instruction, pull out, during the day
- Lunch and Learn - Grades 1-5 - small group tutoring comprehension instruction, during the day
- ELA/Reading in the Content Area Skills Work - Grades 1-5 -
- ELA Skills Work/Reading in the Content Area/Test Preparation - Grades 3-6 – Saturday Academy
- Circular 6R Skills instruction - Grades 1-, 1:1 or small group instruction based on student needs
- Summer School - Grades 3-5- Small Group Instruction, 4 days a week for six weeks
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Imagine Learning Computer Assisted Instruction for language development
- Safe Space OST After school tutoring

### MATHEMATICS

LEVEL I INTERVENTIONS : Daily throughout the year

- Grades K-5 : 90 minutes Math
- Differentiated instruction based on need with Tiered assignments
- Small Group and 1:1 conferencing addressing individual student need
- Harcourt Go Math Differentiated Instruction
- Math Consultant for Time on Task
- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.

LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year

- Math Skills Work - Grades 1-5 - small group
- Math Skills Work/Test Preparation - Grades 3-5 - small group, Afterschool
- Lunch and Learn - Grades 1-5 - small group tutoring, during the day
- Circular 6R Skills instruction - Grades 1-5, 1:1 or small group instruction based on student needs
- Summer School - Grades 3-5- Small Group Instruction, 4 days a week for six weeks
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Safe Space OST After school tutoring

### SCIENCE

#### LEVEL 1 INTERVENTION

- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Reading in the Content Area instruction through Core Knowledge with a focus on strategies

#### LEVEL 2 INTERVENTION

- Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Safe Space OST After school tutoring

#### SOCIAL STUDIES

##### LEVEL 1 INTERVENTION

- Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.
- Reading in the Content Area instruction through Core Knowledge with a focus on strategies

##### LEVEL 2 INTERVENTION

- Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs
- At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
- Safe Space OST After school tutoring

#### ATTENDANCE INTERVENTION

- Monitor attendance of At Risk students (less than 90%)
- Conducts outreach services
- Family counseling
- Attendance teacher
- Referrals to Support Agencies

#### ALTERNATIVE INSTRUCTION SUSPENSION PROGRAM

- Superintendent Suspension
- Uninterrupted Academic Instructional Support
- Frequency Based on Need
- Counseling Provided
- Reduced Teacher ratio enabling small group and individualized instruction based on assessed needs.

#### IN SCHOOL SUSPENSION (SAVE) ROOM

- Frequency based on needs
- Counseling

#### CONFLICT RESOLUTION PROGRAM

- Whole class and small group lessons in conflict resolution
- 1:1 counseling in resolving conflict/anger management
- Small group, peer mediation
- Family outreach and problem solving

#### GUIDANCE COUNSELOR INTERVENTION

- Group and Individual Counseling
- Needs based
- Students not meeting promotional/performance standards
- Students experiencing behavioral, emotional, family issues negatively impacting on learning
- Referral to support agencies
- Whole class/small group guidance lessons

#### ELL SUPPORT COUNSELING

- Guidance Counselor Support Services
- Additional Educational Assistants or individualized Attention
- Frequency Based on assessed needs

#### SOCIAL WORKER INTERVENTION

- Small group, individual and family counseling
- Consultation with classroom teachers for development of behavior intervention plans
- Crisis intervention/crisis counseling as needed

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

The content areas are delivered in each program model to encourage students to develop cognition and complex language. The scaffolding strategies are implemented to organize instruction that introduces rigorous and academic vocabulary/language and concepts which are to simplify the language for better understanding. Strategies such as speaking slowly, using picture cards, cognitive mapping, labeling, word association, facial expressions, hand gestures, and body language provide children with the necessary steps in order to become proficient. Through these strategies students progress and achieve their instructional goals. As noted earlier in this plan, we have noted that if our students do not test out after Grade 2, they generally advance rather slowly through the proficiency levels. Thus, our focus this year is on language development to support the literacy shifts for increased academic language. By focusing upon the art of conversation, discussion and student to student questioning, we hope to build the content language for all students including ELLs. Assessments that we employ to measure the effectiveness of our program include Teacher College Reading and Writing Project benchmarking, NYCDOE periodic assessments, NYCDOE baseline assessments, Harcourt Go Math unit assessments, teacher informal assessments in addition to others. Each of these assessments generates data/reports that we analyze to track student progress. The data is analyzed on an "as need" basis in that we analyze it when it is available. Unit assessments are analyzed after the unit. Benchmarking is analyzed quarterly etc..

