

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q161

School Name:

P.S. 161 ARTHUR ASHE SCHOOL

Principal:

JILL HODER

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Arthur Ashe School School Number (DBN): 28Q161
Grades Served: Pre-Kindergarten through Grade Five
School Address: 101-33 124th Street, Queens, NY 11419
Phone Number: (718) 441-5493 Fax: (718) 441-6202
School Contact Person: Janice Gabriel Email Address: Jgabriel4@schools.nyc.go
Principal: Jill Hoder
UFT Chapter Leader: Paulita Campbell
Parents' Association President: Richard LaGuerre
SLT Chairperson: Janice Gabriel
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Seema Sooroojbally
Student Representative(s): N/A

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
Superintendent's Office Address: 90-27 Sutphin Boulevard, Jamaica, NY 11435 room 242
Superintendent's Email Address: msarduy@schools.nyc.gov
Phone Number: (718) 557-2618 Fax: (718) 557-2623

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Queens, New York 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: (917) 520-6743 Fax: (718) 281-3509

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jill Hoder	*Principal or Designee	
Paulita Campbell	*UFT Chapter Leader or Designee	
Richard LeGuerre	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Seema Sooroojally	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Janice Gabriel	Member/ AP, SLT Chairperson	
Theresa Bennett	Member/ RTI Coordinator	
Rodney Goldstein	Member/ Teacher	
Krystal Jemison	Member/ Parent	
Shidia Khan	Member/ Parent	
Michelle Narpaul	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nadia Carter	Member/ Parent	
	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.

School Mission Statement

" Our mission at the Arthur R. Ashe Jr. School is to provide a comprehensive and nurturing learning environment where students will excel. Staff and parents will work collaboratively to improve the quality of standards-based instruction, while respecting the diversity of our school community, as we guide students in becoming more college-and-career ready ."

In the 2014-2015 school year, P.S. 161Q, the Arthur R. Ashe Jr. School, had the honor of being named a "Reward School". In addition, we received a Quality Review grade of "Highly Effective" in all categories. The data indicates that the Arthur Ashe School, is a school which continuously strives to meet the needs of all of its students. As we embark on our sixteenth year as a school community, we note that we are proud of more than our academic success. We believe in "teaching the whole child": Our Playground Grant, CASA Grant, Guitar Workshops, Dance and Fine Arts program, Price Waterhouse Coopers' "Earn Your Future" Program, Basketball Team, and "clubs", as well as our rigorous academic program, P.S. 161Q is a place where students truly enjoy learning. We provide multiple and varied ways for students to showcase their talents and engage enthusiastically with school.

Our Pre-K to Grade Five student population consists of the following: 64% Asian or Pacific Islander, 17% Hispanic, 5% black, 2% white, and 11% of mixed racial heritage. We have 708 students, 11% of whom who speak English as a second language, and 16% of whom have an IEP, and therefore receive special needs supports. Our school is barrier free, and has an inclusion program whereby students in the District 75 program are part of a general education classroom and receive support including a paraprofessional, but are held to the same standards, and tasks, as the general education students.

We have a unique challenge in that our population of students with "Asian" heritage, are mostly students of Guyanese or Trinidadian heritage, and thus come from families that speak English in the home, but may have not had the advantages of compulsory education, or may have difficulty learning to speak, read, and write standard American English. These students would not be entitled to support from ESL classes, and thus must receive extra support from their regular classroom teachers.

We have successfully transitioned to a full day Pre-Kindergarten program, with two full-time classes. Our expanded Pre-K program will mean more time and resources will be devoted to our youngest learners in the upcoming school year.

We are proud to number our school among the ranks of "Reward Schools", a designation that indicates that we have met and exceeded our New York State Accountability Goals. We are included in the "Top Five" high-performing schools in our district. We have received a rating of "Highly Effective" on our 2015-2016 Quality Review, in all categories. Our staff is highly qualified to improve student achievement. Our Teacher Effectiveness Ratings indicate that out of 44 teachers, we have 19 rated "Highly Effective", 24 rated "Effective", and only one rated "Developing". Our teachers all have at least 8 years of teaching experience. We pride ourselves on being a school where teachers are constantly striving to improve their instructional practices, to meet the needs of students of all ability levels, talents, learning styles, and cultures. We have very little student "turnover", which means that once students register with us, they tend to stay with us until graduation.

One of our goals for the following school year, in according to the Framework for Great Schools, relates to improving the strength of our Family/Community ties. We would like to increase our parents' ability to interact with their child's school program, and thus impact more on our students' success. We will be exploring more new and innovative ways to help our parents access data about their children's progress in the coming school year, and use this data to support all of our learners.

28Q161 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	678	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		83.0%	% Attendance Rate	93.6%
% Free Lunch		83.3%	% Reduced Lunch	8.6%
% Limited English Proficient		10.5%	% Students with Disabilities	16.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		10.0%	% Black or African American	6.2%
% Hispanic or Latino		17.4%	% Asian or Native Hawaiian/Pacific Islander	63.1%
% White		2.4%	% Multi-Racial	0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	1.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	8.38
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		45.7%	Mathematics Performance at levels 3 & 4	54.8%
Science Performance at levels 3 & 4 (4th Grade)		98.1%	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		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	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.

As the 2014-2015 school year came to a close, we along with members of our School Leadership Team, conducted a comprehensive needs assessment. This included a school wide walkthrough, by parents and staff, to look at student work, notice trends and patterns in student interaction in classrooms, and note use of technology. Qualitative and quantitative data was gathered and analyzed, including the following: Formative and summative test data, Quality Review, School Quality Snapshot, Teacher and Parent Surveys, ADVANCE reports, and informal discussions with parents, students, and staff. After much careful deliberation, we concluded that our Literacy program would need a stronger emphasis on informational writing, with particular focus on writing from sources.

5A, RIGOROUS INSTRUCTION

P.S. 161's strength as a school has always been our willingness and ability to work collaboratively to improve our Literacy teaching practices. We have noted an improvement in the students' ability to use higher-level vocabulary during student discussions and writing activities. While our ongoing efforts to increase mastery of the Common Core Learning Standards in Literacy have incorporated use of both the Columbia Teachers College Reading and Writing Project curricula, as well as the ReadyGen Literacy program, we have found that the demands of the CCLS have continued to challenge many of our students, specifically in the area of informational writing. Our needs in the area of Rigorous Instruction are to strengthen our student's ability to create written arguments with adequate support from various types of sources. One challenge in particular was in the area of summarizing and synthesizing information gleaned from the Internet, as well as other sources, and making the writing "their own".

STRENGTHS:

Quality Review Findings 2014-2015: “The vast majority of teachers work in collaborative teams; identify goals for student improvement, engage in the ongoing practice of using and exchanging data, share and reflect on areas for improvements to instructional practices, and refine and discover solutions to promote increased student achievement.”

Quality Review Report 2014-2015: “Teachers serving on the school’s vertical and inquiry teams participate in robust approaches, including peer observations, and use protocols to effectively monitor student learning. For example, they use the objective, reflective, interpretive, decisional (ORYD) protocol, which supports reflective dialogue relative to the coherence of pedagogy, such as asking higher-order questions and fostering student-to-student conversations, and has bolstered the improvement of outcomes for all learners.”

School Quality Snapshot 2014: The school evidenced a growth of 3.4% in ELA from 2012-2013 to 2013 to 2014.

NEEDS:

Closing the Achievement Gap: According to the 2104-2015 School Quality Guide, 14.7% of our students with special needs in ICT environments are performing at levels 3 and 4 on the NYS ELA.

School Quality Guide 2014-2015: We were “approaching target” in student progress in ELA. We were at 60% progress in ELA, as compared to the previous year, where we were at 65% growth in ELA.

ReadyGen End-of-Unit Assessment, “Written Response” data for Grades K-5, 2014-2015 (Module A and B Writing Scores) : For students who did not score on level four in September, 54.2% of students moved at least one level in the area of “Writing from Sources”. For Special Needs students in the ICT environment, this percent was 35.5, however, our English Language Learners grew at a rate of 49.5%.

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.

5A, RIGOROUS INSTRUCTION: By June of 2016, all students on grades K-5 will show growth in their ability to use non-fiction sources to create evidence-based writing pieces that inform and persuade, as measured by improvements on Text-Based Writing Assessments, as guided by our Literacy Team.

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>FIRST QUARTER:</p> <p>Research Based Instructional Programs:</p> <ul style="list-style-type: none"> • Grade Level Teacher Reading Leads meet with Teachers College Staff Developers to plan curriculum units of study for the 2015-2016 school year. Curriculum adjustments are made at this time. <u>Speaking, Drawing, and Writing</u> is the study text for Kindergarten, and strategies for beginning writing specifically 	<p>Gen Ed Teachers, Special Ed Teachers, ESL Teachers</p>	<p>May—Sept., 2015</p>	<p>1-2 teachers per grade, Literacy lead, TC Staff Developer (K-2, 3-5) 2 AP’s, Principal</p>

with Kindergarten students will be added to the TC Units of study. Already Ready is the text for Pre-K.

- Teacher teams use tools such as Webb’s Depth of Knowledge and Hess Cognitive Matrix to assess the rigor of existing curriculum maps.
- ReadyGen Literacy: Teachers, during weekly grade meetings, plan collaboratively to ensure that daily lesson plans that have multiple entry points, and differentiated activities, to ensure access for all learners.
- End-of-year administrative conferences with cluster teachers, (i.e. the Library teacher), encourage cluster teachers to team up with selected classroom teachers, or other cluster teachers; to create thematic units in Writing that integrate curricular areas, and provide for challenging and rigorous writing assignments outside of the regular classroom. Long-term research-based projects are developed in collaboration with a team of teachers.

Professional Development:

- Teachers on each grade “buddy up” with another teacher, to support teachers who are new to a grade or assignment, and to offer a trusting partnership with which to develop and grow professionally and personally.
- Data protocols are established and disseminated to all data team members for use in grade writing data analysis meetings (Tuesday afternoons, once per month.)
- During the September 2015 Faculty Conference, the Principal introduces teachers to the instructional focus and school goals for the 2015-2016 year, with tentative action plans that are designed to achieve these goals.
- A “refresher course” on Webb’s Depth of Knowledge and the Hess Cognitive Matrix is provided during the initial Faculty Conference Day in September.
- Gr. 2-5 Teachers analyze the NYS Writing Rubric, NYS Release (Engage NY) questions, and revise units of study to reflect the rigor of upcoming assessments.
- Teachers on all grades create writing rubric templates as guides for student-created rubrics.
- Teachers work collaboratively to create “Learning Targets” for each specific standard to be addressed this year.

Addressing Student Needs:

<ul style="list-style-type: none"> • Teacher teams continue to look at how to include multiple entry points in all lessons, and increase “checks for understanding”, so that all students, particularly those for whom English is a second language, can thrive and meet their potential as learners. Use of “buddy students” who can engage the “newcomer” in discussions in their native language as a bridge to expressing themselves in English. Use of visual aides such as SmartBoard presentations with embedded videos, interactive writing, and other scaffolds are encouraged. • At end-of-year-conferences, “Highly Effective” teachers on each grade are given a copy of “Leaders of Their Own Learning”. They do initial research in supporting all of our students’ ability to be self-directed and self-monitoring”, in anticipation of future professional development. • Element 3E “Student Assessment” of the Danielson Framework is an ongoing focus during classroom visits, as the expectation are that all lessons include components of “student self-assessment”, such as "peer editing" in their writing lessons. “Highly Effective” teachers will be teacher leaders for their grades in the areas of “student self-assessment”. <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Curriculum Night at Parent Teacher Conference, which occurs in September of the 2015-2016 school year, allows teachers to disseminate school goals and initiatives, placing a particular emphasis on Parent monitoring of student achievement. At this time Class Dojo, school website, teachers e-mail, GoMath “Think Central”, and other communication platforms are introduced and their regular use strongly encouraged. CCLS will be reviewed, and parent-friendly curricular calendars provided. • Principal’s “Open Door Policy” with Parents requesting conferences or guidance, continues. This policy contributes to establishing trust between parents and school staff. • Weekly parent workshops designed to develop the “academic parent” begin in September, through the auspices of the Parent Coordinator’s “Parents are Teachers, Too” program. Instructional bends for specific grades, use of at-home Internet resources such as “Khan Academy” and our “My-On” literacy program are introduced, and specific parent tutorials in the areas of Reading Readiness, Nutrition and Wellness, Math, Science, etc., begin. 			
<p>SECOND QUARTER:</p> <p>Research-Based instructional programs:</p> <ul style="list-style-type: none"> • TC/ReadyGen Literacy: Teachers meet weekly to look at student writing work on the grade level during Monday Afternoon “Data” meetings, using the ORID protocol to analyze 	<p>Gen. Ed. Teachers, Special Ed Teachers,</p>	<p>October, 2015-December, 2015</p>	<p>Literacy Leads PD Team Administrators</p>

student work. Additionally, in weekly Data Vertical Teams and Literacy Vertical Team meetings, teachers will discuss writing improvement initiatives based on the data analysis.

