

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	26Q162
School Name:	P.S. 162 JOHN GOLDEN
Principal:	JOAN CASALE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The John Golden Elementary School School Number (DBN): 26Q162
Grades Served: Kindergarten through Fifth Grade
School Address: 201-02 53rd Avenue
Phone Number: 718.423.8621 Fax: _____
School Contact Person: Andrea Schweiger Email Address: Aschwei@schools.nyc.gov
Principal: Pamela Lee
UFT Chapter Leader: Louise Kaufman
Parents' Association President: Ivana Kardum
SLT Chairperson: Andrea Cassidy/Pamela Lee
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street, Bayside, NY 11364
Superintendent's Email Address: Dgiunta4@schools.nyc.gov
Phone Number: 718) 631-6943 Fax: (718) 631-6996

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pamela Lee	*Principal or Designee	
Louise Kaufman	*UFT Chapter Leader or Designee	
Ivana Kardum	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	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	
Alexandra Ramos-Brillon	Member/parent	
Gigi Hong	Member/parent	
Joan Curcio	Member/parent	
Miyoung Choi	Member/parent	
Elizabeth Cohen	Member/parent	
	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrea Cassidy	Member/teacher	
Louise Kaufman	Member/teacher	
Senta White	Member/ teacher	
Andrea Schweiger	Member/Assistant Principal	
Paraskevi Parliaros	Member/teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Overview of School :

P.S. 162, also known as the John Golden Elementary School, is located in the central part of School District 26. The school currently serves 709 students in grades Kindergarten through Grade Five. It serves an ethnically and culturally diverse student population as follows: White (16% %), Black (2.4% %), Hispanic (10%) and Asian/Pacific Islander (70.33%). Out of 708 students 45.62% are female and 54.37% are males. There are 13% (students) identified as English Language Learners and 13% (students) are receiving Individualized Education Plan (IEP) Mandated services. P.S. 162 has an excellent student attendance rate with an average of over 97% each week.

The John Golden School has 26 classroom teachers on staff, 100% of whom are fully licensed. Other staff members consist of Guidance Counselors, School Psychologist, Social Worker, Resource Teacher, IEP Coordinator, Speech therapist (2), Occupational Therapist, School Nurse, Secretaries, School Aides, Safety Agent, Custodial and Kitchen staff.

P.S. 162 takes a data-driven approach to improving student performance. Both formal and informal assessments are used to follow student weaknesses and growth on a continuous basis and we update our CEP goals on a yearly basis.

Exemplary Practice Highlights :

We are currently recognized as a High Performing/Gap Closing School. We are proud of our current accomplishment of receiving the "RESPECT FOR ALL" award which is due to our dedicated staff and students who are part of our G-RRRR-EAT CITIZEN Program and "No Place For Hate" program that has evolved through our Student Council. These initiatives provide a supportive environment for students to learn. Additionally, we were given the distinguished award as a BLUE RIBBON School in 2008.

In order to strengthen trust, high expectations are conveyed to parents at School Leadership Team (SLT) meetings as they are an integral part in the Comprehensive Educational Plan of our school. At these meetings, the members discuss ways to support the students of PS 162 in maintaining academic rigor and success of our students.

Our Parent Teacher Association (PTA) is quite devoted to the success of all school activities and plays an active role in the success of our students. This demonstrates that P.S 162 has strong family and community ties. The PTA president and co-president collaborate with the administration to develop workshops for parents, plan activities and network with all members of the community to support and generate a successful climate within the school surroundings. The PTA also supports all P.S. 162 teachers and support service members by providing them with supplementary materials for classrooms and students. Each year the PTA funds the 5th grade Ballroom Dancing program, the arts (Tree-House Shakers) and contributes monetarily to provide resources for our in-school art program.

P.S. 162 has a strong belief in the Multiple Intelligences approach to teaching and considers this a dominate factor as a basis for restructuring the curriculum, instructional learning process and assessment to promote the fullest possible intellectual development of a multicultural diverse student. We also believe strongly that our English language learners (ELLs) are an ever -increasing population that need to be addressed. We implemented the **FUNDATIONS** which has been influential in the success rate for ENL'S and is now expanded in grades K-2. We now have an ICT class on every grade which has significant bearing on Students With Disabilities (SWD's). We strive to support all of our ENL students and SWD's to meet the rigorous expectations of the Common Core Learning Standards. In order to achieve this goal, we have implemented a variety of structures. These include: push-in and pull-out Reponse to Intervention (RTI) and At-Risk

services, small group instruction during regular class time and during Circular 6 periods, adjusting and/or scaffolding tasks, translation of tasks, extended time offered as needed or mandated to complete work, IEP accommodations, frequent clarification of tasks, modeling appropriate responses, and use of Thinking Maps.

We have supported rigorous instruction. A review of the Spring 2013-2014 State and City standardized assessments indicate that 54% of the students are performing above State Standards (30%) in ELA. A review of the Spring 2013-2014 State and City standardized assessments indicate that 77% of the students are performing above State Standards (39%) in MATH.

The expectations of our students at P.S. 162 are taken from our mission statement, "The P.S. 162 school community seeks to provide an educational environment in which all children can meet and exceed the Learning Standards. Parents, staff and students work cooperatively to provide a positive learning environment necessary in developing contributing citizens to our society." This demonstrates strong family and community ties. Our expectations align with the Chancellor's initiatives and the Mission Statement of The New York City Department of Education; "The NYC Department of Education is committed to working collaboratively with parents, educators, school communities, and external stakeholders to improve student achievement and ensure that every child graduates from high school, is prepared for college, a career, and a future as a productive, critically-thinking citizen."

