

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q154

School Name:

P.S. 154 QUEENS

Principal:

PAMELA GATHERS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 25Q154
Grades Served: Pre K-5
School Address: 75-02 162nd Street Flushing, NY 11366
Phone Number: 718-591-1500 Fax: 718-591-8751
School Contact Person: Pamela Gathers-Bullard Email Address: pgather@schools.nyc.gov
Principal: Pamela Gathers-Bullard
UFT Chapter Leader: Karen Bracco
Parents' Association President: Belinda Vasquez
SLT Chairperson: Cindy King
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Joanna Carlo
Student Representative(s):

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing, New York 11354
Superintendent's Email Address: DDiMang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-391-6080

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-828-5488 Fax: 718-391-8320

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)
Pamela Gathers-Bullard	*Principal or Designee	
Karen Bracco	*UFT Chapter Leader or Designee	
Belinda Vasquez	*PA/PTA President or Designated Co-President	
Cindy King, Chairperson	DC 37 Representative (staff), if applicable	
Joanna Carlo	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	
Joanna Carlo	Member/ PTA Co-President	
Alice Ospina	Member/ Parent	
Erika Fernandez	Member/ Parent	
Dawn Acevedo	Member/ Parent	
Andrea Bruno	Member/ Teacher	
Sarah Liblich	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jill Kirschenbaum	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 154 is an Elementary School located in Flushing, Queens. As a neighborhood school, PS 154 serves over 700 students across grades PreK-5. P.S. 154 is a welcoming environment that services a diverse community of learners and families.

At P.S. 154Q our mission is to engage all students in a learning environment that fosters a love for learning, teaches students to develop a passion and understanding for their community and provides students with the knowledge to be future leaders. We do this by embracing our cultural differences, supporting one another's creativity, developing ones self-awareness and employing a multitude of teaching strategies to help students become critical thinkers and life-long learners. By working collaboratively with parents, we will ensure that each child develops a love and a desire for reading, are able to write for multiple purposes, develop the ability to understand and solve mathematical problems, are capable of using and integrating technology into their work and experience the Arts.

We are working to ensure that all students grow towards proficiency in the Common Core Learning Standards by closely examining our curriculum, school demographics, teaching practices, community environment and student needs. We continue to implement our Common Core aligned curriculum, emphasizing the use of Thinking Maps as a tool to support all students in cognitive development and writing techniques.

Our school is continuing to develop student confidence, career skills, interests and leadership abilities through enrichment activities, clubs, and programs such as our: Green Team; Basketball and Cheerleading team; No Place for Hate Team/Peer Mediators; Caught Being Kind; Cookshop; Student Council; Band, chorus, music program; and Newspaper/Yearbook clubs. These activities have not only engaged our school community, but have awarded us opportunities to participate and be recognized in Citywide Recycling Competitions and music events. They also provide an avenue for parent involvement and support in growing our children's abilities and interests.

Parents are important partners in our work to support all students. Their involvement on First Fridays, with concerts, award ceremonies, family nights, and curriculum workshops continues to grow. Parents continue to seek new pathways of involvement in our community.

During the last school year, we made progress in serving our students in the lowest third, in our school environment, and in communicating and maintaining high expectations. Our key areas of focus for this year continue to be in the areas of special education, English Language Learners, and in making progress in ELA, as well as continuing to grow parent engagement and teacher partnership in future work around rigorous instruction and technology.

25Q154 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	738	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		67.5%	% Attendance Rate	94.7%
% Free Lunch		68.3%	% Reduced Lunch	11.8%
% Limited English Proficient		20.9%	% Students with Disabilities	13.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	9.5%
% Hispanic or Latino		19.5%	% Asian or Native Hawaiian/Pacific Islander	56.3%
% White		13.2%	% Multi-Racial	0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.31	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		32.7%	Mathematics Performance at levels 3 & 4	52.0%
Science Performance at levels 3 & 4 (4th Grade)		82.5%	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	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
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	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
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.

During May and June, our Teacher Leaders’ team comprised of one teacher from each grade conducted a needs analysis of our Reading, Writing, and Mathematics instruction at P.S. 154Q, identifying the strengths and weaknesses of student achievement and teacher practice. Our greatest area of need was identified as students struggling to complete multi-step word problems.

- The 2014-2015 State Math Exam reflected a decrease in the percentage of students scoring a level 3 or 4 in grades 3 students. Grade 3 students demonstrated a 17.9% decline. On the 2013-2014 State Math Exam 53.8% of the students scored a level 3 or 4, where as on the 2014-2015 State Math Exam only 35.9% of the students scored a level 3 or 4.
- The 2014-2015 State Math Exam reflected a decrease in the percentage of students scoring a level 3 or 4 in grades 4 students. Grade 4 students demonstrated a 6.1% decline. On the 2013-2014 State Math Exam 54.5% of the students scored a level 3 or 4, where as on the 2014-2015 State Math Exam only 48.4% of the students scored a level 3 or 4
- Grade 5 was the only grade to demonstrate an increase of 15.6% of students score a level 3 or 4 on the 2014-2015 State Exam.
- Overall the percentage of students scoring Level 3 and 4 has declined by

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 K-5 classroom teachers will deepen students understanding of math problem solving through infusing multiple step problem solving strategies of Sketch, Solve and Explain into the Math Workshop as measured by the redesigned math rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher Leaders redesigned math rubric that would be used for the Math Problem Solving Baseline, Mid-Year and Final Assessment to measure growth.</p> <p>Grade level teams created rigorous multiple step math problems to be administered throughout the week as students are taught the strategy of sketch, solve and explain.</p> <p>Professional learning will continue with Math in the City to support teacher pedagogical growth.</p> <p>Lead Math Teacher will conduct professional development workshops, demo lessons and feedback sessions to support the school-wide focus of problem solving.</p>	<p>Whole population</p>	<p>September 9, December 11, 2015, February 5, May 6, 2016</p>	<p>School leaders, Teacher leaders</p>
<p>Classroom tools will be developed and used to deepen student content knowledge in Mathematics such as ord banks, picture support, use of technology, thinking maps, reading comprehension work, and manipulatives</p>	<p>ESL, Special education students</p>	<p>September 2015- June 2015</p>	<p>School leaders, ESL teachers, Special education leaders</p>
<p>Parent Collaboration and Partnership: Events determined in collaboration with the SLT, PTA, and Title 1 Representatives.</p> <p>Parent workshops during Tuesday engagement time, First Fridays (October-March) in which parents are invited to learn with their children in classrooms each month; Parent assessment letters; Math Game Night</p>	<p>Parents, Teachers</p>	<p>September 2015</p>	<p>Parent Coordinator, PTA, SLT, School Leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: RTI Teachers; Math in the City staff developers, LLI Teachers; After school teachers; Additional staff to support ESL and SPED students; Teacher Leaders Team											
Instructional Resources: LLI Materials; AIS Materials; Go MATH!; Engage NY Schedule Adjustments: Embedded RTI time at the beginning of the school day; Professional Development time; Parent Engagement time											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Progress monitoring will formally occur in October, December, February, and May through schoolwide problem-solving assessment data.</u>
<u>Benchmarks will include growth 10% growth between September through February.</u>
<u>RTI/PPT team monitors and determines interventions based on progress-monitoring data.</u>
Teacher Leaders team analyzes rubric data in Google Drive and student work samples to support grade level colleagues.
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.