SETSS
Teacher,
ELL
Teachers

Professional Development:

- The Teachers College Staff Developers meet with teachers on each grade to support them in their writing lesson planning.
- Based on formal and informal teacher observations, targeted feedback, PD activities are adjusted in order to inform teachers of the need to adjust instruction to meet the needs of their individual learners.
- Lab sites are established for TC Writing, whereby teachers can view lessons of highly effective teachers, and make adjustments to their teaching practices.

Addressing Students' Needs:

- Initial Teacher Effectiveness observations include emphasis on "Student Engagement", Danielson Framework for Teaching Rubric component 3C, to assess whether teachers are providing differentiated grouping every day to support struggling writers.
- Administrative walkthroughs include focused "Data Dives" to look at group work and other supports in writing, to assess that at least ONE of the following groups is supported during the writing lesson on any given day: SWD's, ELL's, and Higher-Ability Learners. Writing "data dives" occur during ReadyGen written response time, or at TC Writer's Workshop.
- Teachers engage in professional learning provided by district/borough support staff to learn new strategies for meeting the need of ELL's and SWD's in all writing periods.

Parent Involvement:

- Standards-setting student work for each grade is displayed in the main lobby, for parent viewing.

Students are encouraged to address persuasive writing to their parents, and parents are invited to respond; in order to create a "writing dialogue" between parents and students. This helps develop trust between parents and students, and an engaged parent relationship with the writing curriculum.

- Parents will be invited to publishing "celebrations" at the end of each Unit of Study. Of particular emphasis will be units of

<p>study related to writing from non-fiction sources, informational writing, and persuasive writing.</p> <ul style="list-style-type: none"> • For parents of students in Grades K-2, to help them “get off the ground” in writing, Parent “Read-Alouds” of important mentor texts (i.e.: “I Wanna Iguana”) are held once per month during Parent Literacy Workshops. 			
<p>THIRD QUARTER:</p> <p>Research-Based Programs:</p> <ul style="list-style-type: none"> • The Teachers College Staff Developer meets with teachers on each grade to support them in their Writing Unit and lesson planning. <p>Professional Development:</p> <ul style="list-style-type: none"> • Teacher receive updated training about utilizing the “Teachers College Writing Continuum” to assess students growth in writing and to gather data to help refine their writing instruction. <p>Meeting Students’ Needs:</p> <ul style="list-style-type: none"> • Teacher teams design self-monitoring tools and strategies for students to revise and edit their own, and their peers’ writing work. <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Student-led conferences (on Parent-Teacher Conference Day/Night), will consist of presentations of writing work, and will include student-led discussion about “next steps” needed for writing improvement and meeting learning targets. • Parents are invited to publishing “celebrations” at the end of each Unit of Study. Of particular emphasis will be units of study related to writing from non-fiction sources, informational writing, and persuasive writing. 	K-5 Gen Ed Teachers	January 2016-March, 2016	Principal Assistant Principals (Pre-K-2) (3-5)
<p>FOURTH QUARTER:</p> <p>Research-Based Programs :</p> <ul style="list-style-type: none"> • Teacher teams and school administrators will review data related to student growth in writing, and review the Writing curriculum/lessons/tasks (both in Teacher College and ReadyGen programs) to make any adjustments needed to ensure readiness of all students to continue to the next grade. 		April 2016- June 2016	

- Teacher surveys related to Writing instruction are created, distributed, and analyzed, in order to assess teacher satisfaction with the Teachers College and ReadyGen Literacy programs.

Professional Development:

- Teachers will share out best practices (on Chancellor’s Conference Day), including use of new and motivating mentor texts, materials, and strategies to improve writing skills.

Addressing Students’ Needs:

- Teachers will continue to refine their systems for providing multiple entry points in all writing lessons, including teaching implicit and explicit vocabulary, using student models, think-alouds, and visual/multimedia aids. Teachers will encourage students to present their writing products in ways that involve various media, such as PowerPoint and video presentations, posters, movie reviews, newspapers, etc. Debates may be videoed and “critiqued”.

Parent Involvement:

- Administrators and other staff create parent workshops whereby parents can learn various strategies/projects for keeping writing skills strong during the Summer months. Some examples could be: “Keeping a vacation journal”, or “Creating a travel brochure”.
- Parents receive “Summer Writing Calendar”, created by the Literacy Vertical team, listing suggestions for keeping writing skills strong during the Summer Months.

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.

Goal A: Rigorous Instruction in Writing

Personnel

Principal

2 Assistant Principals

30 Classroom Teachers

1 SETSS Teacher

2 ESL Teachers

1 RTI Teacher
 1 Library Cluster Teacher
 1 Parent Coordinator
 2 Teachers College Staff Developers (10 Sessions each)
 Substitute teachers for professional development

Instructional Resources

Teachers College Leveled Library Books

ReadyGen Expendable Materials

Books for Teachers' professional study: Leaders of Their Own Learning

Other Resources

Adjusted Schedule for TC Staff Developer Visits

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

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

Part 5 – Progress Monitoring

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

By February 2016, at least 50% of students will demonstrate improved ability in writing effectively from sources, and citing appropriate evidence, as measured by comparative September through February performance on "Text Based Assessments".

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.

5B, SUPPORTIVE ENVIRONMENT (MATH)

While our teacher teams regularly review and analyze Math data, Students need to be more accountable for, and motivated about, their own progress. We need to move towards more student ownership of learning, through use of student-engaged assessment strategies, in the coming year.

STRENGTHS:

2014 Quality Review: "Parents articulated that the teachers send home individual progress reports on reading levels, along with a breakdown of grade-level expectations at various intervals through the year, as well as math unit assessments. Teachers provide parents with achievement data and offer parent suggestions about ways they can help their children succeed.

Google Drive : 100% of teachers participated in using the Google Docs/Google Drive system to enter data from Math Unit Assessments. This data was then analyzed in Grade-level meetings and used to develop strategies for future students self-assessment.

Go Math Think Central Data : The Go Math system for students and parents tracking math progress (Think Central) has been successfully piloted by the Fifth Grade, with almost 50% of Grade Five families logging on at least three times from home to check student Math progress.

NEEDS:

- **Advance MOTP report, Component 3e:** Using Assessment in Instruction. (To be rated “Highly Effective”, the CD -- Framework for Teaching indicates that students should engage in student-to-student, or self-assessment). Less than 10% recieved the “HE” rating in component 3e in the 2014-2015 school year.

Walkthrough Data: Fewer that 25% of classrooms indicated student-led “checks for understanding” were included in every lesson.

Go Math End-of-Unit Assessment Data, K-5 results : 83.4% of all students improved one or more ability levels (1 to 2, 2 to 3, 3 to 4) from September 2014 to June of 2015. The data also indicates 72.4% of students in Special needs students in an ICT setting , and 66.7% of ELLs, improved at least one level in Math performance.

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.

5B, SUPPORTIVE ENVIRONMENT (MATH): By June of 2016, teachers on all grades will improve their students ability, with the help of their parents, to track their own progress towards their learning targets; as measured by increased use of classroom checks for understanding, and online data tracking platforms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Supportive Environment (Math) First Quarter:</p> <p>Research-Based Instructional Programs:</p> <ul style="list-style-type: none"> • Teacher teams meet to revisit the Math Standards, and revise the GoMath curriculum to create student self-monitoring checklists that help them to meet learning targets. • School administrators research the “Schoolwide Enrichment Model” in preparation for creating and piloting a “Clubs” program, for one grade’s participation, two periods per week. <p>Professional Development:</p> <ul style="list-style-type: none"> • Principal’s cabinet trains in the use of School net. • Teachers on Grade Five train their colleagues on Grades Three and Four to use “Think Central”, whereby students are assessed online, and can access their data, along with their parents, at home. “Think Central” includes tutorials to support specific skills improvement. • Parent Workshops in using “Think Central” is given by a staff member. 	<p>School Admin. Principal, Assistant Principals, Rti Teacher Classroom Teachers</p>	<p>May-Sept. 2015</p>	<p>Assistant Principals Assistant Principals</p>

• Principal’s cabinet and select “Highly Effective” teachers, meet with the Assistant Principal to begin a study of “Leaders of their Own Learning”, in order to increase student-engaged assessment strategies.

• The Principal and Assistant Principal create a Professional Development Plan whereby teachers promote the use of student “learning targets” to meet the standards, and involve students and parents in accessing, tracking, monitoring, and contributing to their students’ progress.

Meeting Students’ Needs:

• (Pilot Program): The Principal and Assistant Principal will create a schedule for a “Clubs” program to begin in the 2015-2016 school year. Teachers will be surveyed as to their “talents” and “hobbies” and what they would most like to share with the students; i.e. “Guitar Playing”, “Chess”, “Video Production”, “Fine Arts”, etc. Each teacher on Grade Five, along with other out-of-classroom staff, will be in charge of managing one club, to take place on Friday Afternoons, periods 7 and 8. All students will have the opportunity to join a club of their choosing. Students will leave their regular classroom to go to the club of their choice, allowing them a chance to develop their talents in an area of their interest and ability. Students will engage in arts, sports, and academic activities that they normally would not be able to participate in during the regular school day, with the goals of developing talents, building self-esteem, and allowing students to develop their “multiple intelligences”.

• In accordance with the Danielson Framework for Teaching, students are invited to assess their own work and make improvements using a self-monitoring rubric. Students help establish the rubric by working with the teacher to analyze student models of problem-solving tasks.

• Administrative walkthroughs, in addition to formal and informal observations assess teacher in component 3E, “Using Assessment in Instruction”. “Highly Effective” ratings reflect use of “student self-assessment”.