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

For the 15-16 school year, PS 104 plans to host an afterschool program as opposed to a Saturday Academy in that we may draw more numbers of ELL students due to low ELL student attendance on a Saturday. Additionally, PS 104 has hired a bilingual family worker, bilingual community associate, and bilingual parent coordinator in that our school's ELL population is growing.

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

We plan on discontinuing our Saturday Academy due to low numbers of ELL students able to attend. However, we will have an academic afterschool program in its place for ELLs on all grade levels.

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

All notices regarding afterschool programs and supplemental services are translated into native languages and distributed. Equal access is a priority in our school. Additionally, our bilingual parent coordinator spends much time with our LOTE parents explaining how the programs work etc. Lastly, our ELLs have equal access to all programs in that we have ELL students in all classes and are afforded the same opportunities as non-ELLs. Our afterschool academic program is specifically ELL driven and is inclusive of non-ELL students. In addition to our school program, PS 104Q is host to two community based organization (CBO) programs that include the Rockaway Artist Alliance Kidsmart Program and the Safe Space Out of School time program. Both programs service students in homework help, art, music, sports, dance etc. The ratio of ELLs to non-ELLs in these program are similar to the ratio of ELLs to non-ELLs in our building. In order to promote these programs to families of ELLs, we offer translation services from the school to these CBOs during the registration process. By doing so, many of our families feel more comfortable in registering their children for extracurricular activities. PS 104Q supplemental services are listed under the category of academic interventions. Title III funding pays for our academic, afterschool program.

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.

In addition to all regular school materials being available in both English and Spanish, PS 104 ELL students participate in Moby Max, a differentiated web based reading and math program. For our entering /emerging students, they are able to participate in their native language. Students on the higher levels participate in English. We additionally have ELLIS, EAROBICS, Reader Rabbit, Soliloquoy and Rosetta Stone English software on computers in classrooms to support student growth in listening, speaking, reading, and writing in English. The materials used to support ELL language acquisition are Harcourt Go Math, science and social studies through Core Knowledge content. Last year we acquired Imagine Learning Language Development software for all students at PS 104Q. Entering/emerging students can use this in their native language. All other levels participate in this program using English. This is a \$40,000 investment to our school.

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

Native language support is delivered in our ESL program and regular classrooms through materials in English with native language support through dictionaries, thesauri, google translator on laptops/iPads, and native language textbooks if required.

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

All required services support and resources align with ELL student ages and grade levels. We ensure this by Deidre McShane, AP, creating the ESL teacher's program and entering the appropriate services into STARS programming.

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).

For the students identified as Ells enrolled prior to the beginning of the school year, PS 104Q hosts an orientation meeting for parents and children. Oftentimes, however, newly admitted ELL children do not enroll until September when school begins. We rarely have ELL students list noticed from local PreK programs to our school from the area.

19. What language electives are offered to ELLs?

PS 104Q does not offer foreign language electives as an elementary school.

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)?

**Not Applicable**

## 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.)

The PS 104Q Professional Learning Opportunity Plan for all teachers of ELLs is quite extensive. In addition to ELL specific professional development, our staff is provided training in differentiation of instruction, curriculum mapping, performance task and rubric writing aligned with the Common Core Learning standards.