In examining our Caught Being Kind program, school safety data, parent and teacher feedback, we identified our biggest need to be improving student behavior in the auditorium, cafeteria and school yard. IN the 2014-2015 Quality Review, indicated that the staff sets high expectations for children, however children are not aware of instructional and behavioral expectations. In the Learning Environment Survey, 13% of our families were concerned about their child's safety. We want to ensure that all students have a safe and respectful environment throughout the school day and we will continue to ensure that all students have access to required amounts of physical and cultural activities.

Part 2 – Annual Goal

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

By June 2016, all students will participate in our character education program focusing on the values of Being Respectful, Being Responsible and Being Kind in order to foster and maintain a supportive learning environment as measured by students' work, survey responses and a reduction in guidance issues.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Establish a mentoring program for younger students partnered with older students.	At risk students	September 2015-June 2016	Guidance Counselor, Youth Development Coordinator
Create and explain to community school-wide criteria for expected behaviors in all areas Being Respectful, Being Responsible and Being Kind. Criteria and expectations to be discussed at Discipline Code Assembly in September.	All students	September 2015-June 2016	Guidance Counselor, Youth Development Coordinator, Teacher Leaders, Policy Pow Wow Leaders, School Leaders, Parent Coordinator, School Aides
Quarterly assemblies to celebrate and educate student on the character education program..	All students	September 2015-2016	Guidance Counselor, Youth Development Coordinator, Classroom Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: PPT/RTI Members; Guidance Counselor, Youth Development Coordinator											
Per Session/Overtime: To support staff members in the implementation and planning of the character education program											
Instructional Resources: Art Materials; Recess Materials; Caught Being Kind Materials											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Class averages will move at least 10% on the rubric between September and February.

Classroom progress monitoring checklist will be used every 3 months to monitor the program.

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

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

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

Part 1 – Needs Assessment

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

During the 2014-2015 school year, teachers worked to improve their practice in component 1E by planning lessons with new curricular materials in collaborative teams. 70% of teachers were effective or highly effective in component 1E which focused on planning learning activities that aligned with the teaching objective during the course of the 2014-2015 school year. Following our Quality Review and teacher qualitative data from classroom observations, we identified that we could still work to strengthen teacher practice in planning and implementing rigorous instruction by working in teacher teams with cycles of inquiry.

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, 100% of teachers will participate in Professional Learning Communities emphasizing the school-wide instructional goal of using assessment data to implement targeted literacy instruction to improve student reading comprehension as measured by TC Running Records and the State ELA exam.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional learning around learning objectives Component study around Danielson Component 1E Teachers will engage in cycles of inquiry to improve planning Teachers will collaboratively plan in grade and vertical level teams	All teachers	September 2015-June 2016	School Leaders. Teacher Leaders
New planning template Intervisitations Learning Partners collaboration Teacher Leader support turn-key to grades Learn.org for resources and videos Danielson Framework for Teaching	All teachers	September 2015-June 2016	Teacher Leaders
Teachers will work with students in small groups based on reading levels for targeted reading lessons in either guided reading, book clubs or LLI.	All teachers	September 2015-June 2016	All teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Instructional Resources for Professional Learning Activities Human Resources: Teacher Leaders Team; PD Committee; Outside Professional Development Providers Schedule Adjustments: Common Prep Periods; Monday Professional Development Time; Additional time will be provided during the school day or after school as needed

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, at least 70% of teachers will be rated effective or highly effective in Component 1E on their formal and/or informal observations.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

Based upon student data, the school survey, Quality Review, Principal Performance Review, and consultation with teacher teams and SLT members, there was improvement in school leaders ability to communicate with all constituents on the school's academic program and in ensuring that families receive effective and timely communication.

Initial qualitative and quantitative data from Summative Conferences with teachers and the NYCDOE survey, indicate that our area of improvement is in providing targeted and sustained professional learning to meet teacher goals. Therefore, school leaders will work to provide sustained professional learning around school and teacher needs to strengthen teacher practice in our instructional focus and pedagogical practice in Component 1E.

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, school leaders will consistently communicate high expectations to the entire staff by providing training and professional learning resulting in improvements of at least 20% on a school created survey.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Learning Surveys and Feedback Forms to allow for constant feedback and revision to meet staff needs	All Staff Members	September 2015-June 2016	School Leaders, PD Committee, Policy Pow Wow, SLT, Teacher Leader Team
Professional Learning Opportunities determined based on teacher observations and teacher feedback: Grade Level Team meetings Vertical Teams of Inquiry aligned to Schoolwide Instructional Focus Individualized Professional Development Opportunities based on teacher' need (ex: Cluster Study Group; Content focus PD; Paraprofessional Study Group)	All Staff Members	September 2015-June 2016	School Leaders, PD Committee, Teacher Leaders
School leaders will continue to work on building an environment of trust through feedback conversations, professional learning, teacher teams, staff community activities, feedback forms after every professional learning opportunity, and school leader book study club.	All Staff Members	September 2015-June 2016	School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teacher Team time; Teacher Leaders; Thinking Maps Trainers; Math in the City Consultant Instructional Resources: Technology equipment Planning time will be implemented for the staff during the day. Per Diem funds will be used to cover teachers as they attend Professional Development sessions. Schedule Adjustments: Other Professional Work Time on Tuesdays; Professional Learning on Mondays
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

A mid-year survey will be administered to parents and staff as a way to monitor our progress. Our final benchmark will be a 10% increase by February 2016 on our school-created survey.

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

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

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

Part 1 – Needs Assessment

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

During the 2014-2015 school year, we worked to increase parent involvement in schoolwide events by increasing the number of events that parents could attend through the year. We offered events for parents during the school day, after school, in the evening, as well as events that were for parents needs and the needs of families. We also worked to meet parent needs by offering grade level workshops, workshops for ESL parents and special education parents, and to provide opportunities for parents to celebrate the accomplishments of their children through our Caught Being Kind and Perfect Attendance Assemblies, Student of the Month Awards, and end of year events. While our qualitative data saw growth in parent participation, our initial data from the Framework for Great Schools Report received in June 2015 identified Parent involvement in the school as an area of focus being that it was one of the lowest percentages of 50% from our school survey.