Parent Involvement:

• Curriculum Night, occurs in September of the 2015-2016 school year, will allow teachers to disseminate school goals and initiatives, placing a particular emphasis on Parent monitoring of student achievement. At this time Class Dojo, school website, teachers e-mail, GoMath “Think Central”, and other communication platforms are introduced and their regular use

<p>strongly encouraged. CCLS are reviewed, and parent-friendly curricular calendars provided.</p> <ul style="list-style-type: none"> • Monthly, staff members plan and present Parent Workshops to share Math strategies to support self-monitoring at home. 			
<p>SECOND QUARTER:</p> <p>Research-Based Instructional Programs:</p> <ul style="list-style-type: none"> • School Administrators, along with Math Vertical Team meet to collect and analyze student Math Problem-solving work samples, in order to plan for adjustments in the Professional Development plan. • <p>Professional Development:</p> <ul style="list-style-type: none"> • The month of September will be devoted to training teachers to begin using “Leaders of their Own Learning” techniques in their classrooms. • Teachers in Grades K-2 will include Math progress reports in Class Dojo. • Teachers in Grades 3-5 will implement use of the “Think Central” program, which includes at home “tutorials” in targeted math skills, based on online unit test score data. <p>Meeting Students’ Needs:</p> <ul style="list-style-type: none"> • Teachers are expected to initiate use of at least THREE strategies from “Leaders of their own learning”, i.e.: <ul style="list-style-type: none"> } Student models for all tasks } Data Trackers } Classroom progress charts } Learning targets posted in classrooms for each Standard addressed } All L.O./TP’s expressed in terms of “Learning Targets”. <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Parent educational workshops are offered for parents of students in the SETSS and ESL programs, to support use at home of “Think Central”, Class Dojo, and NYC Schools. 	<p>Principal, Assistant Principals, Parent Coordinator, “Teacher Leaders” on each grade</p>	<p>October. 2015 to December 2015.</p>	<p>Principal’s Cabinet Teacher Leaders</p>

<ul style="list-style-type: none"> • “Family Fridays” take place once per month, whereby parents are invited to view math lessons to learn the latest techniques, for example in “Long Division” or “Problem Solving”, so that they may better understand how to support their childrens’ learning at home. 			
<p>THIRD QUARTER:</p> <p>Research-Based Programs:</p> <ul style="list-style-type: none"> • Administrative staff will utilize program assessment tools from “Leaders of Their Own Learning” will be used to monitor use of strategies for “checks for understanding” • Teachers/Math Vertical Team will refine/design grade level assignments that will include performance based tasks. <p>Professional Development:</p> <ul style="list-style-type: none"> • Teacher surveys are be created in to gather qualitative and quantitative data regarding increased use of “multiple entry points”, “checks for understanding”, and “student self-assessment ” • Administrative cabinet will meet with teacher leaders to gather feedback, and analyze teacher observations, in order to gain insights on how this initiative is progressing. The professional development plan will be adjusted as necessary to support teachers growth in the area of promoting student self-assessment. <p>Meeting Students’ Needs:</p> <ul style="list-style-type: none"> • Teacher teams will design self-monitoring tools to engage students in tasks independent of the teacher. This may include assigned student leadership roles, use of “centers”, task cards in pocket charts, student-created growth charts, “Data-tracker” books, Class Dojo charts, and other self monitoring methods described in <u>Leaders of their Own Learning</u>. <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Student-led conferences (on Parent-Teacher Conference Day/Night, will consist of presentations of writing work, and will include student-led discussion about “next steps” needed for writing improvement and meeting learning targets. • Parents receive Monthly Math newsletters to provide with testing information, tips for accessing and using Think Central, websites for math tutorials such as “Khan Academi”, and other support for accelerating Math progress. 	<p>Classroom Teachers on all grades,</p> <p>Teachers, students</p> <p>Students, Parents</p>	<p>December, 2015</p> <p>-- March, 2016</p>	<p>Principal’s Cabinet</p>

<p>FOURTH QUARTER:</p> <p>Research-Based Programs:</p> <ul style="list-style-type: none"> • Teacher teams and school administrator will meet to review the years' Go Math data related to student growth, and review the GoMath curriculum/lessons/tasks to make any adjustments needed to ensure readiness of all students to continue to the next grade. • Teachers will continue to refine common grade level performance tasks that will include student choice. • Teacher surveys will be created to assess teacher satisfaction with the GoMath program. • Math Fluency Festival will take place in the School Auditorium. <p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers will share out evidence of student progress in their Grade level and Math Vertical teams, to ensure that we have met our Math Goals. • Teachers continue to use current school data to adjust curriculum maps. • Teachers share out successes related to use of “checks for understanding” and “Student self-monitoring” methods at Chancellors Conference Day. <p>Meeting Students' Needs:</p> <ul style="list-style-type: none"> • Data analysis includes analysis of subgroup's performance. Teachers will reflect, in Grade-Level and then in Math Vertical Team Meetings, on what worked particularly well with students in the various subgroups. Findings of the Vertical Team is reported out to the Professional Development. <p>Parent Involvement:</p> <ul style="list-style-type: none"> • All parents receive a grade-specific End-of-year Newsletter regarding ways to practice skills at home during the summer months. • A parent workshop trains parents on the Go Math “Math Academy” online tutorial program, w hereby parents and students can work on math skills at home during the summer months. 	<p>Teacher Teams</p>	<p>April 2016- June 2016</p>	<p>Principal's Cabinet</p>
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• The final “Parent Teacher Conference” night in May is devoted to a “Family Math Night”, whereby Parents and students engage in Math Games, Technology-based math programs, and problem-solving activities designed to empower parents in promoting math readiness.

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.

Goal B: Supportive Environment: Math/Data/Student Self-Assessment

Personnel

Principal

2 Assistant Principals

30 Classroom Teachers

1 Technology Staff Developer

1 SETSS Teacher

2 ESL Teachers

1 RTI Teacher

1 Computer Cluster Teacher

1 Parent Coordinator

Instructional Resources

GoMath Expendible Materials

GoMath Academy Site License

Club materials:

Expendibles: Art Supplies, Printing materials for “newspaper”, Science (Robotics) Equipment,

Non-expendibles: Video cameras, DVD’s, etc., for Video Production Club (\$100-200 per club?)

Other Resources

School Website revisions/updates

Schedule changes for “Clubs”(Pilot Program), Fifth Grade: 2 periods per week on Friday Afternoons.

*Materials for “Clubs”, : Guitar (Gonzalez), Debate Club (Goldstein), Video Production (Reiter), School Newspaper (High Achievers, , (Gabriel), Chess (Brown), Acting/Drama (Sackaris, D’Angelone), Robotics Science (Beaulieu)

Adjusted Schedule for TC Staff Developer Visits

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

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

GoMath unit test results will indicate that 50% or more of total students in grades K-5 will have shown an increase in their math averages.

Walkthrough data will show that 50% of all classrooms on grades K-5 will have implemented three or more “checks for understanding” and “student self-assessment” strategies.

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.

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

When surveyed, our parents routinely state that they are "satisfied", or "highly satisfied" with "Community Ties" overall, and specifically, our communication of students' performance, and with teacher support. Some gaps, however, appear in our school's ability to include a large number of parents at special events related to academic growth (other than citywide Parent-Teacher Conferences).

STRENGTHS:

2014-2015 DOE School Survey (Parent Data): Overall rating of "Agree" and "Strongly Agree" responses for questions related to "Strong Family and Community Ties" was 83%. 82% "Agree" or "Strongly Agree" with "My child's teachers can communicate well with parents/guardians from different cultures/backgrounds. 83% of parents surveyed feel that the principal is committed to shared decision-making, and 83% feel that the principal works to create a sense of community. 83% of parents felt that they had communicated with their child's teacher about their child's performance at least once per month. 91% of parents agreed or strongly agreed that they felt good about the way their child's teacher supported the student. 92% felt that their child's teacher did the best to help their children learn.

Parent-Teacher Meetings: 100% of teachers met their 2014-2015 goal of having 1:1 contacts with Parents regarding their children’s progress, at a minimum of eight times throughout the school year.

Parent Workshop Data: In the 2014-2015 School year, Our school offered 30 Parent Education workshops, through the auspices of the Parent Coordinator’s office, from September through June. These were in addition to parent participation in Career Day, Curriculum Day, and parent-teacher conferences scheduled by the Department of Education. This is an approximate average of .75 workshops per week, or three workshops per month.

NEEDS:

School Survey, 2015 : P.S. 161 scored lower than the city percent of positive responses for elementary schools. Our was 83%; the city's was 85%. In addition, only 70% of the parents felt that they were "invited to visit the classroom and/or observe instruction." Finally, 59% of parents say the "never" volunteer for school events.

Parent Workshop Data: While many workshops were offered, in a variety of topics such as “GoMath Summer Tips”, “Nutrition”, “Getting Ready for Kindergarten”, and “Help! My Child Has a Science Project to Do!”; attendance at these workshops was relatively low. The overall attendance for all workshops was **327** parents , and the average attendance at each workshops was 11 parents per workshop .

Parent-Teacher Conference Attendance: Out of an enrollment of 679 for Sept. 2014, “Curriculum Night”: N/A, Nov. 2014 Parent-Teacher Conferences: 670, March 2015 Parent-Teacher Conferences: 592, and May 2015, “Parent Engagement Event (Evening only)”: 108.

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.

5E, STRONG FAMILY AND COMMUNITY TIES: By June of 2016, P.S. 161 will increase our Parents’ ability to offer academic support at home; by offering more workshops and events designed to instruct parents in Common Core Standards-based expectations, curricular goals, student learning targets, assessments, and supports for specific subgroups of learners; as measured by an increase in data from workshop attendance sheets and School Survey data related to parent engagement on the School 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:

- 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.

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?

FIRST QUARTER:

Research-Based Programs:

- Teachers are encouraged to use the “Class Dojo” (K-2), and Edmodo (3-6) Apps, in order to give daily communications to their parents regarding curriculum, homework, assessments, and other important data related to student support.
- The Administration and Parent Coordinator read and discuss Beyond the Bake Sale: The Essential Guide to Family-School Partnerships ,

Professional Development:

- “Terrific Tuesdays”: During Grade-specific PD meetings, Teachers will discuss topics and logistics for presenting parent workshops during the Tuesday Afternoon Parent Contact time (2:20 to 3:05). Each teacher will be responsible for presenting one per year.

Classroom Teachers
Teachers,
Parents
Parents
Parents

May-Sept., 2015

Parent Coord.
Principal’s Cabinet
Parent Coordinator
Principal’s Cabinet
Parent Coordinator
Principal’s Cabinet
Principal

- The Parent Workshop Series “Parents are Teachers, Too”, begins, offering weekly parent education to support student achievement. A rotating schedule is created whereby parents who work outside the home will have opportunities to attend workshops at night.
- Parent Orientation for Kindergarten and Pre-K takes place the first day of school.
- Grade-level meetings to prepare for the first Parent-Teacher Conference, “Curriculum Night”.
- Research will be conducted on how to create academic “Webinars” for Parents to view at times that are convenient for them.

Meeting Students’ Needs:

- A parent survey is given via Survey Monkey to assess which topics for Parent Workshops are needed, what times are best for our parents, and specific needs for parents of students with Special Needs, and ESL parents. A translated survey is provided in our major languages.
- Parents can view Webinars on www.PTA.org on how to help their children with special needs, and also provides a guide with information and tips for families new to Special Education.

Parent Involvement:

- “Coffee with the Principal” meetings begin once per month, whereby Parents are invited to share concerns with the Principal and Parent Coordinator. This event engenders trust and warm relations; in a non-threatening, intimate environment, between the Principal and our parents.
- Ms. Knowles, our Parent Coordinator, distributes passwords and trains parents on use of the NYC Schools Account.
- Parent Handbook, available in multiple language is created, included outside resources, including tutoring services, field trips.
- Links on the School’s website, including “Parents Guide to Student Success” are available to parents.
- A Schedule for Teacher-Parent Workshops, utilizing the expertise and specialized training of staff members is created.