According to our 2013-2014 NYC Learning Environmental Survey, 95% of our school community is satisfied with our Instructional Core, 91% with our Systems of Improvement and 93% with our School Culture. The parents agree (94%) with the high expectations the school has for their children, 91% believe that the school is keeping their child on track for college, career and success in life after high school, and 84 % feel that the school is communicating to them and their child what they need to do to prepare for success after high school. In order to achieve these high expectations, we continue to collaborate to promote rigorous, differentiated and data driven learning experiences. These expectations are communicated and shared with the PS 162 community in a variety of ways to ensure that we are working towards the future success of our students.

Our school website now helps our school community communicate more effectively. All stakeholders are now able to easily communicate and address key initiatives and concerns clearly and consistently through our new added contact forms. Our Teachers, PTA, and Parent Coordinator can now be contacted directly through our website. In addition, new teacher websites are now linked to our website.

With respect to fostering collaborative teachers, we have grown from "teaching behind a closed door" to collaborating and sharing best practices. We have a dedicated staff that rises to the occasion of "distributive leadership" which is promoted by the administration. This is evidence of effective school leadership. Our P.S. 162 John Golden letterhead logo reads, One small "Golden" step in education...One "Giant" step toward the future!" I believe we have imparted this idea into the minds and hearts of all who enter our building and realize that this vision mirrors that of our new Chancellor, Ms. Carmen Farina's philosophy of improving student achievement and has set forth her focus (to provide a holistic approach to education) into the "Four Pillars" in conjunction with the Common Core Learning Standards (CCLS) to create college and career ready students. As Ms. Farina states, "Only through collaboration can we create a world-class education system in which every student has the opportunity to succeed."

26Q162 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	715	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		96.6%
% Free Lunch	43.5%	% Reduced Lunch		14.9%
% Limited English Proficient	13.1%	% Students with Disabilities		13.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		2.3%
% Hispanic or Latino	9.4%	% Asian or Native Hawaiian/Pacific Islander		70.2%
% White	17.0%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.58	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	54.0%	Mathematics Performance at levels 3 & 4		76.6%
Science Performance at levels 3 & 4 (4th Grade)	98.4%	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	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	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	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	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.
- Data from our TC Reading Assessment results reveal there is a need to raise level 1’s and 2’s (especially for ENL students). Level 3’s (remain the same) and 4’s increase (except for Gr.4) as the grades increase. This is due to the fact that there are more students in ENL in lower grades (K-2) where they satisfactorily master English and eventually test out leaving less ELL’s in the upper grades. This trend indicates the need for more support in the lower grades in order to progressively lift the level of reading. Based on the above data, we plan to continue this goal as a needs assessment in reading to meet the challenges of the CCLS and to better prepare our students for success in college and career readiness.
- Data collected from ATS generated from the Home Language Survey last year found that 62% of all students came from non-English speaking homes. This year (2014-2015), the same data was taken from ATS and revealed that 63% of the students come from non-English-speaking homes. Recognizing that our ELL population is on the rise and that well over 50% of our students are coming from non-English speaking homes, this trend will have an impact on the English Language acquisition of these students.
- In addition, the scores for the 2013/2014 NYS Exams showed a slight increase (with the exception of Gr. 5 – which shows the same percentage of 7% from 2012/13) in level 1’s. Level 2’s in 3rd grade went up 2%, Down 1% in 4th and significantly increased in grade 5 by 8%. All grades showed a significant drop in the combination of Level 3’s and 4’s from 2013 to 2014. Overall, we noticed, in all grades, that Level 1’s and 2’s have gone up in the past two years and level 3’s and 4’s have gone down. Third grade shows the largest percentages level 1’s (from 11% to 15%). It is determined that we need to raise our 1’s and 2’s for all grades (especially 3rd grade) in order for students to rise to proficient in reading standards for their grade.
- Our focus is to concentrate on raising the reading achievement of our students in lower grades well before they take the state tests in third grade. With an increase in the majority of level’s 1’s and 2’s, we need to concentrate on moving our low-achievers. We are using Resource teachers (SETTS and IEP) to pay particular attention to those students who scored level 1 on the ELA state tests and their progress will be monitored and discussed with administration regularly. With an increase in the majority of level’s 1’s and 2’s, we need to concentrate on moving our low-achievers. We are using Resource teachers (SETTS and IEP) to pay particular attention to those students who scored level 1 on the ELA state tests and their progress will be monitored and discussed with administration regularly.
- Since we have opted to use TC Assessments as our State/Local Measurement of Student Learning (MOSL) in reading for grades K-3, as well as the 3rd Grade ELA State Test, the lower grades have all become stakeholders in lifting level 1 and 2 students to 3’s and 4’s which will demonstrate proficient or exceeding proficient standards for their particular grade.