Part 2 – Annual Goal

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

By June 2016, we will increase the percentage of ESL and Special Education parents who attend First Friday events between October and March by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue to provide written translation to parents on all schoolwide documents based on their home language preferences. Revise contract with School Messenger service to ensure that messages are received in preferred languages.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, School Office Staff, School Aides, School Leaders</p>
<p>Provide oral translation at parent meetings and First Fridays to parents.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>
<p>Continue to provide Adult ESL classes to parents during/after school with an end of course celebration.</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Human Resources: Per Session/Overtime to pay staff members and Parent Coordinator for translation services</p>										
<p>Contracted vendor for translation services</p>										
<p>Instructional Resources: Materials for Parents; Paper; School Messenger; Refreshments</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Parent Coordinator will monitor attendance sheets for the monthly First Friday to identify the level of ESL and SPED parent participation and expect at least a 5% growth in the number of ESL and SPED parents attending these events by February 2016.</p>

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)	Running Record Data State ELA scores Diagnostic Assessments Teacher Referral	Leveled Literacy Intervention Wilson Just Words Foundations Double Dose Thinking Maps Guided Reading Vocabulary Instruction	Small Group In Classroom Small Group Pull Out Tutoring	During the School Day
Mathematics	State Math Scores Unit Assessments Teacher Referral	Go Math Re-Teach Skills Group with focus on computation and word problems. Strategy lessons	Small Group In Classroom Small Group Pull Out Tutoring	During the School Day
Science	Running Record Data State ELA scores Diagnostic Assessments Teacher Referral	Leveled Literacy Intervention Guided Reading Thinking Maps Vocabulary Instruction	Small Group In Classroom Small Group Pull Out Tutoring	During the School Day
Social Studies	Running Record Data State ELA scores Diagnostic Assessments Teacher Referral	Leveled Literacy Intervention Guided Reading Thinking Maps	Small Group In Classroom Small Group Pull Out	During the School Day

		Vocabulary Instruction		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and PPT Team Referral	Behavior Intervention Plans	Small Group In Classroom Small Group Pull Out Tutoring	During the School Day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
According to the 2014-2015 BEDS Survey, 100% of staff members at P.S. 154Q are highly qualified teachers.
Staff members are recruited through teacher referral and the Open Market Hiring system. They are interviewed by a team of teachers and school leaders, asked to analyze student work samples, and to provide a demonstration lesson and feedback conference. Teacher goals, skills, interests and data is used to determine teacher assignments. Teacher retention is supported through the use of differentiated professional learning and professional opportunities based upon identified/expressed career trajectories.
Professional development is ongoing with all staff members based on their individualized professional goals, school-wide goals, and student data developed in collaboration with the school-based professional development committee.

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><u>Professional development is geared towards supporting teacher pedagogy and student learning in meeting the demands of the CCSS. Study groups offer one method to support teachers' professional learning such as the Teacher Tenure and Effectiveness Study Group, the New Staff Academy, and the School Leadership Study Group. Staff members participate in Professional learning communities (PLCs), a Cluster study group, and a paraprofessional study group. These teams are focused on using a collaborative inquiry approach to identify needs, testing strategies for improvement, and analyzing student work and teacher practice for evidence of improvement. Professional development is provided by school leaders, network support staff, outside consultants, and partner schools in District 25. Based on need and request, individual teachers also attend professional development opportunities from the Central Office, Go Math, Pearson, or Foundations.</u></p> <p><u>The Principal and Assistant Principal also receive professional development throughout the year from a variety of places such as: Thinking Maps, Wallace Foundation, Network 207 Support Staff, CSA, and other educational organizations aligned to the schoolwide goals.</u></p>
The RTI Team is participating in a state grant to ensure that our systems are established so that all students can meet CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our preschool program uses aligned curriculum that is based on the PreK Common Core State Standards. Pre-K teachers participate in joint PD with the P.S. 154Q staff as well as teacher teams and study groups. Preschool parents are invited to attend all P.S. 154Q schoolwide events and preschool students are included in these events. Student records, including early intervention services, will be shared in the spring as we prepare to transition students to Kindergarten classrooms.

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.

Our teacher leader team (a vertical team of teachers from PreK-Grade 5) analyzed all assessment measures and collaboratively determine the schoolwide assessment measures for the 2014-2015 school year. This team works to analyze assessment data, use results to improve instruction, collaboratively discuss data with their grade level colleagues, and work to communicate assessment results to parents on a regular basis. Our Data Specialist, school leaders, and PPT/RTI team regularly analyze assessment data in determining student support services and pedagogical needs.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	315,246.00		
Title II, Part A	Federal	84,950.00		
Title III, Part A	Federal	21,408.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,782,549.00		

1Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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. **P.S. 154Q**, 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. **P.S. 154Q** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S. 154Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 154Q</u>	DBN: <u>25Q154</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>61</u>
Grades to be served by this program (check all that apply):
<input 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>4</u>
of certified ESL/Bilingual teachers: <u>4</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: _

We have planned to have an after-school supplemental instruction program for one-day a week, 2-hours (Wednesdays) starting November 5th, 2014-December 17th, 2014 (Pending budget the program will continue from January-April). There are approximately 60 children participating in this program which will be broken down into grade level classrooms: 20 First Grade Students, 10 Second Grade Students, 10 Third Grade Students, and 20 Fourth and Fifth Grade Students. The program will be divided into two parts: one hour instruction with the ESL teacher and one hour collaborative art residency in the classroom. In collaboration, 4 ESL teachers will focus instruction on the use of academic language and the 4 modalities of reading/writing/listening/speaking using the NYSESLAT as a framework for their instruction. The ESL teachers will provide supplemental expertise in literacy acquisition. The primary target population includes students in grades 1-5. Our goal is to minimize the number of students testing at the Beginner/Intermediate Level on the Spring NYSESLAT and ensure that our Advanced students meet the proficiency level. Over the past few years, we have made significant progress for our lower grade and upper grade English Language Learners therefore this year we are continuing to support those students' as our target population to meet the needs of all of our students. The Continental Press NYSESLAT Support book will be used as a supplemental material for instruction during this program.

ADDITIONAL INSTRUCTION

Arts Residency will be provided to students from the Center for Arts Education during our After School Program. Lower grade students will have a puppetry residency to work on language acquisition and upper grade students will have a visual arts residency to increase reading and vocabulary knowledge. The Residency will work along side the ESL teachers for a one hour block to support language, vocabulary, and content knowledge in grade appropriate topics. A one hour planning meeting was held prior to the start of the residency to ensure collaborative instruction.

BRINGING IT TOGETHER

4 ESL Teachers will work collaboratively to provide small group, expert instruction to our English Language Learners participating in the program. Students will participate in a well-rounded literacy program which brings in technology and the arts allowing students to break from traditional instruction into authentic and fun learning experiences which will serve as natural motivation and inspire engagement and stamina.