<ul style="list-style-type: none"> • At the first PTA meeting, Parents sign up for “Parent-to-Parent” Workshops, to be given at night and after school, when working parent are able to attend. • A schedule is created for monthly “Family Fridays”, whereby parents may come to school during instructional hours and view lessons to learn about current strategies in Mathematics. 			
<p>SECOND QUARTER:</p> <p>Research-Based Programs:</p> <ul style="list-style-type: none"> • Data Analyzing parent use of Go-Math Think Central, Class Dojo, EdMoto, and NYC Schools, as well as “hits” on the school website, is analyzed to get a baseline for parent use of these parent communication resources. Data is shared out at a Cabinet Meeting. <p>Professional Development:</p> <ul style="list-style-type: none"> • Classroom-specific suggestions from “<u>Beyond the Bake Sale</u>” are distributed to all staff, and teachers will discuss this at grade-level PD meetings, in anticipation of the November Parent-Teacher conferences. • SLT Team receives district level training. SLT Team members disseminate pertinent information at the following PTA meeting. <p>Meeting Students’ Needs:</p> <ul style="list-style-type: none"> • Training on “How to Read an IEP” and other Parent Workshops related to supporting students with special needs, is given. • ESL Teachers give a training for ELL Parents about how to offer academic support to their children at home, (in their native languages, whenever possible.) • Parents of students performing in level four in ELA and/or Math receive a monthly newsletter about specific strategies to support, motivate, and accelerate the learning of higher-achieving learners. <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Parents are recruited to greet and interpret for families whose first language is other than English, on Parent-Teacher Conference Nights. • Once per month, at Tuesday Afternoon Parent Contact Time, Parents will be invited to share out ideas to each other regarding “best practices” they have used with their children, re: tutoring, behavioral programs, activities (Karate, Piano lessons), 	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>SLT Members</p> <p>Parents of Special Needs and ELL Students</p> <p>PTA</p> <p>Parent Volunteers,</p> <p>Parents</p>	<p>Oct.-Dec. 2015</p>	<p>Principal’s Cabinet,</p> <p>Data Team</p> <p>Assistant Principals</p> <p>SLT Chairperson</p> <p>Parent Coord.</p> <p>Parent Coord.</p>

<p>websites, trips, and other family-based events that support and promote student academic growth.</p> <ul style="list-style-type: none"> • 			
<p>THIRD QUARTER:</p> <p>Research-Based Programs:</p> <ul style="list-style-type: none"> • Parent volunteers participate in a panel group, moderated by the Parent Coordinator, to discuss obstacles and successes related to the use of online resources, and other forms of communication, to increase parent involvement. • Whole school Parent survey assesses parents’ use of online resources to gain information about the school’s curricula and specific student growth. <p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers will share successes related to their parent involvement efforts at a grade-level PD meeting. <p>Meeting Students’ Needs:</p> <ul style="list-style-type: none"> • Ongoing Parent Education Workshops related to the specific needs of the three major subgroups are provided. (Once per month, for example, a special ed. Teacher gives a workshop, once per month an ESL teacher gives a workshop, and once per month a specialist in “higher learners”, presents a workshop. <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Parent volunteers continue to lead “Parent-to-Parent” workshops at PTA meetings and during the school day. 	<p>Parent Volunteers</p> <p>Parents</p> <p>Parents</p>	<p>Jan. 2016– March, 2016</p>	<p>Parent Coord.</p> <p>Classroom, SETSS, RTI, and ESL Teachers;</p> <p>Parent Coord; Principal’s Cabinet</p> <p>Parent Coord.</p> <p>Parent Volunteers</p>
<p>FOURTH QUARTER:</p> <p>Research-Based Programs:</p> <ul style="list-style-type: none"> • The Principal’s Cabinet reviews the data involving parent participation in events such as workshops, Coffee with the Principal, Parent-Teacher Conference Nights, Special Events, and PTA Meetings, to note “Increased Parent Involvement”. Adjustments are made to our “Parent Involvement Policy”, and shared with the SLT and PTA Executive Board. <p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers share out best practices related to Parent Involvement at the Chancellor’s Conference Day, and discuss 	<p>All Teachers</p> <p>Parents of Special Needs students</p>	<p>April 2016 to June 2016</p>	<p>Principal’s Cabinet, Data Vertical Team</p> <p>RtI Team,</p> <p>RtI Teacher</p> <p>Parent Coord.</p> <p>Parent Volunteers</p> <p>Principal’s Cabinet</p>

possible “Next Steps” for ongoing improvement of parent relations and engagement.

Meeting Students’ Needs:

- Parents of Special Needs students are surveyed as to their satisfaction with services provided to their students, and what kinds of support they would like in the future. Data is analyzed, and next steps developed with the Rti Team.

Parent Involvement:

- Parent volunteers look at the results of the Special Needs Parent Survey and, in collaboration with the Parent Coordinator and the Principal’s Cabinet, develop plans for the following year for offering support and guidance to Special Needs parents.

Part 4 – Budget and Resource Alignment

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

Goal E: Parent and Community Engagement

Personnel

Principal

2 Assistant Principals

30 Classroom Teachers

RTI Teacher (T. Bennett)

Guidance Counselor

Parent Coordinator

Volunteers:

PTA Exec. Board

SLT Members

Other Parent Volunteers (recruited during PTA meetings)

Instructional Resources

Professional Books for staff Beyond the Bake Sale

Parent Handbooks (paper and printing)

Expendable materials for Parent Workshops (Math, Writing, Technology, etc.)

Other Materials (Tech – Web-based programs, etc.)

Class Dojo

Think Central

Edmoto

NYC Schools

Global Connect

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

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

Parent Workshop Attendance Binder will indicate an increase of 25% in the number of workshops offered to parents during the school day.

Teacher logs will indicate that at least 25% of their parents attended Tuesday afternoon parent workshops (held once per month)

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)	Universal Screener Spring 2015 NYS ELA Assessment Data	Wilson/Fundations - Recipe for Reading - Spotlight on Comprehension -Guided Reading -Test-Ready - Multiple Entry Points in all lessons	Small Groups - one-to-one instruction - At-home self-guided use of MyOn	During the day After-school AIS Program Saturday AIS Program
Mathematics	Go Math Assessments Spring 2015 NYS Mathematics Assessment	Wilson/Fundations - Recipe for Reading - Spotlight on Comprehension -Guided Reading -Test-Ready - Multiple Entry Points for all lessons	Small Group - 1:1 - At home self-guided ThinkCentral Tutorials	During the day After-school AIS Program Saturday AIS Program
Science	FOSS Assessments	-Small group activities to reinforce the lessons - Multiple Entry Points for all lessons	Small Groups	During the day
Social Studies	Teacher Observations/ Teacher-Created Assessments	Multi-media lessons taught through video streaming	Small Groups	During the day

	<p>Student-Engaged Assessments</p> <p>Learning Style Surveys</p>	<p>-VARKT activities based on learning styles</p> <p>- Multiple Entry Points for all lessons</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The child is referred to the PPT team from the teacher and the team determines which at-risk services would benefit the child most</p>	<p>At-risk counseling</p> <p>-At-risk speech</p> <p>-Rti groups</p>	<p>Small Groups</p> <p>One-to-one instruction</p>	<p>During the day</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Resumes from college students majoring in Education are reviewed and filed. Positions are also posted on the DOE "Open Market" website, and a Hiring Committee is formed and staffed on a voluntary basis. When a vacancy for a position is expected, Hiring Committee meetings take place after school or during the summer vacation. Resumes, interview questions, sample answers, and interview procedures are created and/or reviewed at these meetings. A written response to an essay question, an interview, and a model lesson are part of the interview process. When possible, a model lesson is conducted by the person being interviewed. Consensus must be reached by committee members before a candidate is chosen to fill a position.</p> <p>Upon being hired, new teachers participate in a New Teacher group that meets one morning per week in order to provide support and guidance. All new teachers participate in the teacher-selected, and teacher-guided, professional learning experiences at least once per week. In addition, selected teachers are sent out for training on professional development days, in collaboration with Columbia Teachers College Reading Writing Project, as well as other Queens South BFSC workshops, as needed.</p> <p>New Teachers are partnered or "buddied" with a "highly effective-or-effective"-rated veteran teacher to give grade specific guidance and training about curriculum, classroom management, and best teaching practices. Inter-visitations are arranged through the administrative staff. New teachers are also explicitly trained in understanding and using the Danielson Framework for Teaching Rubric in order to improve their teaching practices. New teachers are encouraged to continue their professional growth by participating in outside organizations/events such as college or UFT classes, museum workshops, trips, the Teachers-Pay-Teachers website, etc.</p> <p>Our Professional Learning program to support the new teachers is outlined as follows:</p> <ul style="list-style-type: none"> • All new teachers are assigned to a Vertical Team, which meets once per week on Mondays after school. In these Vertical teams, teacher representatives from each grade from Kindergarten through Grade Five meet to look at students work, analyze data, and plan professional development around a particular curricular area. These four areas are as follows: Literacy, Math, Response to Intervention (Meeting the needs of Special Needs students), and Data Analysis. The teacher gets to choose his/her specialty, and contributes to the meetings, as well as bringing back professional development plans for his/her grades.

- Teachers plan professional development experiences for their grade level colleagues. For example, a Grade Four Math specialist will gain Professional Development ideas from the Vertical Team meetings, and then plan an experience for his Fourth Grade colleagues, to be presented during weekly grade professional development meetings. Throughout the school year, each teacher will have the opportunity to lead professional development four times per year. Each teacher also benefits from professional development experiences provided by colleagues. Our Cabinet/Professional Development team meets once per week to analyze data and make decisions about a Professional Learning Calendar, curriculum planning opportunities, and additional professional development opportunities, as the needs arise.
- Intervisitations to colleagues, on the same and different grades, are encouraged. It is expected that a new teacher will participate in at least four visits to another teacher's classroom per year.
- New Teacher participate in teacher surveys where they may have further voice in influencing decisions regarding Professional Development topics and planning.

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).

All classroom teachers have daily preparation periods that are shared with colleagues on their grades, in order to enable grade-specific professional learning experiences, as well as collaborative planning opportunities. Vertical Teams meet once per week, after school, for 40 minutes. Their work is organized in four areas: Literacy, Math, Response to Intervention (RTI), and Data. One teacher from each grade represents his/her grade at these meetings. Students' work and data is analyzed in order to notice trends upon which to base future professional development that is tailored to each grade. Teachers then bring the professional development schedule back to their grades and teachers are responsible for presenting to their colleagues. Specific "Themes and Topics" are developed during four-to-six week cycles, and facilitated by staff members with specific training in these areas.

Members of the School's Professional Development Team; which consists of supervisors, representatives from each grade, and "specialists" such as our Science Teacher and SETSS Teacher, "cycle in " to the teacher-directed Professional Development, as needed, to offer professional learning on new curricula, new DOE mandates, and research-based teaching practices. Analysis of Teacher surveys, as well as analysis of ADVANCE data, offers insights into possible new directions in professional learning.

The Principals' Cabinet meets once per week to analyze data within and across grades, in different curricular areas each week, in order to create systemic professional learning initiatives, and to "tweak" the existing Professional Learning Plan. The Schoolwide Professional Development Team meets once per month to look at student work across grades, and to allow for voice and input from all teacher representatives. All team members gain insight into specific grade level challenges, as well as accomplishments, to which they may not normally be exposed.

Overall, the collaborative nature of our planning for professional learning experiences provides teachers with a sense of support as well as ownership of their own professional growth. Teacher leadership is encouraged and recognized. Teachers see professional learning as their right and their privilege, and seek out additional professional learning opportunities, including classroom intervisitations.

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

Pre-K teachers are invited to professional learning experiences, during Chancellor’s conference days , to learn the academic expectations for Kindergarten. In addition, they attend all PD provided by the Department of Education (DOE), and Queens South BFSC related to having high expectations for Kindergarten students. They also participate in the Kindergarten Inquiry Team meetings , where information is shared regarding the procedures involved in meeting the needs of Kindergarten students. Parents of Pre-K students attend workshops given by the Parent Coordinator and one Kindergarten teacher, in order to help them prepare their children for Kindergarten. Books and other materials are distributed to the Pre-K parents at “moving up” time , so that they may work with their children over the summer prior to starting Kindergarten. In addition, Pre-K parents have access to the Pearson “Work Sampling” (web-based) program, which ensures that teachers, parents, and students are connected and aware of standards-based skills requirements and progress.

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.

Teachers on each grade , and in each “specialty area”, i.e. “Science” are part of the monthly Professional Development Team meetings , where they have a voice in selections of assessments, school curricula, and school professional development topics. Customized teacher surveys; regarding selection of curricula and their corresponding assessments; are created, distributed, and analyzed on a yearly basis. The MOSL team, consisting of classroom teachers, and other teacher “specialists” , meet according to the mandates of the DOE, to select assessments that will be used in teachers’ overall ratings. Math, Data, Rti, and Literacy Vertical Teams meet once per week, on Monday afternoons, to discuss matters related to assessment in their respective disciplines/areas.