Part 2 – Annual Goal

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

By June, 2016, 90% of all students in grades K-5 will improve their comprehension skills as measured by making at least one year’s growth on the TCRWP (Teachers college Reading and Writing project) benchmarks for progress reading levels.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Instructional Programs</u></p> <ul style="list-style-type: none"> • Teachers will incorporate components of the CCLS aligned REadyGEN program (grades 3-5)), Teacher’s College Workshop Model (grades K-2)) Steck Vaughn vocabulary program (K-5), and Foundations (grades K-2) into their reading unit and lesson plans, in addition to using the Citywide Instructional Expectations and Danielson Framework for Teaching Rubric to plan coherent reading instruction that will support all learners. 	<p>Classroom Teachers Cluster and Support Teachers Paraprofessionals Students</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>
<p><u>Strategies to Address SWD’s and ENL’s</u></p> <ul style="list-style-type: none"> • Teachers will assist students (including SWD’s and ENL’s) in identifying and establishing clear learning goals to improve their reading comprehension of both fiction and non-fiction text. • Support staff (SETTS teachers and ENL teachers) will provide both push-in and pull-out services in order to support the needs of SWD’s and ENL’s. 	<p>Classroom teachers Cluster and Support Teachers Paraprofessionals Students</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>

<ul style="list-style-type: none"> • Meet monthly with PPT, RTI Team, and Inquiry Teams to ensure that students with IEP's and/or special needs are receiving the services needed to succeed and show growth. <p>Teachers will model close reading, analyzing informational texts, and higher order questioning and discussion techniques. Students will demonstrate higher order thinking and comprehension through their informational writing.</p>			
<p><u>Engaging Families</u></p> <ul style="list-style-type: none"> • Teachers will communicate with parents during parent engagement time, during preps, and parent teacher conference time to engage parents in discussions about best practices on how they can support their child's reading comprehension at home. • Teachers will plan parent workshops designed to offer parents resources for working with their children at home to improve reading comprehension. 	<p>Classroom Teachers</p> <p>Cluster and Support Teachers</p> <p>Paraprofessionals</p> <p>Parents/Guardians</p>	<p>Sept 2015-</p> <p>June 2016</p>	<p>Teachers</p> <p>Paraprofessionals</p> <p>Administrators</p>
<p><u>Professional Learning and Trust</u></p> <ul style="list-style-type: none"> • Lead Teachers, ENL and special education liaisons will provide professional development for teachers and paraprofessionals in order to share strategies and best practices that can be used to improve student comprehension. • PD Committee will meet throughout the year to assess teacher needs and use results of teacher surveys to plan appropriate professional development for teachers and paraprofessionals. Professional development will be offered in September, November, and June, in addition to additional hours during PD time on Mondays. • Teachers and administrators will demonstrate trust by collaboratively identifying areas of need and planning professional development to support teaching reading comprehension strategies. 	<p>Classroom Teachers</p> <p>Clusters and Support Teachers</p> <p>Paraprofessionals</p>	<p>Sept 2015-</p> <p>June 2016</p>	<p>Teachers</p> <p>Paraprofessionals</p> <p>Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Provide each classroom teacher with Columbia University's TCRWP Reading Assessments for independent reading levels. Provide individual Reading Pacing Charts for the purpose of monitoring each student's reading progress throughout the year. • Provide each classroom teacher, K-1, with TC Pacing Calendars for reading • Provide each classroom teacher, 2-5, with the Ready Gen Reading Series Unit Assessments.

- Teachers providing AIS instruction will utilize components of the ReadyGen Reading Series (K-1 and TC pacing calendars for K-2. Services may be provided on a push-in or pull out basis.
- Circular 6 Preps will be an additional time to administer AIS instruction.
- The Monday, 80 Minute Professional Development time will be used by teachers and support staff for collaborative planning time in order to conduct inquiry-based grade-level study of student work and performance, monitoring the progress of subgroups of students (ESL, High-achieving, Low-performing and/or Students with Disabilities) utilizing “Inquiry-based “Students Strengths/Weaknesses and Next Step forms.
- Professional Development will be provided as follows:
 - o Common Prep Planning Time
 - o RTI Monthly Meetings
 - o Monthly ELA Lead Teacher meetings
 - o Monthly ESL Liaison meetings
 - o Monthly Special Education Liaison meetings
 - o Vertical/Grade Leader Meetings

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

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

Part 5 – Progress Monitoring

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

By February, 2016, 60% of all students will improve their comprehension skills as measured by making at least one year’s growth on the TCRWP (Teachers College Reading and Writing Project) benchmarks for progress reading levels.

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.
- A year-end survey was provided to teachers which was completed and discussed at the Summative Year-End rating meeting. The findings revealed that the teachers wanted more Professional Development in the areas of Student Engagement, Questioning and Discussion and Assessments. The teachers reflected that there needed to be more evidence (teacher practices) in the areas of differentiation during short and frequent informal visitations.
- Our Professional Development team met to orchestrate our monthly 80 minutes of PD so that teachers were provided with productive Professional Development to elevate best practices in domains 3b, 3c, and 3d of Danielson’s Framework for Teaching. This year the Professional Development team would like to continue Professional Development efforts by Administration, District/Borough Support and Distributive Leadership (In-house staff to turnkey productive information from workshops) to enhance teacher performance so that effective ratings can improve to highly effective ratings and thus raise the success rate of student achievement.
- Based on feedback received from our Fall 2014-2015 Quality Review which addressed the importance of providing opportunities for students to engage in meaningful, student-led conversations requiring critical thinking skills, and assessment approaches for student understanding of skills/strategies learned within each lesson, members of our SLT, teachers, the principal and assistant principal have identified the need to focus on further developing teacher effectiveness in the Danielson Framework for Teaching Rubric, Component 3b, Questioning and Discussion Techniques, 3c, Student Engagement and 3d, Assessment. Therefore, we will prioritize the need to celebrate positive student behavior and positive choices which will increase student engagement in the classroom.