On-going work will focus on Common Core aligned content area instruction as well as using the NYSESLAT as a framework. The residency requires students to develop their skills as listeners, speakers, writers and readers. Research indicates dance, the arts, transcends language and supports English Language Learners development.

Part C: Professional Development

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

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

Begin description here: _

-
Professional Development will come in the following ways:

*Professional Development Sessions during Monday PD time for ESL and ESL Clustered Classroom Teachers in an ESL Study Group: These sessions will be collaboratively planned by Network Support Specialist, teachers in the group based upon a teacher survey, school leaders, and student data. Teachers will use book chapters to support their learning on areas such as: vocabulary development, linguistic frames, writing, thinking maps, and collaborative teaching in the ESL clustered classrooms, etc.

*Monthly Grade Team meetings that focus on analyzing student work and planning targeted instruction occur at least twice a month on Mondays, as well as on common preparation periods. ESL teachers work collaboratively with classroom teachers to plan for instruction using a protocol to examine student work and plan to meet student needs. The main topic is planning for "multiple entry points" for all students.

*On-going ELL data study in Literacy through the School Leadership Team as moving ELL literacy rates is a CEP goal this year. We are discussing ways to get parents of ELL students more involved and supported in our school community.

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: _

In an effort to build a strong bridge between home and school through parent activities that support families to take an active role in their children's learning and to put forth genuine effort to show respect for the culture the students and their families bring to our school, we will invite parents to participate in activities such as trips, class/grade/school celebrations in curriculum and a culminating arts residency performance. ESL teachers and common branch classroom teachers will serve as the primary facilitators of the events listed above. Translation will be provided in writing and/or in person when available.

-
Parents will be notified via school website, all-call system, flyers, PTA Meetings and monthly First Friday with the Principal meetings, and through Twitter (monitored by our Parent Coordinator).

SLT Parent Engagement/First Friday/Conversation with the Principal: October 3, November 7, December 5, January 9, February 6, March 6. All meetings take place from 8:15-9:30 AM and focus on answering questions and concerns of parents following their classroom visits.

December 17: Celebration of Learning and Artwork for the Supplemental After School Program for parents at 3:30 PM.

ESL Workshops: November 21-December 23 will provide a weekly parent ESL workshop by our Parent

Part D: Parental Engagement Activities

Coordinator to focus on letter, sound, and vocabulary development.
Foundations Parent Workshop: October 28 from 2:30-3:30 PM as requested by Kindergarten Parents and facilitated by classroom and ESL teachers.
Homework Help Workshop: October 28 from 2:30-3:30 PM as requested by First Grade Parents and facilitated by classroom and ESL teachers.
Currently a parent survey is being conducted to determine additional parent needs so that we may plan to support them appropriately during the remainder of the school year.

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"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 154
School Name P.S. 154Q		

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 Pamela Gathers-Bullard	Assistant Principal Danielle LaPorte
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Samantha Stein	School Counselor Cami Meyer
Teacher/Subject Area Jessica Virola	Parent Joanna Carlo
Teacher/Subject Area Katherine Barberio/ESL	Parent Coordinator Jacqueline Oregel
Related-Service Provider Caroline Bucchino	Borough Field Support Center Staff Member
Superintendent Danielle DiMango	Other (Name and Title) Valerie Kondilis/ESL

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	6	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	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	700	Total number of ELLs	174	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	174	Newcomers (ELLs receiving service 0-3 years)	166	ELL Students with Disabilities	26
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	22	0	22	4	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	9	8	9	5	2	3								0
Chinese	8	14	6	6	2	0								0
Russian	3	3	2	2	4	1								0
Bengali	0	4	0	1	4	0								0
Urdu	8	5	2	3	2	4								0
Arabic	1	2	1	3	1	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	2	0	0	0	0	0								0
Punjabi	2	1	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	1	0	1	0	0	0								0
Other	5	10	5	3	11	4								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	9	5	0	5	7	3								0
Emerging (Low Intermediate)	8	2	4	4	3	1								0
Transitioning (High Intermediate)	12	7	1	1	9	1								0
Expanding (Advanced)	10	33	21	13	7	8								0
Commanding (Proficient)	0	10	7	6	1	6								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	10	12	18	11	11								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	4	3	0	0
4	6	10	3	0	0
5	12	4	2	0	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	9	5	7	1	2	0	4	0	0
4	7	0	11	0	2	0	1	0	0
5	9	1	3	2	3	0	4	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	2	4	0	11	0	3	1	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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.
 To assess the early literacy skills of our ELLs we use TCRWP running records as well as Foundations. ELLs are assessed on their decoding skills, reading accuracy, and their literal and inferential comprehension skills. The data shows us that our ELL students typically struggle with reading texts that are on grade level and have difficulty with comprehension. Many ELL students lack the vocabulary knowledge necessary to develop a deep understanding of the text. This reading data helps inform and drive our teaching as small groups are formed based on targeted areas of need. Our school's instructional plan and goal is to support our students with academic vocabulary, visual support, and real life connections. We also support our ELLs by providing as much prior knowledge as possible so that they can access higher level complex texts.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 For grades 1-5, the NYSESLAT data showed that most students scored in the Expanding Level. Students in grades 1, 4, and 5 performed better on the Speaking and Reading sections while students in grades 2 and 3 performed better on the Speaking and Listening sections. For Kindergarten, the NYSITELL data showed that students performed at a variety of levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses information about Annual Measurable Achievement Objectives to identify students who made progress as well as the number of students who attained proficiency. We also look closely at the risk levels and the reasons why in order to plan for improvements and make revisions to programming. For example, we noticed that almost all students with a risk level of 1 had less than 90% attendance last year and missed the next level by only 2-3 questions. Students in other risk levels had received a 1 or 2 on the NYS ELA/Math assessments for the past year or two. Students with higher risk levels did not show much growth. In looking at the AMAO tool we can create small groups of targeted interventions to meet the needs of the students and help support them in attaining proficiency levels.
 Analyzing the NYSESLAT Modalities will provide us with information on where most students need extra support. This information will be used to determine next steps and form targeted small groups. We will use these data patterns to scaffold instruction and determine groups for the Title 3 Program which prepares ELL students to reach proficiency on the NYSESLAT