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	335,875.00	x	Section 5, part 1 Section 5, part 2
Title II, Part A	Federal	79,208.00	x	Section 5, part 1 Section 5, part 2
Title III, Part A	Federal	11,200.00	x	Section 5, part 1 Section 5, part 2
Title III, Immigrant	Federal	0	N/A	
Tax Levy (FSF)	Local	3,399,171.00	x	Section 5, part 1 Section 5, part 2

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) , 2015-2016

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. 161, The Arthur Ashe Jr. School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 161** 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 levels, in literacy, math and use of technology; through "Parents are Teachers, Too" program workshops that are held twice per month.
- Providing parents with the information and training needed for them become involved in planning and decision making in support of the education of their children; through engagement in the School Leadership Team (SLT) and the Parent Teacher Association (P TA) Executive Board, is done in consultation with the School Administration. Relevant information is disseminated during PTA meetings, Parent Teacher Conference days, schoolwide events, and through continuous and varied methods of Parent Communication including Curriculum Nights, Web-based academic programs, Global Connect Blackboard, letters, teacher e-mails, and Class Dojo.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress is a topic discussed in an ongoing basis by SLT and PD team members.
- Providing assistance to parents in understanding City, State and Federal standards and assessments; during content-specific parent workshops and during PTA meetings.
- Sharing information about school and parent related programs, meetings, and other activities in languages that parents can understand. This is done via the school's website, parent handbook, letters, and other varied methods of communication.
- **Providing professional development opportunities for school staff with the assistance of parent input** to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community. This is advised through SLT Meetings, and is planned during Professional Development meetings.

P.S. 161'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, and is also available in the SLT Binder.

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, during an SLT meeting.
- 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; during a Title I Parent meeting, and in subsequent SLT meetings.
- 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, as overseen by the Title I Parent and the School Leadership Team.
- 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; as included in SLT agendas for all SLT meetings.
- 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 Quality Snapshot, Quality Review Report, New York City School 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. Include information about the school's Title I funded program(s), their right to be involved in the program(s), 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; as evidenced by our Annual Family Fun Day, Fluency Festivals, and other Parent-School events.

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

- Holding an annual Title I Parent Curriculum Conference; organized by the Parent Coordinator.
- 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.
- Continuing access to the Parent Resource Center, available in the Parent Room (Rm. 129).
- Encouraging more parents to become trained school volunteers, such as Learning Leaders, as budget allows.

- Providing online access to student data, as well as written and verbal progress reports that are periodically given to keep parents informed of their children’s progress; as decided upon, planned, and disseminated by each Grade.
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; as evidenced by the P.S. 161 School Website, which is connected to the DOE website, and also by class newsletters sent home at least once per month.
- 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, as funded by the PTA and ordered each year by our School Business Manager.

School-Parent Compact (SPC)

P.S. 161, The Arthur Ashe School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

1. School Responsibilities

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

- Using academic learning time efficiently, as evidenced by ADVANCE reports as well as “Data Dives” reports.
- Respecting cultural, racial and ethnic differences; as evidenced by our School Survey results.
- Implementing a curriculum aligned to the Common Core State Learning Standards; as evidenced by our Quality Review Report, School Snapshot, and School Report.
- Offering high quality instruction in all content areas, as evidenced by the reports itemized above.
- Providing instruction by highly-qualified teachers , and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act; as outlined above.

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. In addition, we are adding a requirement that each classroom teacher will conduct six more one-to-one conferences specifically about individual children’s progress by phone, or in person, by the end of June 2016.
- 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, funded programs, and their right to be involved; and to vote on at least one important Family Event where the entire school community is invited and engaged in academic/artistic/multicultural activities.
- Arranging additional meetings at other flexible times, morning and evening; and providing more opportunity for communication via phone, e-mail, and various Internet interfaces.

- 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; emphasizing translation services during one-to-one conferences about specific children's behavioral or academic challenges.
- 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; via both Global Connect Blackboard, calendars, school website, notices, and letters.
- Involving parents in the planning process to review, evaluate, and improve the existing Title I programs, Parent Involvement Policy, and this Compact; with support during the PTA and the School Leadership team meetings.
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; by educating and inviting parents to inform themselves via Classroom Dojo, Think Central, MyOn, and other technology-based programs.
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year at an SLT and PTA meeting, prior to final CEP approval.

Provide parents reasonable access to staff by:

- Ensuring that staff has access to interpretation services, in order to effectively communicate with limited English speaking parents; as overseen by our two ESL teachers.
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member; via letters home, individual teacher conferences, and other communications.
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; via outreach from our Parent Coordinator, as her budget allows.
- Planning activities for parents during the school year; such as Parent-Teacher Conferences, workshops in the Parent Room, and special events made available through grant and Arts programs.

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; with high expectations discussed at Faculty Conferences, professional development meetings, and other meetings involving teachers and administration.
- Assisting parents in understanding academic achievement standards and assessments, and how to monitor their children's progress, by providing professional development opportunities (times will be scheduled so that the majority of parents can attend); and ensuring that students know their own goals and that they can communicate them to each other, their teachers, and their parents.
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community, including professional learning experiences and teacher inter-visitations.
- Supporting parental involvement activities as requested by parents; and as supported by our Parent Coordinator, PTA Executive Board, individual grades, and community-based organizations.
- 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, as supported and monitored by the School Leadership Team.
- 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; according to information available in the main office and in the Parent Room.

2. **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. This is communicated to parents in the beginning of the school year via parent letter, and followed up by letters from the attendance committee, school administrators, and attendance teachers (as needed).
- 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, as discussed in PTA meetings and also by our guidance counselor.
- Check and assist my child in completing homework tasks, when necessary, as outlined in teacher-created policies outlined in letters distributed in the beginning of the school year.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes), as outlined in grade specific parent letters sent home in the beginning of the school year.
- Set limits to the amount of time my child watches television or plays video games, as communicated in PTA meetings, and additionally in one-to-one parent conferences when necessary.
- 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; as communicated when Discipline Code, letters, and compacts are distributed to the home.
- Volunteer in my child's school or assist from my home as time permits, as encouraged by the Parent Coordinator and at PTA meetings.
- Participate in the decisions relating to my child's education, as encouraged by the SLT and by the Executive Board at PTA meetings.
- Communicate with my child's teacher about educational needs, and stay informed about their education by promptly reading and responding to all notices received from the school or district; as encouraged by the aforementioned home-school communications.
- Respond to surveys, feedback forms, and notices when requested; as emphasized at parent-teacher conferences.
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; as part of the School Leadership Team.
- 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 on advisory groups, such as Title I Parent Committees and School or District Leadership Teams; as encouraged by communications sent by the PTA Executive Board, and disseminated by the aforementioned communication methods.
- Share responsibility for the improved academic achievement of my child; by attending all parent teacher conferences requested by the teacher and using at least one technology-based method of communication offered by the school.

3. **Student Responsibilities:**

- Attend school regularly and arrive on time; as promoted in morning announcements, and reinforced through late notices, as well as rewards and certificates.
- Complete my homework and submit all assignments on time, as outlined in teacher created letters.
- Follow the school rules and be responsible for my actions, as developed in "rules" discussions in each classroom in the beginning of the school year.
- Show respect for myself, other people, and property; as reinforced by the "Character Counts" program.
- Try to resolve disagreements or conflicts peacefully, with the support of Guidance and peer mediation.
- Always try my best to learn, as supported by positive reinforcement such as "Student of the Month" awards, Character Counts "dollars", and specific awards certificates; as well as "Graduation" awards and honors.

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>Arthur Ashe School</u>	DBN: <u>28Q161</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The proposed program will incorporate arts, literacy, social studies, math, and science in an after school setting for ELLs and select former ELLs (F-ELLs). The ESL teacher will collaborate with an artist in residence to develop a program that enhances students' language development through musical and visual arts. In the program, students will learn about and create their own musical instruments from different cultures. Students will concurrently research the history and cultural uses of their instrument, and write a piece for a book about musical instruments. At the end of the program (March 26) , students will present their instruments and writing to parents during a celebration.

_____ The school chose art as the tool in the program for several reasons. First, art is highly engaging and of interest for most students. Second, musical and visual arts, in particular, provide students with opportunities for interaction and collaboration. Collaborating through engaging art projects can lower students' affective filters and promote verbal skills. Furthermore, the proposed program will provide students with opportunities for authentic and meaningful research and literacy-based tasks. Throughout the program, students will reflect, talk, and write about their instruments through purposeful tasks, such as explaining how the instrument is built and played, comparing each other's instruments, and describing the history of the instrument.

_____ All current ELLs in grades 3 through 6 will be invited to participate in the program. Special consideration will be given to ELLs with a risk factor of 3 or higher on the AMAO Estimator Tool. In addition, F-ELLs who have reached proficiency within the last two years and who have a risk factor of 3 or higher will be invited to participate.

_____ The program will be implemented after school on Wednesdays and Thursdays from 2:25 to 4:25 (28 sessions). We will hire a supervisor to oversee the Title III after school program for 28 hours. The program will begin December 3rd and end on March 26th. The artist in residence will not come for the month of December and will begin Wednesday, January 7th. The language of instruction will be English and will be taught by two certified ESL teachers. One teacher will teach on Wednesday; the other will teach on Thursday.

_____ Materials to be used will consist of a variety of visual arts materials, such as colored paper, glue, glitter, beads, paint, buttons, rubber bands, pom poms, markers, colored pencils, beans, etc. Additional materials will include home items to be constructed into instruments. These items may include empty coffee cans, boxes, paper towel tubes, etc.

_____ In addition to the after school program, the school will implement a Saturday program for second graders. The Saturday program will run for two hours (9am – 11am) from December 6th through March 21st (13 Saturdays total). We will hire a supervisor through Title III funds exclusively to oversee the Title III Saturday program for 26 hours. The program will be taught by three certified ESL teachers (two teachers will teach 4 Saturdays each; one teacher will teach 5 Saturdays). The program will be open to all fifteen second graders (all proficiency levels), as well as four beginning students in grade 4. The theme of the Saturday program will be food. In keeping with the experiential nature of our school's Title III day program, the Saturday program will immerse students in a cultural engagement with foods. Each Saturday, students will: 1. Taste a food; 2. Discuss the food; 3. Analyze the food (categorizing food types, describing taste, etc); and 4. Evaluate the food for nutritional value. These food explorations will be supported by lessons on food types and nutrition. Students will also debate proposed food policies, such as Bloomberg's Sugary Drinks Portion Cap Rule.

_____ In addition to foods brought in by the teacher, parents will be invited to bring in and talk about a food from their culture. Visits will be limited to one parent per Saturday, whereupon the parent will talk

Part B: Direct Instruction Supplemental Program Information

about the preparation and cultural significance of the food. Students will then taste, discuss, analyze, and evaluate the food. As a final project, students will create a nutritionally ideal menu for one day's worth of food intake. Students will present their menus during the final class session.

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: _____ Both ESL teachers in the after school program will meet with the artist in residence prior to the start of the program to discuss and plan program implementation. The program itself will also serve as a nine-week PD opportunity for the ESL teachers. In working with the artist in residence, the ESL teachers will learn how to implement a similar program in the future. In addition, throughout the year, the ESL teachers will attend regular offerings from the Department of English Language Learners and Student Support (DELLSS). The topics of these professional development sessions are yet to be determined. Finally, the ESL teachers will provide four PD sessions for classroom teachers during their grade level meetings throughout the school year. These PDs will focus on adapting text, identifying language objectives, using the Common Core language standards, and promoting academic speech in ELLs.

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: _____ Parents will be invited to a series of "music days" in which each day will feature one culture's music. Cultures will be chosen from the student population, and activities for the day will include: listening to songs, watching short videos that feature the culture's instruments, and trying foods from the culture. Parents will be invited to share cultural food and contribute songs and personal experiences about music, as well. There will be two music days (January 22 & February 26); both will take place during the after school program hours. Parents will also be invited to a final celebration of their children's work within the program. For the Saturday program, parents will be invited, by letter, to bring in and talk about a food from their culture. These letters will be translated into parents preferred languages, using the Parent Preferred Language Form as a resource. Title III funds will be used for supplies such as paper supplies for letters, and refreshments.