Part 2 – Annual Goal

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

By June, 2016, 100% of teachers will use the language of the P.S. 162 Great Citizen Program to increase the percentage of children receiving 4s by 5% in the Academic and Personal Behaviors section of the report card.

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><u>Instructional Programs</u></p> <ul style="list-style-type: none"> • Teachers will use the criteria developed by the Great Citizen committee to identify the Great Citizen of the Month from each class. • Teachers will use the language of Great Citizens with students. 	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administrators Teachers Talent Coach Outside Staff Developers</p>
<p><u>Strategies to Address SWD's and ENL's</u></p> <ul style="list-style-type: none"> • Administration and teachers will categorize and analyze trends in school wide data in order to plan and implement differentiated professional development opportunities. • Teachers and administration will engage in inter-visitations in order to share and categorize best practices, focusing on 3c, that can be implemented to enhance the achievement of SWD's and ENL's . 	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administrators Teachers PD Committee Administrators</p>
<p><u>Engaging Families</u></p> <ul style="list-style-type: none"> • Parents will be invited to celebrate the Great Citizens of the Month at PTA meetings. • Parents will receive regular updates via school, grade/class webpages, and grade newsletters which will highlight ways that parents can support their children. 	<p>Parents Students</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Administrators</p>
<p><u>Professional Learning & Trust</u></p> <ul style="list-style-type: none"> • We will develop criteria to identify the Great Citizen of the Month from each class. • The Great Race process will be developed to celebrate team work and positive choices made by each class. 	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Administrators</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.

- 80 Minute PD time (Mondays)
- 35 Minute Parent Engagement time (Tuesdays)
- 30 Minute Other Professional Time - Tuesdays (Vertical Team, Grade Leader Team, Inquiry Teams)
- Principal/Assistant Principal Leadership Role – (Orchestrated P.D. Agenda; Supervising Committee Teams; Conducting Observations/Feedback meetings with teachers)
- Danielson **Framework for Teaching** Rubric
- Common Core Learning Standards incorporated into Unit Planning for Content Areas
- Vertical Data Inquiry Team collaborative work ongoing throughout the year

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

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

Part 5 – Progress Monitoring

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

By February, 2016, 60% of teachers be trained in the language of the P.S. 162 Great Citizen Program to increase the percentage of children receiving 4s by 5% in the Academic and Personal Behaviors section of the report card. As of February, 2016, it has been decided that this goal must be revised. The Great Citizen Program is only a small portion of our goal. At this time, a new PBIS (Positive Behavior Intervention System) team has been instituted. The goal of this team is to reward and reinforce positive behavior.

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.
- Our focus for Inquiry Work is to dig deeper into improving the writing of our students – identify the strengths, improve the weakness of describing story elements, analyzing texts, making statements and giving supporting details and be able to provide constructive feedback/next steps to enhance grade-level writing. This collaborative goal to share a common set of beliefs about how students learn best to increase proficiency in writing levels will be useful to drive instruction and show and increase in growth over time at the end of the school year and ultimately raise ELA scores.
- In analyzing the sub-scores for writing as compared to the previous year, the average percentage of items answered correctly has declined. In third grade, the average percentage went down 13%, in fourth grade; 5% and in fifth grade; 8%. This indicates that students need to focus on analyzing texts and understanding through coherent grade appropriate writing. Students must also read grade level text and make statements that they support using details.
- At P.S. 162, students are being taught reading/writing through the new Ready Gen Reading Program. They read grade-level (50% fiction and 50% non-fiction) texts and make statements for Literary/Informational writing that they support using details from the texts. Actions and effects are analyzed by students in the texts. They also determine the effect of language and aspects of text and describe the importance of story elements. By producing coherent writing that demonstrates grade-level English grammar and usage, students are communicating their understanding of the text.
- In analyzing the results of the November 2014 writing pieces rated on common grade rubrics , it has been determined that the percentage of students performing below grade level in writing is above 50% in all grades except 5th , which is 39%. It is noted that there is a drop in students performing below grade level in first grade as compared with those in kindergarten and second grade.

Part 2 – Annual Goal

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

By June of 2016, teachers will collaborate horizontally and vertically to align writing curriculum so that 80% of students in grades 3-5 will to maintain or improve one level of student proficiency on written analysis of informational text utilizing **Ready-Gen** writing rubric or teacher-created rubrics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Instructional Programs</u></p> <ul style="list-style-type: none"> • Teachers in Kindergarten through second grade will collaborate on the grade to design CCLS aligned writing lessons based on Lucy Calkin’s Writing Units of Study. • Teachers will collaborate across grades on the school’s Vertical Team in order to align writing curriculum and writing rubrics. 	<p>Classroom Teachers Clusters and Support teachers Paraprofessionals Students</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>
<p><u>Strategies to Address SWD and ELL</u></p> <ul style="list-style-type: none"> • Teachers will assist students (including SWD and ELLs) in identifying clear learning goals to improve their ability to respond in writing to informational text. • Teachers in each grade will examine monthly samples of student writing from one ESL, one SWD, one low performing student and a high performing student in order to determine a strategy(ies) to address a learning difficulty that could be applied to similar students in their own classroom. 	<p>Classroom Teachers Clusters and Support Teachers Paraprofessionals -Students</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>
<p><u>Engaging Families</u></p> <ul style="list-style-type: none"> • Teachers will reach out to parents of ESL, SWD and struggling students to inform them of their child’s progress and work together to promote academic success. 	<p>Classroom Teachers Clusters and Support Teachers Paraprofessionals</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>