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?
- 4a. In analyzing NYS Testing Data, we found that students who took the Math and Science Assessment in their Native Language performed similarly to students who took the assessment in English. For example, 9 students in grade 3 who took the NYS Math Test in English scored a level 1 and 5 students who took the same test in their Native Language scored a level 1.
- 4b and 4c. We currently do not administer the ELL Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- To gather a baseline assessment and analyze which students are below grade level standards, we administer the TCRWP running records. We then carefully analyze the running records to determine a specific targeted skill that the child needs support in and form small groups to teach that targeted skill. Since many of our ELL students need language and knowledge of letters and sounds, we have them working with the Foundations Program. As part of the RTI Framework, ELL students who are far below grade level standards are also receiving RTI Tier 2 services 2-3 times per week in ELA instruction, as well as double-dose Foundations to strengthen their knowledge of letters and sounds. As teachers assess students during the year, we monitor and track the progress students are making.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- A child's second language development is considered in instructional decisions by understanding their ability to speak, read, and write in their first language, so that we know if it is a support we can use or not use in teaching them a second language. From there we use small group instruction, differentiated lessons, conferencing and using these notes to make instructional decisions based on the needs of the child. Classroom and ESL teachers support ELL students by focusing on multiple entry points through the use of iPads, laptops, smartboards, vocabulary picture support, and written translated texts.
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?
- We currently do not have a dual language program in our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- We evaluate the success of our programs for ELLs by analyzing various data assessments. We administer the TCRWP running records assessment four times a year to monitor how students are progressing in reading skills and independent reading levels. We look to see if ELL students are reading at or above grade level or are making progress and moving up in independent reading levels. We also analyze the NYS ELA and Math data, as well as the NYC Performance Assessment tasks and look at the item analysis to see where students are succeeding and where the majority of the students are struggling to plan for scaffolded instruction. For each unit of study in ELA, science, and social studies, teachers administer a pre and post task to assess knowledge before the unit and how much progress was made after the unit. We use this data to evaluate the success of our programs as well. NYSESLAT data is also used to determine whether our programs are supporting our ELL students and their developmental language needs.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- Upon registration, parents are given a Home Language Identification Survey (HLIS) by a trained, licensed pedagogue. These surveys are available in various languages to assist parents in completing it correctly. A member of the ESL Staff along with the Principal or Assistant Principal will be available to review and aid in the completion of these HLIS forms. This aid will include an oral interview between the parent, the student, and a certified NYS and NYC licensed teacher. The oral interview includes questions to the parent and child to gather some information to help determine the child's home language. An interpreter will also be secured when requested/required. A list of translators is available in the main office. Bilingual staff include Jacqueline Oregel- Parent Coordinator (Spanish), Margarita Matias- Paraprofessional (Spanish); Jessica Virola, Teacher (Spanish); Marcella Trotta, Kindergarten Teacher (Spanish/Italian), Razia Ali-Paraprofessional (Urdu/Pashtu), Ivy Tse-Social Worker (Chinese), Tammy Lo (Chinese). These surveys will

be used to determine the student eligibility for NYSITELL testing. Students will be tested within 5 days of registration. These results will determine eligibility for ELL services. Spanish-speaking students will be given the Spanish Lab, within 10 days of registration by the ESL teacher Marcella Trotta or Jessica Virola who both speak fluent Spanish and have a dual license in ESL and Teaching. An RLAT report will be generated and reviewed on a monthly basis and used to see if newly transferred students from other city schools are eligible for ELL services. A chart is maintained in the main office of any new admits that complete the HLIS to ensure that students are tested and placed in their appropriate program as quickly as possible.

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).

SIFE students will be identified based on an analysis of student work and teacher feedback. They will be administered the oral interview questionnaire by an ESL staff member within 30 days of their initial enrollment. Once parents complete the Home Language Identification Survey and indicate their child's prior schooling, the same steps will be followed as when we identify an ELL. For students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we will administer the Literacy Evaluation for Newcomer SIFE.

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).

Upon registration, if a student has an IEP and their home language is other than English, the LPT members which will include a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands will review evidence of the student's English language development and the student's IEP to determine appropriate placement. If the LPT recommends the student take the NYSITELL, they will be tested to determine ELL status. If the LPT recommends the student not take the NYSITELL, the recommendation will be sent to the principal for review to determine whether or not the student will be administered the NYSITELL. If it is determined that the student take the NYSITELL, the student will take the NYSITELL to determine ELL status. If the Principal determines that the student should not take the NYSITELL, then the Principal's determination is sent to the Superintendent for review and the parent or guardian will be notified within 3 days of the decision in the parent/guardian's preferred language. Upon review, the Superintendent will make a final decision within 10 days and determine whether or not the student should take the NYSITELL. The school will have 5 additional calendar days to administer the NYSITELL and notify the parent or guardian. Students entering with an IEP developed by the DOE will receive services according to the IEP. Students' entering with an IEP outside of the DOE are given comparable services and the SBST initiate IEP process.

LPT members are:

Danielle LaPorte, AP

Samantha Stein, ESL Liaison

Caroline Bucchino, Special Education Liaison/IEP Teacher

Dianne Melchiorre, School Psychologist

The student's parent or guardian

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement letters are distributed to all ELL students upon determination of eligibility. The letters are sent home in parents' preferred language as well as English on the same day that a student was administered the NYSITELL. The ESL staff keeps detailed records of the dates that students entered the NYCDOE system and the administration of the NYSITELL.

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

A licensed ESL staff member will send home a letter to parents in their preferred language within 5 days notifying them of their right to appeal ELL status within 45 days of enrollment. Copies of these letters will be kept on file in the student's cum folder and in the ESL office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

In September, the parents of students who have been identified as ELLs through the NYSITELL testing, will be invited to a parent orientation meeting held by the ESL staff. The licensed ESL staff members include Samantha Stein- ESL licensed, Katherine Barberio- Dual licensed Common Branch/ESL, and Valerie Kondilis- ESL licensed. This meeting will provide a detailed description of each of the three programs offered by the Department of Education. We will also have our staff translators available to assist if needed. The "Parent Choice" video will be viewed in English and is available in other languages if parents so choose to view it online. At that time, parent choice surveys and program selection forms will be distributed, completed, and collected. If parents do not attend this meeting, we reach out to them by calling them and scheduling appointments before or after school. This is an on-going process as new admits arrive throughout the school year.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent Survey and Program Selection forms which are given to parents in their preferred language are returned at the time of the aforementioned meeting. Parents who are unable to attend will be contacted by a member of the ESL Staff in conjunction with the parent coordinator, to set up a time for viewing the video along with explaining their choices and completing the surveys. The return of these forms will be tracked by the ESL Staff. Outreach will continue until all forms are returned. These Program Selection forms are placed in the individual student record folder and a copy is also stored in the ESL room. This is an on-going process as new admits arrive throughout the school year.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
An ESL Staff member will make continuous attempts to contact the parents via phone and/or mail. Correspondence will be in the parents' preferred language. The parent coordinator will assist in reaching out to parents in their preferred language to ensure all forms have been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letters are sent home in the parents' preferred language after administering the NYSITELL and after a parent has completed the Parent Survey and Program Selection form. The ESL department uses an excel spreadsheet to keep track and to ensure all letters are sent home within the allotted time frame.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The HLIS is kept in a student's cumulative folder and a copy is stored in the ESL Department office. Non-entitlement and entitlement letters are sent home with the student and a copy is stored in the ESL Department office, as well as in a student's cumulative folder.
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.
To ensure that all ELL students are administered the NYSESLAT, a testing schedule is created with small groups of students and room numbers. The ESL staff work together starting with one grade at a time. They each keep attendance records of all the ELL students and mark when each section of the NYSESLAT was administered to each child according to the preestablished testing memo. The RLAT report is run repeatedly from ATS to ensure that all students are tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters will be handled by the ESL staff members and will be sent home in September in parents' preferred language once the NYSESLAT Score Reports are available. The ESL staff members will print the letters by grade and distribute to the classroom teachers to be given out to students.
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).
After reviewing the Parent Survey and Program Selection forms for the past two years, the trend in program choices selection represents an overwhelming preference for Freestanding ESL. The Freestanding ESL program offered at our school is aligned with parent requests. About 95% of our parents select Freestanding ESL as the Program selection.