2) ESL professional development for speech teachers, occupational therapist, physical therapist, school psychologist and social worker is conducted at their monthly trainings. All others including secretaries, guidance counselors, parent coordinators, family workers, general education teachers, special education teachers, subject area teachers and paraprofessionals are given professional development in house by our ESL teacher, Jackie Scro for a total of 15% of all professional learning opportunities offered to teachers of ELLs. This professional development is in the form of inter-visitations among classes, demonstration lessons, workshops and 1:1 conferencing with the ESL teacher regarding the needs of specific students. Additionally, the ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom. Each classroom teacher in P.S. 104 was provided a CALLA handbook and packet to use as a resource for lesson planning. The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level. Professional learning opportunities will be held once a month where topics such as ELLs and standardized testing, cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom are provided. The PS 104Q ESL teacher is responsible for providing staff development on Using ELLIS (computer assisted program for English Language Learners) in all content areas; Cross Cultural Appreciation; ESL in the Content Areas; Communicating Successfully to ESL Students; BICS and CALP; inter-visitations where the monolingual teacher can view the ESL teacher in her classroom implementing ESL strategies. Calendar of PD dates for PS 104 staff include the following:

September - Reading the NYSESLAT scores for ELL classroom and support service instruction. Differentiation based on need.  
October - BICS and CALP - Different approaches for language acquisition and use  
November - Cross Cultural Appreciation  
December - Communicating Successfully with ELL Students  
January - Reviewing periodic assessment and TCWRP scores  
February - Total Physical Response: What is it? How does it Help the ELL Student?  
March - Working with ELL Families  
April - ESL and the Content Area  
May - NYSESLAT Test preparation  
June - A Year in review: How to measure an ELL student's growth over a year.

Meeting agendas and sign in sheets are maintained by the ESL teacher, Jackie Scro, and the assistant principal, Ms. Mcshane. An additional file is kept in the principal's office.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ESL teacher, Jackie Scro, participates in all Queens South BFSC ELL trainings and webinars as well as school based professional development sessions. She is additionally afforded the opportunity to attend Central NYCDOE professional learning as well. BFSC and Central NYCDOE sessions include preparing students for the NYSESLAT, differentiation for ELLs, meeting the needs of ELLs, etc. Ms. Scro, ESL teacher, then returns to the building and turn keys the training that she received.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Yearly our guidance counselor is trained in how to provide support to ELLs transitioning from elementary school to middle school. Families participate in a Middle School Information meeting where all parents including ELL parents can receive information re: specific programs available to our students. Our parent coordinator makes appointments with our ELL parents to assist them in completing the middle school applications. Our guidance counselor works very closely with our ELL families in ensuring that the middle school of choice has the programs, supports and resources for ELLs akin to our school. Additionally, all administrators at PS 104Q are given training in how to provide support to those staff members who teach ELLs. Additionally, we ensure that articulation between the elementary school and middle school takes place.
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.

15% of all professional learning opportunities are dedicated to training teachers of ELLs. Please see the Question 2 response for specifics. We maintain documentation through agendas and attendance folders housed in the main office.

### 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?

During our regularly scheduled parent contact time on Tuesday afternoons, the ESL teacher sets up individual meetings with parents of ELLs to discuss goals of the program, language development progress in all content areas and all assessment results. This is done in partnership with the classroom teacher and with the bilingual parent coordinator for translation purposes. If a parent is unable to come at that time, the ESL teacher may also use her professional activity period during the school day. If a parent is unable to attend during the day, conference calls are made with all involved. Additionally, progress reports in the native language are distributed between report cards to ensure communication with the ELL family specifically targeting academics.

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.

PS 104Q employs a parent contact log and a meeting agenda sign in form with minutes to all personnel. The ESL teacher is responsible for submitting her parent log and meeting agenda sign in forms at the close of business every Tuesday to the principal. These forms are photocopied and kept in a binder sorted by teacher for easy reference and monitoring of contact. Originals are returned to the teacher for her own records.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The PS 104 Parent Involvement Policy is inclusive of all ELL parents. The academic, social and emotional experience of students will be enhanced as a result of the school's increased parent participation specifically for those who are ELLs. As required under Title I and Title III, a parent meeting is held before the end of October outlining the PS 104Q Parent Involvement Policy (PIP) and the School-Parent Compact. Both documents are distributed in English and in the native language.

As a direct outgrowth of the involvement policy here at PS 104, our school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Our Parent Coordinator is bilingual and is the primary contact for our Spanish speaking population which constitutes 10% of our school population.