	Students		
Professional Learning and Trust <ul style="list-style-type: none"> Teachers will collaboratively work in grade teams to create rubrics and anchor papers aligning grade expectations with student work. The Vertical team will examine each grades rubrics and anchor papers to establish an alignment of growth and rigor through the grades. 	Classroom Teachers Clusters and Support Teachers Paraprofessionals Students	Sept. 2015- June 2016	Teachers Paraprofessionals Administrators

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.											
<ul style="list-style-type: none"> Provide each classroom teacher, K-1, with TC Pacing Calendars for writing Provide each classroom teacher, 2-5, with the Ready Gen Reading/Writing Series Unit Assessments. Teachers providing AIS instruction will utilize components of the ReadyGen Reading/Writing Series (K-1 and TC pacing calendars for K-2. Services may be provided on a push-in or pull out basis. Circular 6 Preps will be an additional time to administer AIS instruction. The Monday, 80 Minute Professional Development time will be used by teachers and support staff for collaborative planning time in order to conduct inquiry-based grade-level study of student work and performance, monitoring the progress of subgroups of students (ESL, High-achieving, Low-performing and/or Students with Disabilities) utilizing “Inquiry-based “Students Strengths/Weaknesses and Next Step in Writing forms. Professional Development will be provided as follows: <ul style="list-style-type: none"> Common Prep Planning Time RTI Monthly Meetings Monthly ELA Lead Teacher meetings Monthly ESL Liaison meetings Monthly Special Education Liaison meetings Vertical/Grade Leader Meetings 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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 of 2016, teachers will collaborate horizontally and vertically to align writing curriculum so that 40% of students in grades 3-5 will to maintain or improve one level of student proficiency on written analysis of informational text utilizing **Ready-Gen** writing rubric or teacher-created rubrics. As of February, 2016, we are meeting our 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

- 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.

• This year our school received a Well-Developed in our Quality Review for the indicator 4.2. This indicator states: “**Engage in structured professional collaborations on teams using an inquiry approach 9 that promotes shared leadership and focuses on improved student learning .”** In order to maintain proficiency in this Quality Review indicator, we are encouraging more teachers to take on leadership roles within the school. During the 2014-2015 school year approximately 40% of our support staff and teachers extended their expertise in leadership roles within the school building. Our teachers have benefited by these practices and have requested that this distributive leadership continues through Professional Development presentations and especially the successful inter-visitations of ICT teachers/classes. We are taking this indicator very serious and would very much like to increase teacher roles throughout the school this year to raise the level of demonstrating student engagement, questioning and discussion, and this year’s goal to increase assessment performance.

• And effective leader needs to be aware and feel the pulse of the staff and community and most of all the students. Providing opportunities for teachers and staff to grow into lifelong educators and learners brings about stronger building capacity. Therefore it is beneficial to cultivate and build upon cooperative learning activities –teacher led Professional development, Math and ELA lead teacher workshops, ESL and Special Ed Liaison workshop activities, Mentoring of new teachers, Leadership intern programs, so that teachers will increase their professional growth and distributive leadership with regard to colleagues, parents and students in our community.

Part 2 – Annual Goal

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

By June, 2016, 75% of teachers will participate in at least one inter-visitation that aligns to their professional goal resulting in growth in teacher-selected Danielson component's rating.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Instructional Programs</u></p> <ul style="list-style-type: none"> • Administration will analyze results of teacher observations in order to identify teachers demonstrating strengths and therefore be able to lead professional development and professional learning opportunities. • Teachers will engage in inter-visitations in which their colleagues will view best practices and offer each other feedback. • Grade leaders will meet once a month in order to share best practices and present information regarding curriculum planning. 	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administration Teachers</p>
<p><u>Strategies to Address SWD's and ENL's</u></p> <ul style="list-style-type: none"> • ICT teachers will meet monthly in order to share best practices and conduct classroom inter-visitations. • ESL teachers will push into classrooms and provide professional development offering support and feedback for classroom teachers. • PPT and RTI meetings will be conducted monthly and used to monitor and support student growth. 	<p>Teachers Support Staff Students</p>	<p>Sept 2015- June 2016</p>	<p>Administration Teachers Support Staff</p>
<p><u>Engaging Families</u></p> <ul style="list-style-type: none"> • Teachers will conduct workshops in order to inform parents of curriculum shifts and offer ways to support their children at home. • Parents, teachers, and administration will collaborate during SLT and PTA meetings. 	<p>Parents Teachers Students</p>	<p>Sept 2015- June 2016</p>	<p>Administration Teachers Support Staff Parents/Guardians</p>
<p><u>Professional Learning and Trust</u></p>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Administration</p>

<ul style="list-style-type: none"> • Administration will conduct surveys to determine the areas that teachers feel most comfortable presenting professional development. • Administration and teachers will analyze professional development feedback forms and inter-visitation feedback forms. 			Teachers
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • ELA/Math Lead Teachers • District/Borough Professional Development Support • Monthly Principal/Assistant Principal meetings w/Superintendent • EngageNY resources • Special Education and ESL Liaisons • Teacher-led Professional Development for teachers on Danielson Framework for Teacher Best Practices • DOE professional development • 80 Minute Professional Development time • 35 Minute Parent Engagement Time • 30 Minute Other Professional Work time • ReadyGen Reading and Envisions (Math) Professional Development workshops • K-1 TC Reading/Writing support w/Staff Developer – if funds are available 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February, 2016, 75% of teachers will participate in at least one inter-visitation that aligns to their professional goal resulting in growth in teacher-selected Danielson component's rating. At this time, ICT teachers meet and plan together. Teachers are participating in learning walks during prep time. The administration wants to provide even more support for teachers. Teachers will be provided with a template that will guide them when participating in inter-</p>

visitations. These templates will allow teachers to focus on their professional learning goals while engaging in inter-visitations.