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.

Instruction is organized for a predominately push-in co-teaching model for integrated ENL within ELA or content area and standalone ENL. Grade organization consists of two classes per grade that are predominately ELL learners (Entering and Emerging Students and Transitioning and Expanding Students), which allows us to maximize the amount of push-in time. Students who require additional service time such as newly arrived non-English speaking students and entering are also serviced in a pull-out model. The students participating in the pull-out model will be serviced for an additional period per day and the group size will not exceed 10 students per class.

Our ELL program uses a heterogeneous push-in model with a focus on ELA within the science and social studies content areas.
 - b. TBE program. *If applicable.*

We do not offer any TBE programs at this time.
 - c. DL program. *If applicable.*

We do not offer DL programs at this time.
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)?

The majority of ELL students are placed in heterogeneously grouped classes on each grade. Entering and Emerging students will receive 180 minutes of Standalone ENL and 180 minutes of Integrated ENL in ELA. Transitioning and Expanding students will receive 180 minutes of Integrated ENL in ELA or other content area. Commanding students will receive 90 minutes of Integrated ENL in ELA or other content area.
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.

Within the push-in model, ESL and general education teachers co-teach for the Integrated mandated minutes per week for every grade. Articulation periods are provided to organize and plan instruction on a bi-weekly basis. ESL teachers also collaborate with classroom teachers during a common planning period and differentiate content area instruction in the areas of math, science, and social studies. All instruction is delivered in English. Instructional approaches and methods used to make content comprehensible to enrich language development include: focus on tier 2 words, instructional conversation, scaffolding and implementation of other visual aids, and the use of technology.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

When possible, we use staff members in the building to provide written or oral translations to students so that we can properly evaluate students. We also use translation applications on I pads to support students individually in the classroom. To ensure that all ELLs are appropriately evaluated in their native language we provide them with the translated versions of the State exams, whenever possible. In addition, students have access to bilingual glossaries to support them in the content area. They also receive testing accommodations such as time and a half and a separate location.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated through the 4 modalities throughout the year with:

 - * TCRWP running records- 4 times a year
 - * Pre and post task assessments in all content areas- ongoing throughout the year
 - * Rubrics and checklists to assess listening and speaking and collaborative discussions- ongoing throughout the year
 - * The use of technology- ongoing throughout the year
 - * NYC Performance Tasks- 2 times a 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

Differentiated instruction is offered for different proficiency levels of English Language Learners. Currently we do not have any SIFE students. However, in the event that we do get a SIFE population, we have tier II and III interventions such as double dose Foundations and Wilson Reading program. Newcomers and beginners are instructed using hands-on activities, alphabet charts, word lists, and teacher modeling to increase auditory and speaking skills. A supplemental intervention program has been designed for students who have been in the program for more than three years for former ELLs to provide them with targeted

instruction in vocabulary and literacy instruction. The plan we have in place for the former ELLs is supported through the push in model and small group instruction (flexible grouping). The progress of these students will be tracked through interim assessments and teacher observations. In addition, former ELLs are invited to participate in the spring early morning test preparation program as well as our Saturday Academy in order to support and prepare them for the State exams. Former ELLs will continue to receive 90 minutes of ELL instruction and support for 2 years after they reach the Proficiency level on the NYSESLAT. They will also be given the suggested testing accommodations such as separate location and time and a half as well.

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.

The school will ensure the student's academic progress has not been adversely affected by the re-identification by having the principal consult with a staff member, the parent and the student. If it is believed that the student had been adversely affected by the determination, the student will be provided additional support services as defined in CR Part 154.

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?

Instructional strategies and grade level materials used by our teachers of ELL-SWDs include thinking maps, Wilson and Foundations methodology, leveled libraries including fiction and non-fiction, and technology. Students have access to content specific texts on a variety of reading levels, as well as translations in their native language. Students work in cooperative groups to engage in discussion and gain a deeper understanding of content. Academic vocabulary words are introduced and reinforced with picture support to grow students' vocabulary knowledge. Students are also supported through the use of Linguistic Frames to help them with speaking and writing.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by grouping our students in each grade level, pushing into the classroom, articulating with the classroom teacher and special education teacher in order to adapt and modify lessons based on students' needs. Students with disabilities are flexed into general education classes based on their academic abilities and strengths. ELL students with disabilities are placed in ICT classes if their recommendation is such.

Chart

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

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

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

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



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

Chart

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

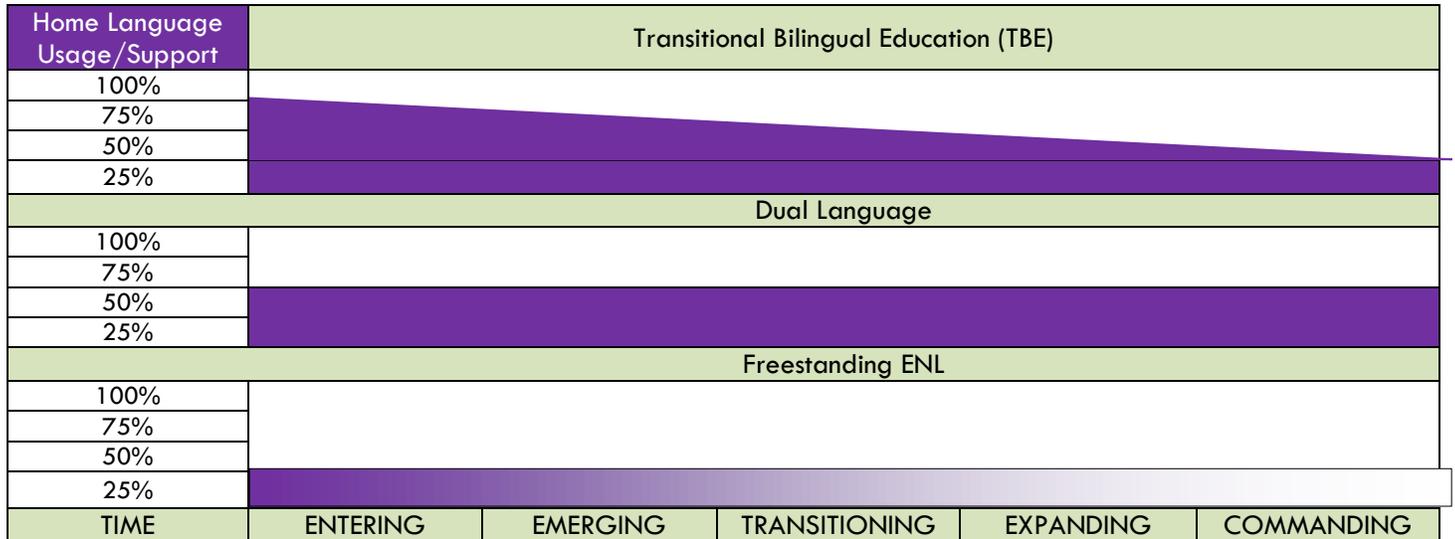


*Note “other approved services” does not apply to New York City at this time.