Workshops and Training Inclusive of ELL parents and community members are:

- Support for parents' understanding of, and participation in instructional initiatives including a Title III meeting
  - Parent literacy development
  - Learning Leaders Workshops
  - Support for increased parent participation on the School Leadership Team and subcommittees
  - Family support resources in the community in the areas of career development, health, social services, etc.
  - Parent Coordinator school based workshops
  - Leadership Program Parent workshops
  - Cornell University Nutrition Workshop series
  - Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents in multiple languages.
  - Conduct workshops to increase parents understanding of Common Core Learning Standards, assessments, and the new reading and math curriculums
  - Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members that is inclusive of ELL parents with translation available.
  - Continue the circulation of the Parent Coordinator Newsletter/Calendar in English and Spanish
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with a variety of community based organization. Those partnerships include Learning Leaders, Partnership with Children, Queens District Attorney's Office, Cornell University Nutrition, Achilles Kids (sports), NY Roadrunners (track and field), Safe Space and Rockaway Artist Alliance Kidsmart program. All of these organizations hold workshops for all of our families including ELLs. Workshops include academics, social interactions, parenting skills, family project ideas etc.
  5. How do you evaluate the needs of the parents?

Our primary method of evaluating the needs of of ELL families is through the NYCDOE Learning Environment Survey and also a school generated survey specific to parents of ELLs. Informal conversation is also a primary means of assessing parental concerns

and needs. Last year's PTA President was an ELL parent who worked diligently on promoting ELL parent involvement. This year, we now have two bilingual PTA Executive Board members with the PTA President being bilingual and the PTA secretary being an ELL parent with some English. We additionally have 2 ELL parents who serve on the School Leadership Team and speak for the ELL population. Translation services are available at all events and for all meetings. On staff there are 8 staff members who can translate Spanish, 1 staff member who can translate french and Haitian Creole. We additionally seek support from the NYCDOE Translation Services Office. For "Open School Night" where parents have 1:1 conferences with the teachers, we survey our Spanish speaking families for volunteers who are willing to come in and translate. We additionally have built a rather large contingent of former ELL students who are over 18 and who do community service as translators for Open School Night. By doing this, we support the needs of our families and promote community service and involvement.

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

PS 104Q's parent involvement activities meet the needs of the parents in that we address a variety of issues across the spectrum. Our workshops are inclusive of topics that focus on the physical, social, emotional and growth of students and how parents can help their children. We additionally host parent rap groups that center on parents helping parents deal with the pressures that occur when living in a new country and learning a new language.

#### **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.

Paste response here:

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 27Q104**      **School Name: PS 104Q The Bayswater Schol**  
**Superintendent: Mary Barton**

### 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](http://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

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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.

During the enrollment process of a new student, the school requests that families complete the HLIS to determine the primary language of the student and parent. ESL/CB teacher Jackie Scro administers the HLIS to families via an interview. Gilda Quijje, Bilingual Parent Coordinator, assists with any translation needs. Information gleaned from the HLIS and interview is maintained and recorded in ATS, the HLIS and the translated blue emergency card. This information is also noted on the child's cumulative folder. The data used to assess written translation needs includes the number of enrolled students including ELLs whose parents' primary language is a language other than English. The data used to assess the oral interpretation needs of the school includes the number of parental participants in school based events. Data is also accessible via the HLIS, ATS, Student School account, the Annual School Quality Report, Learning Environment survey, NCLB Accountability Report and attendance records from school based events.

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

The major findings of the school's written and oral interpretation needs determined that English and Spanish are the primary languages of PS 104 parents in addition to approximately 5 Arabic families, one Haitian Creole. Our Arabic and Haitian Creole families have requested to receive all school documents in English. However, the PS 104 Hispanic families prefer Spanish translation. These findings were

reported at the PTA Executive Board meeting, PTA General membership meetings and the School Leadership Team meetings.

## Part B: Creating a Communications Calendar

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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.)