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.

Strengths:

- On our 2013-2014 School Survey 87% responded that the school “offers a wide enough variety of courses, extracurricular activities and services to keep my child interest in school.
- Our parents also responded (97%) that the school “keeps me informed about my child’s academic progress.” Ninety-Six Percent of the parents were quite satisfied with the education their child has received this year.
- Our parents responded favorably (94%) to “School leaders place a high priority on the quality of teaching

Areas of Need :

- Although the response to “How satisfied are you with the education your child has received this year?” in the 2013-2014 School Survey increased from 25% to 39% we would like this response to increase to over 50% this year.
- Our parents feel welcome (93%) yet they responded that they have only been invited to an event at school (less than 5 times by 69%).
- Our parents responded positively (91%) that “my child’s school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways yet the attendance for these events is rather low.

Based on the analysis of this data, members of our School Leadership Team along with our Parent Coordinator and administration determined that we must make it our priority to increase parent participation in school/community events.

Part 2 – Annual Goal

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

By June, 2016, there will be at least 5 community events offered to parents and families to increase parent participation and there will be at least 30% family participation in at least three of these events as measured by attendance records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Instructional Programs</u></p> <ul style="list-style-type: none"> • Computer teacher will familiarize all students with the school website making them more apt to use it at home with their parents. • Teachers will send home newsletters to update parents on class curriculum and school events. 	<p>Classroom Teachers Clusters and Support Teachers Paraprofessionals Students</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>
<p><u>Strategies to Address SWD’s and ENL’s</u></p> <ul style="list-style-type: none"> • Parent engagement time and parent teacher conferences will be used to share strategies to enhance and improve student learning. 	<p>Classroom Teachers Clusters and Support Teachers Paraprofessionals Students Parents/Guardians</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>
<p><u>Parent Engagement</u></p> <ul style="list-style-type: none"> • Teachers will be proactive about contacting parents during parent engagement time. • On-site translation services will be provided for parents in order to improve communication between teachers and families. 	<p>Classroom Teachers Clusters and Support Teachers Paraprofessionals Students Parents/Guardians</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>
<p><u>Professional Learning and Trust</u></p>	<p>Classroom Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals</p>

<ul style="list-style-type: none"> • Surveys will be taken in order to tap into the concerns and issues concerning parents, students and teachers. • Teachers will be given the opportunity to address concerns and issues by presenting at workshops and professional development as well as acting as turnkeys from outside professional development. 	Clusters and Support Teachers		Administrators
	Paraprofessionals		
	Students		
	Parents/Guardians		

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.											
o School Messenger Communication System											
o Tuesday Parent Engagement Time											
o Planning time for teachers and staff members to plan parent workshops											
o Curriculum Night/Parent-Teachers Conferences											
o Organization and scheduling of time and space for parents to work with students in preparation for the school International Day											
o Carnival Day, Talent Show Night											
o Science/Math Night											
o Parent Coordinator											
o School Staff											
o Members of the School Leadership Team											
• Members of the PTA Executive Board											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016, there will be at least 3 community events offered to parents and families to increase parent participation and there will be at least 30% family participation in at least two of these events as measured by attendance records. We will continue working on this goal. At this point, we have had strong parent/family participation in events such as parent teacher conferences, Meet the Teacher, School Halloween Party, and the Fifth Grade Ballroom Dancing Performance. The administration is also instituting monthly Sip 'n Chats in which parents are invited to meet with the principal and visit classrooms.

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)	<p>TC Reading assessments 4X yearly) will be utilized to determine if student is not making progress on reading levels for the grade.</p> <p>Teachers will analyze data and plan to provide Tier I and Tier II interventions for students who are not progressing.</p> <p>Formative and summative assessments using CCLS assessments and teacher conference notes and data are considered.</p> <p>Students in Grades 4 or 5 who received a level 1 or low level 2 on 2014 ELA state assessment</p>	<p>Strategies/Programs include:</p> <ul style="list-style-type: none"> -Close reading of short shared text -Repeated readings -Independent practice -Guided practice -Modeled instruction -Constructed response writing -Foundations of Reading by Steck-Vaughn -Columbia University Teachers' College Reading & Writing Project -ReadyGen Reading Program -Constructing and Deconstructing texts -Thinking Maps 	<p>Small Group</p> <p>One-to-one Tutoring</p>	<p>During the day</p> <p>During the Circular 6 –SBO (extra prep 1X weekly.</p> <p>After-school Title III and AIS Program</p>
Mathematics	<p>Students in grade K-5 will be pre –assessed before each CCLS aligned Envisions</p>	<p>Strategies/Programs include:</p>	<p>Small Group</p> <p>One-to-one Tutoring</p>	<p>During the day</p>