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
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 28	Borough Queens	School Number 161
School Name Arthur Ashe School		

B. Language Allocation Policy Team Composition

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

Principal Jill Hoder	Assistant Principal Sara Goldberg
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Reginald Pierre-Louis, ENL	School Counselor
Teacher/Subject Area Jane Ragno, ENL	Parent Harpreet Kaur Kakkar
Teacher/Subject Area	Parent Coordinator Kathy Knowles
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

Total number of students in school (excluding pre-K)	704	Total number of ELLs	79	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	79	Newcomers (ELLs receiving service 0-3 years)	74	ELL Students with Disabilities	13
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	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
DL										0
ENL	74	0	10	5	0	3	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	0	1	2	7	0	1								0
Chinese														0
Russian														0
Bengali	0	1	0	1	0	0								0
Urdu	2	0	0	1	1	0								0
Arabic	1	0	0	0	0	0								0
Haitian														0
French														0
Korean														0
Punjabi	13	11	6	9	4	4								0
Polish														0
Albanian														0
Other	3	4	3	2	1	1								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)	6	1	1	3	0	0								0
Emerging (Low Intermediate)	6	2	1	2	0	0								0
Transitioning (High Intermediate)	4	5	1	5	2	2								0
Expanding (Advanced)	3	9	8	10	4	4								0
Commanding (Proficient)	0	3	9	2	5	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here: The school uses the Teacher's College Reader's and Writer's Project as its literacy assessment tool for early literacy. An evaluation of assessment data of kindergarten through grade 2 from the spring of 2015 shows that our ELLs begin below grade level, but are mostly reading at grade level by the end of second grade (excluding newcomers who have been in the US for under a year). Students entering first grade should be reading at level D or higher (3 out of 16 first grade ELLs have achieved this). Students entering second grade should be reading at level I or higher (1 out of 9 ELLs has achieved this). In view of these data, and with our new integrated ENL program, the ENL teachers will plan literacy instruction with the mainstream teachers, focusing on phonics and/or comprehension where necessary.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: An analysis of NYSITELL data shows that students in kindergarten score at the lower performance levels (entering, emerging, and transitioning). However, newcomers in grades three, four, and five tend to score at the transitioning and expanding levels. The NYSESLAT data show that students are progressing as they move up the grades. This is evident in the fact that there are fewer students at the entering and emerging levels as the grades progress. The data also show that most of the ELLs at PS 161 are at the Expanding performance level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here: The school uses information regarding AMAOs to create our annual goals. Moving forward, the information helps us to identify students who require more strategic instructional and programmatic planning. On the spring 2015 NYSESLAT, several students met AMAO #2. 24 out of 84 (29%) students who tested in the spring scored at the commanding performance level. This percentage is higher than the previous year and within the expected range for PS 161.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here: Looking at the NYSESLAT modality data, we can see that there are more ELLs at the earlier levels (entering and emerging); whereas in the upper grades the majority of ELLs scored at the upper performance levels (transitioning and expanding). In spring 2015, we had several students take the state tests with an interpreter because the tests were not available in their home language. For some students, the interpreter had a positive impact on students' scores and confidence and comfort levels. In general, students who received home language interpretation for the content area tests scored on par with their peers who took the English test.

The school plans to use the results of the ELL Periodic Assessment to determine which areas of instruction (speaking, listening, reading, writing) need attention.

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](#).]

Paste response to question here: Students at PS 161Q are chosen for RtI based on a Universal Screener. The Universal Screener we use is Teacher's College running records. If a child is approaching grade level, he/she is labeled as Tier 1 RtI. If the child is below grade level, the child is placed in a Tier 2 RtI group, taught by a special education teacher, to work on an intensive research-based reading intervention program. For math, the process is the same, but the universal screener is the end-of-year Go Math assessment from the child's previous grade.

In the past, students ELLs would have to be approved by the ENL teacher for RtI services, as it must be determined that the child's deficiencies are cognitive related, not language related.

Data is maintained daily and throughout the RtI process using teacher observation/notes and program-related assessments. The RtI teacher uses data through these sources to make instructional decisions for ELLs and non-ELLs in the program.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Paste response to question here: The ENL teachers use students' performance levels in conjunction with a description of those levels to inform instruction at the beginning of the year. Ongoing formative assessments by the ENL teachers inform instructional decisions for integrated and standalone ENL. Students' educational, linguistic, and cultural backgrounds are explored and considered in instructional and assessment decisions. For example, an ENL teacher may pay particular attention to articles when instructing Punjabi speakers, as articles are not used in the Punjabi language. ENL teachers use the NYSESLAT Targets of Measurement in instructional planning. Specifically, the ENL teachers use the language purpose, function, and characteristics to create language objectives for lessons. In addition, the ENL teachers will inform classroom teachers of each student's performance level. During Mondays' ELL Vertical Team meetings, the ENL teachers discuss the performance levels and guide teachers in creating language objectives that are appropriate for their students. TESOL strategies and resources are also suggested at this time.

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?

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Paste response to question here: The school evaluates its ENL program based on a comparison of beginning and end-of-year data. At the start of the school year, the ENL teachers analyze students' NYSESLAT, ELA, and content area test scores, in part with the help of the Title III AMAO Tool. Additional consideration is given to factors such as years of service, attendance, home support, and special needs. The ENL teachers then create goals based on this analysis. As test scores become available during the school year and at the start of the subsequent year (for the NYSESLAT), they are reevaluated against the initial goals. This evaluation allows the ENL teachers to reflect on and modify instruction accordingly.

Part IV: ELL Identification Process

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

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

Paste response to question here: The process of screening for English language program eligibility begins with an analysis of newly admitted students' Home Language Identification Surveys (HLIS). When parents initially register their child, a trained pedagogue first determines whether or not another language is spoken in the home. The HLIS in the appropriate language is chosen

accordingly. The pedagogue then interviews the child and parents and fills out the HLIS. If there is an indication through the interview that the home language is one other than English, the parents and child are interviewed in the home language through an in-house interpreter (ie, teacher, paraprofessional, school aid). When the interview and the answers on the HLIS confirm a language other than English, the parents are brought to a room where they view the parent orientation video and complete the Parent Survey and Program Selection Form. One of the ENL teachers (through an interpreter, when needed) provides information regarding the language programs and assists parents in filling out the survey. The student is then administered the NYSITELL to determine program eligibility. Spanish-speaking students whose test results confirm their English Learner status are administered the Spanish LAB by a bilingual Spanish-English teacher. Once a student has been tested and found to be entitled to receive English language services, the ESL teacher retains the parent survey and includes the choice in data collection. An Entitlement letter and a placement letter are sent home to the parents in English and in the native language. If the child's score indicates that he/she is not eligible for English language services, the ESL teacher destroys the parent survey and the parent choice is not included in program determination. The entire process is completed within the first ten days of the student's enrollment. The original HLIS, the parent survey, and copies of all parent letters are kept in the student's cumulative folder.

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).

Paste response to question here: During the interview process, teachers gather as much information as possible about each newcomer's schooling. In grades 3 and above, newcomers are assessed informally in literacy and computation. When possible, books in the respective language are used with the assistance of a staff member who is fluent in the language. The school also uses the SIFE questionnaire for students who, based on the results of the above analysis, may be SIFE. The SIFE identification process is completed within 30 days of student enrollment.

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).

Paste response to question here: Newly enrolled students with IEPs are identified beginning with the HLIS and interviews with the parent and student, as with other new admits. At the start of the school year, the service providers (speech teachers, special education coordinator, ENL teachers, OT, PT, etc) meet to discuss shared students and scheduling. Newly enrolled students with IEPs are brought to the attention of the ENL teachers at this time. In order to determine whether to administer the NYSITELL to the student, the school has formed a Language Proficiency Team consisting of an assistant principal, an ENL teacher, the special education coordinator, the classroom teacher, the student's parent or guardian, and any other related service providers (speech/language pathologist). Where necessary, an interpreter is provided for the parent. A thorough analysis of the student's language history, psychological and speech evaluations administered in the home language, information from the SBST, and classroom assessments and feedback, the LPT makes a recommendation for NYSITELL testing. The LPT uses the Language Proficiency Team NYSITELL Determination Form during this process. If the LPT determines that the student may have English language acquisition needs, the student takes the NYSITELL. If the LPT determines that the student does not have English language needs, the recommendation is sent to the principal for review. If the principal rejects the determination, the student is administered the NYSITELL immediately. If the principal concurs, the determination is sent to the superintendent for final approval. The superintendent has 10 school days to accept or reject the LPT's recommendation. The recommendation is sent to the principal, who has , then to the superintendent for a final determination.

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.

Paste response to question here: Most potential ELLs are identified during early registration in the spring; a few more are identified when they register in September. Since the majority are already known before the end of the previous school year, the ENL teachers are able to begin testing immediately when school starts in September. This way, the ENL teachers are able to get the scores in time to send the entitlement and non-entitlement letters home within the five days of NYSITELL administration. All letters are sent home in the home languages that are available on the NYC DOE website, and in English.

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).

Paste response to question here: When parents come in to watch the video, the ENL teachers inform the parents of parents' right to appeal their child's ELL status within 45 days of enrollment. Parents are also informed through the parent notifications (ie, nonentitlement and entitlement letters in available DOE languages and English). Copies of parent letters are kept in the student's cumulative folder, the ENL coordinator's room, and the main 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.

Paste response to question here: Parents view the parent orientation video in their native language. Prior to meeting with parents, the ENL teachers have Parent Survey and Program Selection Forms readily available in various languages, on school letterhead. When needed, the ENL teacher will use the assistance of an in-house interpreter to help the parents understand. The school currently has several staff who speak the languages of the community. If we do not have an interpreter available, the ESL teachers use the over-the-phone interpretation services offered by the DOE. The school ensures that every parent completes the

parent survey within 10 days of enrollment. In the case where the number of parent choices for a specific program meet the required 15, the ENL teachers will send a letter home to parents explaining the changed circumstances and asking if they are still interested in their original program of choice. These letters will be translated into parents' preferred language.

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

Paste response to question here: The school has found that the most effective way to get these forms filled out is to not send them home in the first place. In most cases, parents are "pulled in" to watch the parent video (in parents' preferred language) at the time of registration, if the HLIS and interview indicated a home language other than English. Where necessary, an interpreter is provided for parents to ask questions after watching the video and while completing the survey. Parents are informed that if test results reveal that their child is English dominant, the document will be discarded. ENL teachers keep a spreadsheet where parent choices are logged and monitored continually. In the case where the number of parent choices for a specific program meet the required 15, the ENL teachers will send a letter home to parents explaining the changed circumstances and asking if they are still interested in their original program of choice. These letters will be translated into parents' preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: ENL teachers ensure that all parents complete the Parent Survey and Program Selection forms. In the case where a parent is completely unresponsive, the ENL teachers will send the parent a letter (in the parent's preferred language and English) indicating the default choice of TBE. Copies of the parent surveys that were sent home, as well as copies of the default program choice letter, will be stored in the student's cumulative folder, in the ENL coordinator's room, and in the main office.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: ENL teachers physically go into the classrooms of their respective students and ensure that students place the letters (in parents' preferred language and in English) in their homework folders. Then the ENL teachers ascertain that students return a signed copy of every letter that is sent home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: The ENL teacher store the HLIS, parent surveys, and parent letters and notifications in three places throughout the building. The student's cumulative folder contains the original HLIS and copies of all surveys and letters. A set of copies is kept in the ENL coordinator's room, as well as in the main office. School staff with access to these documents include ENL teachers, administrators, and classroom teachers.

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.