All parent notifications including the school calendar, the Principal's Monthly Update, the Parent Coordinator Newsletter, Parents Bill of Rights and Responsibilities, Cell Phone Policy, Soft Lockdown Drills, parent-teacher conference announcements, interim progress reports, STARS report Cards, after-school program information, NYS Testing Dates, school event notices, weather related school closing letter, and a host of other informational notices are translated and sent in English and Spanish. In addition, all NYCDOE notices are accessed in English and the translated versions such as the Summer School notices are distributed in the native language. All languages are represented in our school signage at the main, security desk and in our main office. All forms are available in all languages as provided by the NYCDOE

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.

This list is not inclusive of all notices and meetings. These are our most pertinent items.

PreK, Kindergarten, ESL Orientation Meetings- August - September  
Back to School Curriculum Night- September  
Middle School Information Night - November  
Title I Meeting - October - November  
Town Hall School Safety Meeting - November  
Parent Teacher Conferences- November and March  
Meet Next Year's Teacher Teams Night - May  
Bring Your Father to School Day - September  
Breast Cancer Awareness Walkathon "School Wellness Council Initiative- October  
Turkey Trot Walkathon "School Wellness Council Initiative- November  
Reindeer Run Walkathon "School Wellness Council Initiative- December  
Favorite Character Book Day - October  
Grandparents Day - April  
Annual Health Fair - April  
Mommy and Me Tea- May  
Adult Education Classes - Weekly  
Family Worker Outreach

Parent Coordinator Outreach  
SAT Team Outreach  
SIT Team Outreach  
Attendance Team Outreach  
Pupil Personnel Team Outreach  
Special Evaluation Evaluation Process  
Guidance Intervention Meetings  
Principal Suspension Hearings  
Promotion in Doubt Meetings  
Parent Grade Workshops Monthly  
Parent Coordinator Workshops - monthly  
Parent Communication-Teachers every Tuesday  
Parent Meeting without prior appointments

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

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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 written translation services the school will provide is the translation of all parent notifications in Spanish. Translations are completed by school based staff. The translation unit will only be contacted if we admit a student whose family language of choice is neither English or Spanish. If necessary, the English versions of lengthy parent notices are sent in advance to the Translation & Interpretation Unit in order to facilitate the timely distribution to the parents. The English version of short parent notices are provided in advance to the school based staff to facilitate the timely distribution to parents. All parent notifications including the school calendar, the Principal's Monthly Update, the Parent Coordinator Newsletter, Parents Bill of Rights and Responsibilities and school based information notices are translated and sent in English and Spanish. In addition, all NYCDOE notices are accessed in English and the translated versions such as the Summer School notices are distributed in the native language. All languages are represented in our school signage at the main, security desk and in our main office. All forms are available in all languages as provided by the NYCDOE

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 provides oral interpretation services at all parent workshops, meetings and events. School based staff are paid per session when appropriate to translate if the event is after school hours. During the school day, school based staff are available on an as needed basis to interpret for parents. A list of available translators and languages spoken is available in the main office. The school additionally avails itself of the Translation and Interpretation Hotline provided by the NYCDOE. we additionally have a cadre of former PS 104Q students and curent/past parents who form volunterr translation teams during Parent-teacher conferences.

## Part D: Training Staff on Policies and Procedures

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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 the PS 104Q staff handbook, the policies are outlined for translation including in house translation and using the services of the NYCDOE Translation Unit. All teachers have received information regarding translation via email and during the Opening Faculty Conference in September. Teachers receive the T & I brochure, Language ID Guide and Language Oalm Cards. Before each Parent Teacher Conference, a memo is distributed to staff reminding them how translation operates at PS 14Q during these high attendance nights.

## Part E: Providing Notice of Language Assistance Services

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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

As per Chancellor's Regulation A-663, PS 104Q is required to provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school and NYCDOE. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) do not serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed. In September, a notice is sent to all families in their native language regarding the availability of translation services at PS 104Q and what languages our translators speak. Prior to Parent-teacher Conferences, we send out a notice requesting teams of parents to volunteer to these nights due to the high volume of translations required.

## Part F: Monitoring and Quality Control

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

Mechanisms for monitoring feedback from parents include: informal survey, verbal feedback to the PTA and School Leadership Team and verbal/written feedback given to Gilda Quijije, Parent Coordinator.