	<p>Math Program Topic of Study</p> <p>Quarterly Benchmark Assessments</p> <p>Teachers will analyze data and plan to provide Tier I and Tier II interventions for students who are not progressing.</p> <p>Formative and summative math discussions and assessments using CCLS assessments and teacher conference notes and data are considered.</p> <p>Students in Grades 4 or 5 who received a level 1 or low level 2 on 2014 math state assessment</p>	<ul style="list-style-type: none"> -Envisions math program -Math Exemplars - Modeled instruction -Math drills/memorization -Manipulatives -Mathematical Discourse 		<p>During the Circular 6 –SBO (extra prep 1X weekly)</p>
<p>Science</p>	<p>Formative and summative assessments using CCLS assessments and teacher conference notes and data are considered during in-class science curriculum for K-5.</p> <p>Science lab teacher and classroom teacher collaborate on providing needed Tier 1 service if necessary.</p> <p>Students in Grades 5 who received a level 2 or level 1 on the State Science test in fourth grade will receive Tier 1 interventions in the classroom.</p>	<p>Strategies/Programs include:</p> <ul style="list-style-type: none"> -Step-by-step instructions -Inquiry -Hands-on approach -Observing and recording experiments -Graphic organizers/Thinking Maps -Integrating Literacy and Math -Scientific Discourse 	<p>Small Group</p> <p>One-to-one Tutoring</p>	<p>During the day</p> <p>During the Circular 6 –SBO (extra prep 1X weekly).</p>

<p>Social Studies</p>	<p>Formative and summative SS assessments are utilized to ascertain need for AIS services in social studies in connection with the Social Studies Grade K-5 Scope and Sequence curriculum.</p>	<p>Strategies/Programs include:</p> <ul style="list-style-type: none"> -Integrating social studies content with ELA non-fiction texts. -Guided practice -Thinking Maps/Graphic Organizers -Social Discourse 	<p>One-to-one Tutoring</p>	<p>During the Circular 6 –SBO (extra prep 1X weekly)</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Pupil Personnel monthly meetings determine if students need to receive at-risk services by school psychologist, guidance counselor or social worker.</p> <p>RTI (Response to Intervention) monthly meetings determine if students need to receive at-risk services by school psychologist, guidance counselor or social worker</p> <p><u>School Psychologist</u></p> <ul style="list-style-type: none"> -One to one -Small groups <p><u>Guidance counselor</u> :</p> <ul style="list-style-type: none"> -One to three (socialization)) -Small Group of 8 students -One to one <p><u>Social Worker</u> :</p> <ul style="list-style-type: none"> -One to one 	<p>At-risk services provided by the SETSS, IEP, ESL, Speech, Guidance Counselor, Occupational Therapy, and School Psychologist and Social Worker</p>	<p>Small Group</p> <p>One-to-one Tutoring</p>	<p>During the day</p> <p>During the Circular 6 –SBO (extra prep 1X weekly)</p>

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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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. 162Q, 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. 162Q will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

162Q School-Parent Compact (SPC)

162Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>John Golden School</u>	DBN: <u>26Q162</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The program model at The John Golden School is a Freestanding English as a Second Language Program. This is a pull out/push in program that takes place during the school day and the language of instruction is English. our Title III After School Program will supplement our mandated program for English Language Learners (ELLs) Twenty five (25) ELLs and (41) former ELLs in grades 3, 4 and 5 will be offered the opportunity to participate in this program. The program will be offered on Wednesday and Thursdays from December 3rd, 2014 through May 7th, 2015, there will be 36 sessions in total, starting at 2:20 Pm and ending at 3:50 pm. Each of the four groups will have approximately 10-12 students. Small group instruction will be provided by four (4) certified ESL teachers twice a week after school for 1 1/2 hours, two will rotate, under the direction and supervision of the principal or assistant principal. Students will be grouped according to their NYSESLAT proficiency levels including beginner ELLs and long term ELLs. Differentiated Reading/Writing and Listening/Speaking. Our Title III Instructional Program will improve learning in core subject areas. This after school program is designed to improve performance in english Language arts and Math. We will use Thinking Maps in all content areas. Strategies will be implemented to foster community, confidence and engagement. Students will participate in standards-based group activities in which they share and compare in order to increase their academic vocabulary. the ELL's will be immersed in a wide range of activities to promote reading comprehension and written expression. Language structures and vocabulary lessons will be planned to align with each unit of content area instruction will be differentiated to meet each ELL's learning and language needs. The Title III after School Program incorporates the Balanced Literacy Approach (Read Aloud, Interactive Read Aloud, Shared Reading while integrating thematic units in different curriculum areas. The Language Experience Approach is utilized to extend listening and speaking into reading and writing and to validate the student's own language in a natural setting. Concrete hands-on materials, thematic picture word wall, graphic organizers, pictures, TPR, modeling, role playing and big books are incorporated to encourage students to participate in class activities. Critical thinking skills are emphasized to meet New York State Language Arts and Math Standards.
Materials that will be used are Frames for fluency by Ballard Tighe, Daily Word Problems Math by Evan Moor, Raz kids, National Geographic Reach.