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. In addition to the aforementioned interventions, teachers meet on grade level inquiry teams and analyze student work to assess whether their teaching is successful and whether revisions need to be made within their lessons. Part of the discussion during these team meetings is to analyze the work of ELL students to reflect on how their teaching is or isn't supporting this specific target population. If it isn't, they work to plan supportive strategies to make sure ELLs are able to access the content and curriculum. Our Title III Program for students in grades 1-5 also offers additional support as do art residencies in helping our students acquire language skills. We also have a music program which provides our ELL students with another outlet and way to learn the English language. Many of our beginner ELL students are receiving instruction on letter sounds and vocabulary acquisition to help them decode words during the RTI period. All programs are conducted in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program meets the needs of our ELLs in both content and language development for the following reasons: There is common planning time built in daily schedules to allow the classroom teacher and ESL teacher to plan out their lessons and so that the ESL teacher knows how to support their students with the content. Classroom teachers and ESL teachers also co-teach lessons, both teachers meet to analyze pre and post assessment data to drive instruction, and both teachers look at current trends and growth to plan for small group scaffolded instruction.
12. What new programs or improvements will be considered for the upcoming school year?

Technology will continue to be incorporated into all of our ELL classrooms through the use of the smartboards which were installed in about 96% of the classrooms in the building and utilization of the Ipad cart and laptop cart. We will continue to implement the Foundations Program for grades K-2 and for beginner ELLs which supports letter sound acquisition and fundamental knowledge of the English language system. In addition, we will continue to offer our Title 3 Program to support our ELL students. Next year, we will also support our ELL students through the use of String work and number routines to build students' number sense.
13. What programs/services for ELLs will be discontinued and why?

For this school year, we do not anticipate any program cancellations.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL students participate in all school programs. These programs include but are not limited to: Circle of Dance, where students learn various movement and dance techniques, Music for Many, where students learn about acting and perform a mini play, educational assemblies to build cultural knowledge and awareness, basketball and cheerleading teams, student council which helps to bring change to the school based on student voice, green team which leads the school in recycling efforts, and leadership programs such as the No Place for Hate Team led by the parent coordinator and the youth development coordinator which works to promote cultural diversity. Some of these programs require students to try out or apply by completing an application. All ELL students in grades 1-5 are also invited to participate in our after school programs. Students are grouped by Performance Levels and an invitation letter is sent home in the parent's preferred language. As mentioned above, all students receive targeted small group instruction to assist in acquisition of the English language.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The following instructional materials are used to support ELL students: fiction and non fiction books on a variety of levels, trade books, Foss Science Kits, Words Their Way, Foundations, Wilson, Thinking Maps, smart board instructional support, and a social studies curriculum that is also supported by hands-on field trips. Cameras and color printers are used to capture images to support charts and other instructional aspects of the classroom. I pads and laptops for individual students are also used to support instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered through the use of bilingual dictionaries and small group instruction. Student translation services are implemented upon need. We also try to assign students in classes where the classroom teacher speaks the same language as the child. We also send home translated versions of DOE letters and school fliers.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs' ages, grade levels, and proficiency levels are considered when services and supports are rendered. ESL teachers also plan with grade level teams and align their support services to the Common Core Standards for the grade. The ESL teachers are responsible for making appropriate modifications to grade level curriculum so that ELLs can access age and grade appropriate material. The ESL teachers regularly attend Professional Development sessions and planning meetings with the teachers to make sure the resources they are using correspond to the appropriate age/grade level and support the curriculum.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELL students are introduced to the ESL staff at registration and parents are provided the opportunity to tour the school with a member of the ESL Staff and Parent Coordinator. This tour provides parents and students with a chance to meet other teachers and students while gaining a brief understanding of the school community and curriculum. This year we will put together a team of students who will be the welcoming team for the school. This team will greet the new students as they enroll and show them places in the building that are important for them to know.

19. What language electives are offered to ELLs?

We do not offer Language electives at P.S. 154Q at this time.

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)?

At this time we do not offer dual language programs at P.S. 154Q, however, upon parent request we would contact the Office of ELL's at ELLProgramTransfers@schools.nyc.gov.

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.)
Professional development and support for our school staff including assistant principals, ESL coordinators and teachers, common branch teachers of ELL students, paraprofessionals, OT/PT therapists, speech therapists, psychologists, secretaries, and parent coordinators will be provided by District-wide professional development as well as by a private consultant. The professional development plan will focus on how to support ELL students in meeting the demands of the Common Core Learning Standards by incorporating various modalities such as visuals, videos, manipulatives, and providing concrete examples. In house professional development will focus on collaborative planning time between ESL staff and classroom teachers. In addition, ESL teachers share their knowledge and best practices of teaching ELLs during Professional Learning Community meetings.
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?
Teachers of ELL students participate in District-wide professional development in order to learn strategies to help ELLs meet the CCLS. ELL teachers have received professional development on academic language, text complexity, and close reading which support students in meeting the demands of the Common Core. This year we are also hiring a private consultant to work with our ELL teachers in using tools to support students on being able to complete the same rigorous tasks which are aligned to the Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The Guidance Counselor is identified as the Middle School Liaison. ESL teachers working with grade 5 students collaborate with the guidance counselor to assist in the transition from elementary to middle school. The guidance counselor provides training and opportunity for discussions around supporting students as they transition to middle school. The Guidance Counselor will also work with our private consultant this year to learn ways to support our ELLs as they prepare to transition.
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.

ELL teachers, administrative staff, and teachers that support ELL students meet on a regular basis to discuss best practices. ELL teachers will attend and/or receive through the turn-key process professional development from the District. Teachers meet collaboratively at least 1x/week to plan instruction and Vertical teams meet 1x/month to share best practices in supporting ELL students. We will continue to have an ESL teacher on our Teacher Leaders Team which meets twice a month to discuss data, look for trends, and plan for instruction to meet the needs of the students. During all Professional Development/Non-attendance days, time is set aside for teachers to share and turn-key professional development training. Agendas and attendance sheets are kept by the teachers for the grade level and vertical teams. School-wide professional development records are kept 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?