Paste response to question here: All ELLs are assessed annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The ENL teachers (R. Pierre-Louis & J. Ragno) administer this test. For the speaking subtest, the ENL teachers train and use the help of the SETSS teacher, M. D'Angelone, and a special education teacher, C. Rotando. To ensure all ELLs are administered the test, the ENL teachers create a testing schedule and a checklist to ensure that every eligible student is tested, using ATS reports (ie, RLER) as a guide. As students complete a test, the ENL teachers check off the students' names for the given test. Students who miss tests due to absence or other reasons, are given the makeup test within the testing window. The ENL teachers use the state-scheduled testing window to create their schedule, leaving additional days within this window for makeup testing. The speaking subtest is administered individually, while the other subtests are administered by grade. ELLs with IEPs are tested according to the accommodations indicated on their IEP.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here: ENL teachers physically bring these letters (original and copy, which is then returned signed to the teacher) to eligible students and ensure that they are placed in their folders. Letters are given in parents' preferred language and in English.

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).

Paste response to question here: Most parents have chosen ENL/ESL the past few years, and fewer than 15 parents of newly enrolled ELLs have chosen TBE or DL programs. Therefore, the school currently has an ENL program. However, there has also been a growing number of parents who have selected Dual Language as their preferred program. Of the current school year's new admits, 11 parents chose Dual Language (7 in Kindergarten, 1 in grade one, 1 in grade 2, 1 in grade 3, and 1 in grade 5), 1 parent chose Transitional Bilingual Education, and 10 parents (all in Kindergarten) chose English as a New Language. Our school currently offers an ENL program only, based on parent choice. However, the school is closely monitoring parent choice so that appropriate steps may be taken in the event that the number of parent choices warrant the creation of a Dual Language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

Paste response to questions here:

The school has an integrated and standalone ENL program. With the exception of kindergarten, all ELLs and former ELLs (those who tested out within the past two years) in each grade level are grouped into one class on the grade. Kindergarten has two classes with ELL students. ELLs who are in ICT as per their IEP recommendations are in the ICT classes. Because all ELLs on each grade are in one class, they are grouped heterogenously, and are accompanied by their English-proficient peers. To satisfy the requirements of CR Part 154.2, the ENL teachers provides one period of integrated ENL by 'pushing-in' to the general education classroom on each grade. During this period, the ELLs in the ICT classrooms are pulled from their classrooms to receive integrate ENL in the general education classroom. For the remaining Entering, Emerging, and Transitioning students, the ENL teachers pull smaller groups for one period per day to provide these students' mandated standalone ENL minutes. Thus, all students (included Commanding) receive one period of integrated ENL per day, while the other (En, Em, & Tr) receive an additional period of standalone ENL. general, ELLs are grouped by proficiency level within the grade. One ENL teacher provides service to kindergarten and Grade 1; the other ENL teacher provides service to Grades 2 through 5.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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)?

Paste response to questions here:

Due to current parent survey choices, the school currently offers a Freestanding ENL program. To determine the number of minutes of service each student is mandated to receive, the ENL teachers, at the start of the school year, analyze the previous year's NYSESLAT scores and chart students according to grade and performance level. Newly admitted students are administered the NYSITELL, and their grade and performance levels are included in the chart, as well. The ENL teachers then determine which students scored at the Entering, Emerging, or Transitioning levels and, therefore, require 2 units (360 minutes) of English language instruction per week, those students who scored at the Expanding level, requiring one unit (180 minutes) of language instruction per week, and those who scored at the Commanding level, requiring .5 units (90 minutes) of English instruction per week, in Spring 2015 or Proficient in Spring 2014. In order to ensure that all students receive the mandated number of instructional minutes, the ENL teachers see all students for one 45-minute period of integrated ENL per day, plus an additional period of standalone ENL per day for those requiring the 2 units (360 minutes) per week. For example, an Expanding level fourth grader receives one 45-minute period of integrated ENL, whereas an Emerging level fourth grader receive one period of integrated and one period of standalone ENL.

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.

Paste response here: ENL teachers provide content area support through the use of the school-based content area curricula, the literacy program (Ready Gen), as well as the NYS content standards. The school's content area teachers provide the ENL teachers with a content calendar, which allows the ENL teachers to plan a content-based ENL curriculum for ELLs in the standalone program. Native language support is provided through bilingual dictionaries, same-language peers, and, in some cases, school staff. Text support is provided in part by National Geographic's leveled nonfiction texts, as well as video support through Discovery Education. Content is made comprehensible through the use of the SIOP model, CALLA, and technology such as SmartBoard and internet tools. These methods are ideal for teaching all content areas and incorporate the CCLS as targets for instruction. The ENL teachers regularly provide explicit instruction of language functions and structures that are taken directly from the content curriculum. They then follow this explicit instruction with contextualized modeling of the structures.

In order to make content comprehensible, the ENL teachers scaffold lessons with pictures and slide shows, videos

(unitedstreaming.com), realia, graphic organizers, adaptation of text, TPR, and native language support (cognates, dual language dictionaries, translation through other students or staff, where possible).

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

Paste response to question here: ELLs at PS 161 are not evaluated in their home languages throughout the year.

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

Paste response to question here: ELLs are evaluated throughout the year in reading and writing through running records, and teacher-made assessments, such as class work, tests, and writing projects. Speaking and listening are evaluated informally during class discussions, read-alouds, and educational videos. ENL teachers continually make notes of structures that are particularly challenging for ELLs and address them on an on-going basis. One formative assessment the ENL teachers use for listening, reading, and writing is the Fall NYC Periodic Assessment for ELLs in grades 3 through 5. The ENL teachers use end-of-unit writing pieces to assess writing. Reading is primarily assessed through running records, which are done approximately every six to eight weeks, and as needed.

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

Paste response to questions here: Students in ELL subgroups receive a variety of support throughout the school. Students who get required services receive age and grade level appropriate services and resources.

a. There are currently no ELLs at our school who are identified as SIFE. If there were, these students' literacy and language progress is closely monitored by both the ESL, SETSS, and classroom teachers.

b. Newcomers are supported through highly-interactive lessons that include, for example, TPR, role-play, singing, and interactive reading and writing. One-on-one instruction is provided during class time when students are engaged in student-centered tasks. Newcomers receive additional language support through the LeapFrog Language First program, which is thematically-based.

c. For developing ELLs, instruction is heavily content-based and is supported by various scaffolds. For example, graphic organizers, provision of background information, maps, and explicit language instruction focusing on academic language are used to support student learning. For those students who are taking the NYS ELA exam for the first time, the ENL teachers and classroom teachers provide ample practice of test-taking strategies to prepare these ELLs, and others, for taking the exam.

d. Instruction for Long Term ELLs is also highly content-based. In general, these students' greatest area of need is in writing. To confront this challenge, students are supported through continuous and consistent emphasis on schema building, vocabulary development (including academic vocabulary), sentence structure, and planning for literacy tasks (ie, pre-reading and pre-writing strategies).

e. Students who have attained proficiency on the NYSESLAT within the last two years are supported through the newly required 90 minutes per week of integrated ENL. In addition, these students receive the same testing modifications as do current ELLs on New York State standardized assessments, for up to two years after achieving proficiency on the NYSESLAT.

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.

Paste response to questions here: Six to 12 after a student has been reidentified as an ELL based on an approved re-identification appeal, the principal will review the re-identification process decision to evaluate the student's progress and ensure the decision has not adversely affected the student's progress. During this process, the principal will consult with the student's teacher, the ENL teacher, and the parent. Upon this evaluation, if the principal feels that the student's progress has been negatively impacted by the decision, the principal will provide the students with additional support services. The principal may decide to reverse the decision at this point, with permission from the superintendent. The final decision will be sent to the parent in writing within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here: As per their IEPs, ELLs with special needs are either placed in a grade-level Integrated Co-Teaching class, or they receive support through a number of service providers (speech, OT/PT, SETSS, guidance). The

Chart

teachers that provide services to these students take into account the annual goals and functional needs of the students when planning instruction. The ENL teachers meet with other service providers at the start of the school year to discuss shared students and ensure that there are no scheduling conflicts. In this way, ELLs-SWDs receive their mandated related services and ENL units. The SETSS teacher meets with the ENL teachers regularly to assess students' progress, evaluate their own teaching, and plan for instruction accordingly. ELLs with special needs receive instruction through the same content area programs as their general education peers (ie, ReadyGen or Teachers College Workshop for literacy; GoMath; etc). However, the ENL teachers and special education teachers provide instruction within these programs through different approaches (ie, grouping, modality), and using additional materials (ie, tangibles, pictures, supplemental texts). These strategies and materials help to accelerate English language development by helping ELLs with disabilities access the content, which subsequently allows them to comprehend and participate. Home language resources are provided by way of bilingual dictionaries, dual language books, same-language peers, and school staff. All ELLs have access to MyOn, a personalized digital literacy program. In the classroom, teachers incorporate online resources such as videos (discoveryeducation.com; watchknowlearn.org); online activities (interactivesites.weebly.com); headphones; and voice recorders.

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?

Paste response to question here: At the start of the school year, the ENL teachers meet with all other service providers to discuss their shared students and to create their schedules, ensuring all students receive their mandated services. The ENL teachers and other service providers design and implement the scaffolds and supports students need in order to learn. The ENL teachers meet regularly with the SETSS and RtI teachers to discuss their shared students regarding students with IEPs. PS 161 Q is, by design, an inclusive and barrier-free school. As such, we have ICT classes on each grade and the infrastructure to assist students with physical disabilities. The school also houses a District 75 program in which students are integrated within the general education classroom. The inclusive nature of the school, along with the new integrated (push-in) ENL model, allows ELL-SWDs to learn alongside their general education peers.

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)
Chart INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	<i>Former ELLs must continue to receive services for an additional two years</i>
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	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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.