P.S. 154Q will provide annual individual meetings with parents of ELLs during the Tuesday Parent Engagement Time. If a parent is unable to attend during that time, the ESL staff will offer the parent a time that works best for them. As with all meetings, translation services will be provided by staff members or outside agencies depending on the preferred language of the parent.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Records for annual individual meetings with ELL parents are kept in the ESL office and are organized by class. ESL staff members reach out to parents in multiple ways so that we ensure that parent needs are accommodated. ESL staff members meet with parents in person, make phone calls, and/or send home letters. Outreach is continued until meetings are held.

We will continue to implement a parent involvement initiative inviting parents into their child's classroom the first Friday of every month to become an active participant in their child's learning. Administration hosts a monthly "First Friday" where parents are invited into their child's classroom for one period in the morning to participate and learn alongside their child in different subject areas. After this classroom visit, parents are invited to the auditorium for conversation with administration and the parent coordinator. This time provides parents with the opportunity to inquire about instructional and procedural items which can range from scheduling and curriculum to events at this school. Translation services are available by staff members or an outside agency if parents need it. A weekly parent email is sent to parents every week from the parent coordinator. This email also informs parents of the weekly events in our community. The parent coordinator also sponsors parent workshops and ELL training for adults. We also provide all parents a report card vocabulary sheet (in their native language) to help parents better understand the school report card so that they can assist their children at home.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time, P.S. 154Q does not partner with agencies or Community Based Organizations to provide workshops to ELL parents.
5. How do you evaluate the needs of the parents?

The needs of the parents of ELL students are initially identified through questionnaires and surveys at time of registration. This is an ongoing procedure as new students are enrolled. Parent needs are also shared with our parent coordinator, at PTA meetings, First Friday meetings, and school visits throughout the year. The parent coordinator communicates the parent needs with school administration. Translation services are made available if parents need to communicate their needs in their preferred language.

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

Based on the responses to questionnaires, surveys, and concerns shared at various meetings throughout school year activities, programs and groups are designed to address the needs of the parents. We hold monthly parent workshops on topics requested by the parents. These workshops are facilitated by teachers as well as the parent coordinator and often provide support to parents on the curriculum and ways to support their children at home. The parent coordinator is also easily accessible by phone call, email, or in person for parents to discuss their needs. Translation services are made available if a parent needs the information shared in their preferred 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.

School Name: _

School DBN: 25Q154

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)
Pamela Gathers-Bullard	Principal		10/30/15
Danielle LaPorte	Assistant Principal		10/30/15
Jacqueline Oregel	Parent Coordinator		10/30/15
Samantha Stein	ENL/Bilingual Teacher		10/30/15
Joanna Carlo	Parent		10/30/15
Katherine Barberio	Teacher/Subject Area		10/30/15
Valerie Kondilis	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Cami Meyer	School Counselor		10/30/15
Danielle DiMango	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
Jessica Virola	Other <u>ESL Teacher</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q154** School Name: **P.S. 154Q**
Superintendent: **D.**

Before you begin, please check the following:

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

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

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

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

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

A variety of data sources are used to assess language preferences of the parent community for both written and oral communication. From running the RHLA and RSDS reports in ATS, analyzing the HLIS, sending parents a Language Preference Form in September in which they indicate the language they would like to receive written information and oral communication from the school, and meeting with parents at the beginning of the school year, we assess the number and types of home languages present within our school community. At the start of our school year, an ESL Parent Meeting facilitated by the ESL staff, in conjunction with the parent coordinator, is scheduled. At that time the staff discusses and informs parents of their options regarding the different programs that are available to their child. Videos in many different languages were created to explain the different options to parents. From listening to new parents and understanding our current population, we have multiple people available within the school who can serve as interpreters (Urdu/Pashtu, Spanish, Chinese, Hindi, French for example) and are available to parents. We also use multi-language stamps to communicate important messages and information to parents throughout the school year. Based upon parent feedback, certain documents are also sent to the Translation Unit to be translated prior to schoolwide distribution and phone calls are made to inform/remind parents of important information and events. Translators are also present at parent-teacher conferences for the most frequently-spoken languages in our school community based upon the RHLA, as well as through the DOE Translation Unit (for which is provided to all school personnel to use as a resource to communicate with families). We also have parents who volunteer to translate for other parents at our monthly meetings

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

The parents' preferred languages for both written and oral communication include: English, Chinese/Mandarin/Cantonese, Bengali, Russian, Spanish, Hindi, Urdu, Farsi, Pashto and Arabic.

Part B: Creating a Communications Calendar

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

The documents our school typically disseminates every year that require translation include the parent handbook distributed to families in September, parent-teacher conference forms distributed in September, October, March and May, after-school program information distributed at various times throughout the year, and NYS testing dates distributed in March.

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.

Throughout the school year, the following formal face-to-face meetings take place such as meetings held during parent engagement time, parent-teacher conferences in September, November, March, and May, curriculum/family nights throughout the school year and first Friday events/workshops. Informal interactions include calls home to parents by the guidance counselor, school staff, attendance teacher, or school administration.

Part C: Providing Language Assistance Services

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

P.S. 154Q will provide written translations provided by the NYCDOE and will send important documents in advance to the Translation and Interpretation unit. High Priority documents are translated or

accompanied by a school stamp written in several languages which states, "Important Document: Please have translated".

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.

Oral Interpretation services are provided by the NYC Department of Education. All staff members possess the oral translation phone number to assist with parent conferences. In addition, the school arranges for interpreters to be available during Parent Teacher Conferences in September, November, March, and May.

There are several staff members who are bi-lingual and are ready, willing, and able to provide oral translation services when needed. Languages include: Spanish, Urdu/Pashtu, Hebrew, Russian, Arabic, and Chinese

Part D: Training Staff on Policies and Procedures

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

The T&I Brochure will be distributed to teachers in September and the Parent Coordinator will provide training to staff on the policies and procedures on how to use translation services and the over-the-phone interpretation service. All staff members will receive a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

A. PS 154Q is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

B. PS 154Q posts, in a conspicuous location at or near the primary entrance to the school, a welcome

poster in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. PS 154Q will ensure that Parents' Guide to Language Access and Language ID Guide are located in the main entrance lobby.

D. PS 154Q school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

E. Parents who speak a primary language that is neither English nor a covered language shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

F. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

Part F: Monitoring and Quality Control

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

A parent survey will be given to parents to gather feedback on the quality and availability of translation services. The Parent Coordinator will reach out to parents to also gather feedback. A focus group of parents inclusive of all cultures and languages represented in our school will be used to gather feedback and best practices on the quality and availability of services.