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

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

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

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

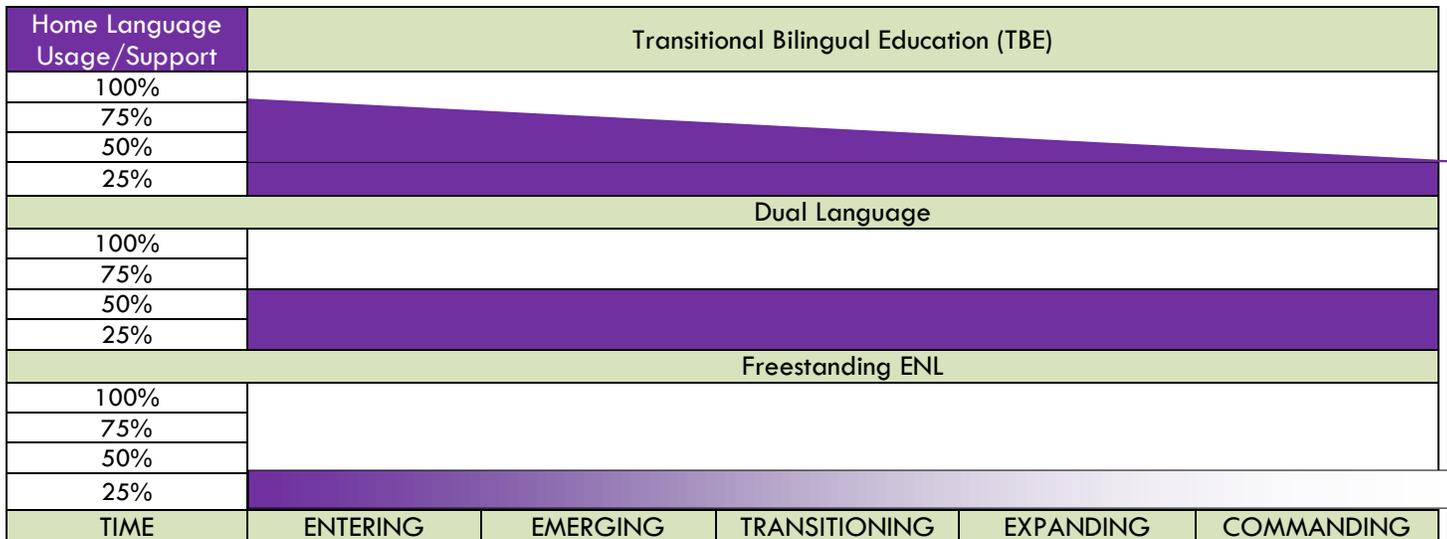


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: Intervention programs at PS 161 include RtI and at-risk SETSS. ELLs at PS 161 receive these services based on their needs, which are assessed through their scores on the NYS ELA and Math tests. Because these intervention programs are provided to the entire student population, based on need, they are not limited to any subgroup of ENL student, nor are subgroups of ELLs inherently eligible to receive these services. The school offers a Title III after school program for ELLs in Grades 3 through 5 that focuses on the content areas (science & social studies) and art, as well as a Saturday school program for ELLs in Grade 2. Home language support is provided through bilingual dictionaries, same-language peers, and school staff.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: In general, ELLs at PS 161 are progressing toward proficiency in English. In 2015, 29% of students who took the NYSESLAT scored at the commanding performance level. Additionally, over 80% of students who took the NYSESLAT for the first time scored at the transitioning level or better. Though, we do not yet have information regarding AMAO #1, we know that our school has consistently met AMAO #2. To assist ELLs in the content areas, the standalone ENL program is content-based. The ENL teachers prepare language lessons within the content areas based on one theme (adapted from the NYS core content). In addition, the integrated ENL program allows for the integration of language and the content areas. The literacy program, Ready Gen, is content-based, as well.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: One improvement the school is currently working on is to further align the ESL curriculum to the Common Core State Standards. With the addition of integrated ENL in our program, the ENL teachers and classroom teachers are communicating more often regarding ELLs. To this end, the school has created an ELL Vertical Team that consists of all teachers of ELLs on each grade and is led by the two ENL teachers. The vertical team meets every Monday during the extended day hours. During these meetings, the ENL teachers begin with PD on SLA theory and TESOL strategies. The meetings also offer time for the classroom teachers to ask questions and voice immediate concerns regarding the instruction of ELLs.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: Due to budget constraints, the school will no longer offer Achieve 3000 as a literacy intervention to any students, including ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: In the past, PS 161 has offered several extracurricular programs to all of its students, including ELLs. These programs included after school and Saturday programs in test preparation, physical education, art, violin, guitar, and tennis. At this time, due to budget limitations, the fate of these programs is unknown. In the past, ELLs have participated in all of these programs. ELLs have also been members of PS 161's student council and the safety patrol. Participation in these programs is based on the interest and desire of the students.
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.
Paste response to question here: The school has a variety of content and language materials, including technology, to support ELLs. Texts include National Geographic's nonfiction library, big books, leveled and themed readers, dual language books, and English and dual-language dictionaries. For the lower grades, the predominant language-specific program used is Avenues by Hampton-Brown. Technology includes SmartBoards, Macbooks, streaming video, digital voice recorders, and LeapFrog.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: Native language support is provided through access to dual language dictionaries in English and the students' native languages. Students also have access to native language literature in the ENL classrooms and in the school library. These native language collections contain books in all languages currently spoken by students at PS 161. Within the ENL classroom, students provide each other with native language support, especially to newcomers. In the general education classroom, newcomers are paired with a 'buddy' who speaks his/her native language. Through Title III, the school has established a bilingual library for parents of ELLs. The library is located in the parent coordinator's room and is accessible to parents during school hours and parent-teacher conferences. Finally, when necessary, interpretation services are provided by in-house bilingual school staff (ie, paraprofessionals, teachers).
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: The ENL teachers and other service providers work in congruence with classroom teachers. Therefore, the material they teach is based on the curriculum that is being taught in the respective grades. Service providers design and implement the scaffolds necessary to ensure students' access to the material, or they provide the necessary enhancements to expand students' understanding of such material. ENL teachers and related service providers take ELL-SWDs'

cognitive development into consideration when developing their lessons. The curricula for each classroom correspond to the CCLS at the respective grade level.

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).

Paste response to question here: The school currently does not have any programs for newly-enrolled ELLs prior to the start of the school year. ELLs who are admitted during the school year are encouraged to participate in the Title after school or Saturday programs.

19. What language electives are offered to ELLs?

Paste response to question here: The school currently does not offer language electives.

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)?

Paste response to question here: N/A

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.)
Paste response to question here: The school continues to enhance the skills of all teachers and school staff (including paraprofessionals, the guidance counselor, special education teachers, RtI teacher, SETSS teacher, OT, PT, Speech/Language teachers, secretaries, and parent coordinator) of ELLs through workshops. Professional development for the staff is continuous throughout the school year. Professional development is and will be provided by members of the professional development team (literacy coaches, content area teachers, service providers, and ENL teachers). This professional development is provided during the school's designated common professional development period for teachers on each grade, on days when students are not present, and during Monday's vertical team meetings. Among other topics, professional development focuses on the following areas:

Common Core Standards
Academic Language (vocabulary, sentence structure)
Comprehensible Input
Adaptation of Materials
Scaffolding for ELLs
Strategies for ELLs at Different Proficiency Levels
Communicating with ELL Parents
Tiered Vocabulary
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?
Paste response to question here: The ENL teachers regularly attend professional development opportunities offered by DELLSS. Typically, one teacher will attend the training, then turnkey the information to the other ENL teacher.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: One way in which we provide support to our students transitioning to middle school is through the departmentalization of the fifth grade. For example, students in the fifth grade rotate between three classrooms: one for literacy, one for math, and one for writing, social studies, and science. In addition, the guidance counselor invites representatives from local middle schools to discuss the expectations of students at this level. The parent coordinator and guidance counselor meet with parents of fourth graders to discuss middle school options and the application process. At this meeting, parents have the opportunity to complete a 'dummy' application and ask questions about the process. The parent coordinator and guidance counselor encourage parents to visit the schools prior to applying. During the application window, the parent coordinator and guidance counselor offer assistance for parents in filling out the application.
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.
Paste response to question here: All teachers will receive their required 15% of total PD hours in ELL training through the professional development workshops discussed in question 1. The ENL teachers take attendance at these workshops using a sign-in sheet, and track teachers' hours in a spreadsheet. In addition, the ENL teachers maintain a binder that contains these sign-in sheets, along with agendas and handouts for each PD. The ENL teachers keep similar binders for the ELL Vertical Team meetings.

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?

Paste response to question here: ENL teachers meet with parents of ELLs beginning in December to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Notices, along with translated versions (where possible), are sent home 3 weeks ahead to inform parents of the meetings and the availability of interpreters. Additionally, students are informally reminded daily up to the day of the meetings.

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 to question here: Records are kept in a binder, along with agendas and parent signatures. A list of parents who need interpretation services is listed in the binder, as well as a list of interpreters in the building. ENL teachers use a chart to discuss and record goals, assessment results, language progress, and content language needs for each child. Additionally, a section for any other pertinent concern/information is also included.

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

Paste response to question here: PS 161 welcomes and encourages parental involvement in several ways. The Parent Teacher Association (PTA) meets regularly once per month, as does the School Leadership Team, which also includes parents. Additionally, in the past few years, the school has increased its number of special events per year. These are open to all parents and families, and include an Ice Cream Social, Author/Illustrator night, Halloween Costume Ball, Thanksgiving potluck, Red-and-White Valentine's Day celebration, and Family Fun Day. The parent coordinator creates a calendar of parent activities that is sent home monthly. On days when there is no parent activity planned, the parent coordinator's room remains open to parents for inquiries and concerns, as well as for access to the internet, among other things.

As discussed above, PS 161 created a Title III bilingual library for parents of ELLs. The purpose of the library is to encourage literacy activities between parents of ELLs and their children, while building ELLs' comprehension skills and overall strength of their native language.

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

Paste response to question here: The school currently does not collaborate with external or community-based organizations to provide support for parents. The school will soon begin working with the Cooperative Extension Program (through Cornell University) to share information regarding parenting and nutrition. The program will last for eight weeks and will begin in Spring 2016. The program will be open for all parents, and interpretation services will be provided.

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

Paste response to question here: Currently, the school evaluates the needs of its parents primarily through its 'open door' policy that allows parents to make their requests known to the ENL teachers, and predominantly, to the Parent Coordinator. The Parent Coordinator is in consistent contact with the administrators and ENL teachers, forwarding information and discussing future parent activities. In addition, the ENL teachers are in the process of creating a parent-needs survey that will be translated into parents' preferred languages. The purpose of the survey will be to better understand parents needs regarding translation and interpretation services, interacting with school staff, and supporting their child's linguistic and academic development.

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

Paste response to question here: Our parental involvement activities are primarily the result of inquiries made by parents to the parent coordinator. The parent coordinator plays a pivotal role in conveying the needs and concerns of parents to the school. The parent-needs survey (in process) will allow us to develop activities that reflect the specific needs of parents. The survey will be translated into parents' 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.

Paste response here:

School Name: Arthur Ashe

School DBN: 28Q161

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)
Jill Hoder	Principal		
Sara Goldberg	Assistant Principal		
Kathy Knowles	Parent Coordinator		
Reginald Pierre-Louis, ENL	ENL/Bilingual Teacher		
Harpreet Kaur Kakkar	Parent		
Jane Ragno, ENL	Teacher/Subject Area		
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q161 School Name: Arthur Ashe
Superintendent: Mabel Sarduy

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.

The school looks at the language breakdown of parents based on the Home Language Identification Survey to determine the language spoken by parents. The school also assesses parents' interpretation needs when they interact with school staff. The school then arranges for the translation of documents to be sent home to parents, as well as access to interpreters for school events (i.e., Parent Teacher Conferences, meetings with teacher, etc.).

The ENL teachers use a combination of HLIS, blue cards, and ATS reports (RAPL) to gather and organize information on parents' preferred languages. The ENL teachers use this information to create class lists for classroom teachers to inform them of their students' parents' preferred languages.

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.

Punjabi, Hindi, Spanish, Urdu, Bengali

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 Parent Bill of Rights and the Parent Handbook are given out at the start of the school year. Parent-teacher conference announcements are given out one week prior to the conferences. After-school program information will be disseminated two weeks prior to the start of the program. NYS testing flyers are given out two weeks prior to testing.

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.

Four parent-teacher conferences (September, November, March, and May), curriculum days for kindergarten (first week of school), individual meetings with ELL parents (November - December), ELL parent orientation, and Tuesday afternoon parent correspondence.

Part C: Providing Language Assistance Services

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

The school ensures parents' translation needs are met by translating important documents prior to dissemination. The school uses in-house translators (ie, Spanish-literate teachers & paraprofessionals), the Translation and Interpretation Unit, and the contracted outside vendor (currently the Big Word) for languages not offered by the T&I Unit. In order to provide translation services for our large Punjabi population, the school consistently uses the contracted translation and interpretation vendor. Timeliness is ensured through continuous collaboration between the administrators, parent coordinator, and the ENL teachers, and the LAC. The ENL teachers attempt to submit documents for translation at least two weeks prior to dissemination.

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

The school uses a combination of in-house interpreters and over-the-phone interpretation services throughout the school year. For scheduled parent meetings (ie, parent-teacher conferences), the school hires interpreters (either in-house paraprofessionals or contracted interpreters). For unexpected or less formal meetings and correspondance with parents, the school uses in-house interpreters. At the moment, the school has four staff members who speak Punjabi/Hindi/Urdu, six staff members who speak Spanish, and two who speak Malayalam. The ENL teachers and the pupil accounting secretary keep a list of these staff members, the languages they speak, and their room number.

Part D: Training Staff on Policies and Procedures

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

At the start of the school year, the ENL teachers give each classroom teachers a list of students in their class and the students' parents' preferred languages. The ENL teachers also provide staff members with a training on how to use the over-the-phone interpretation services. Teachers are given the T&I brochure that contains the T&I contact information, as well as the Language ID Guide, and Language Palm Card.

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

The school has had the Parents' Bill of Rights translated into Spanish, Bengali, Urdu, and Punjabi. The translated welcome poster is affixed to the inside front door. A copy of the Language ID Guide is at the security desk and the main office. The Parents' Guide to Language Access was copied and given to all parents.

Part F: Monitoring and Quality Control

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

The ENL teachers collaborate with the parent coordiantor to gather feedback from parents regarding translation and interpretation services available at the school. The ENL teachers are in the process of

creating a parent survey to obtain more feedback. The survey will be translated into parents' preferred languages.