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: Every Thursday from 3:50 to 4:50 P.M. the ESL teachers will meet for joint curriculum development. It is very important to note that there will be a supervisor in charge whenever the program meets. The supervisor will either be the principal or the assistant principal. There will be ongoing professional development for ESL teachers, administrators and classroom teachers throughout the school year. The ESL teachers will attend workshops provided by

Part C: Professional Development

CFN 205 as they become available. Two of the certified ESL teachers are part of the Collaborative inquiry Team. Ms. Popeil will be attending (five) ELL Liason Meetings. Ms. Lee and Ms. Popeil will also be going to a full day workshop on Monday Dec. 15th, 2014. The ESL teachers will also attend P.D. given on Monday and Tuesday after dismissal by administration or a staff member required by UFT contract.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ In addition to student instruction, Title III Program parents of our ELL and former ELL student participants will be invited to four(4) two (2) hour meetings. The first workshop will provide them with strategies on how they can improve their child's acquisition of English through the use of educational websites, daily reading, multimedia resources and exposure to extra curricular family activities. The second workshop will inform parents on how to help their children succeed on the NYSESLAT. NYSESLAT Samplers will be distributed along with a translated parent guide. These meetings will be conducted by one (1) certified ESL teacher. Invitation letters will be sent to parents in English, as well as, in their home language, whenever possible. In addition, translators will be available at the meetings. The dates of these meetings will be 12/2/2014 and 2/11/2015. 11/18/14 Grades 3, 4, 5 Math Workshop

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>Total hours worked by four teachers will be 144</u> <u>Teachers Per-session total for the program will be \$7,417.44</u> <u>One ESL teacher will be doing (4) Parent Workshops for 2 hours each. \$412.08</u>	<u>After School Program</u> <u>Wednesdays 2:20-4:20 (1 1/2 hrs)</u> <u>Thursdays: 2:20-4:20 (1 1/2 hrs) of instruction.</u> <u>Program begins on 12/3/2014 and ends 5/7/2015. Four teachers will work the program</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	—	—
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	<u>\$2,240.09</u> <u>Two scanners bought at Staples with ink, mouse for printer. Total with coupons \$204.43 each order for total of \$408.86. General supplies will be bought by</u>	- <u>The following supplies will be bought for use in the Title III Afterschool Program. Each teacher will get a scanner in order to scan into the smartboard to model lessons and</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"> Must be clearly listed. 	<u>teachers as become needed. Estimated cost for supplies will be around \$500.00 each, for supplies including the educational software for two teachers and \$250.00 will be allotted to each of the two other teachers teaching the program for supplies.</u>	<u>provide scaffolds for their lessons. Interactive vocabulary and language software will strengthen vocabulary and language skills. Writing journals and books will also be purchased as well as general supplies needed for program use such as paper, file folders and organizers.</u>
Educational Software (Object Code 199)	<u>\$331.23</u>	<u>Interactive software for Smartboard books.</u>
Travel	_____	_____
Other	_____	-
TOTAL	<u>\$10,069.61</u>	-

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 00	Borough Queens	School Number 162
School Name John Golden 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 Pamela Lee	Assistant Principal Andrea Schweiger
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Diane Popeil and Lindsay Lee	School Counselor Amiee Serfaty
Teacher/Subject Area Allison Solano/IEP teacher	Parent Ivana Kardum
Teacher/Subject Area	Parent Coordinator Debra Strassberg
Related-Service Provider Danielle Morgan/SETSS	Borough Field Support Center Staff Member
Superintendent Danielle Giunta	Other (Name and Title) Jennifer Newman Speech Teacher

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	2	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	4	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)	694	Total number of ELLs	81	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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	81	Newcomers (ELLs receiving service 0-3 years)	81	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	81	0	4	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	1	2										0
Chinese	21	12	12	3	3	8								0
Russian														0
Bengali														0
Urdu		1												0
Arabic		1												0
Haitian														0
French														0
Korean	2	5	2	2										0
Punjabi														0
Polish														0
Albanian														0
Other				2										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	10	3	0	2	0	4								0
Emerging (Low Intermediate)	3	0	1	1	0	1								0
Transitioning (High Intermediate)	5	1	3	0	2	0								0
Expanding (Advanced)	7	17	11	6	1	3								0
Commanding (Proficient)	8	7	6	27	17	10								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						2								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		7	12	31	18	10								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tool that is used to assess our ELLs early literacy skills is the TCRWP reading and writing assessment and the high frequency word list. This provides valuable insight into our students' needs. It allows for evaluation, teaching and intervention, monitoring and supporting their academic needs. Each student's instructional level for guided reading is determined and effective instruction is designed to support student achievement. The reading assessment takes place four times a year: September/October, January, March and June. The informational writing assessment is given five times a year: September, November, January, March and June. Based on the analysis of the data the following programs have been implemented: The Steck Vaughn Elements of Reading Vocabulary program, the Foundations Program and use of Thinking Maps.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 An assessment analysis has been done using the NYSITELL and NYSESLAT results. There is an evident pattern in proficiency levels and across the grades. Our beginners initially need a focus on all four modalities - Reading, Writing, Listening and Speaking. As they progress to transitioning and expanding, the focus shifts to Reading and Writing. Our 26 incoming ELLs in kindergarten is comprised of 14 students who need standalone services and 12 who require integrated. Many of the standalone students are newly arrived from their native country and have no knowledge of English language skills. Based on the 2015 NYSESLAT there is a significant decrease of units of services from grades 1-5. In the past many more students received 2 units of service. It appears that this change is due to lower cut scores for the NYSESLAT subtests. Due to this change in cut off scores we now have an equal amount of former ELLs and ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In order to design effective instruction and/or interventions for our ELLs we analyze such factors as home language, grade level, years of ELL service, ELA/Math performance and progress, NYSESLAT proficiency and progress, attendance, age, holdover status SIFE status and disability classification. The Early Warning indicator feature automatically calculates the number of risk factors exhibited and color-codes them accordingly. The data reveals that most of our students meet and succeed their annual AMAOs.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4. a. ELL students in grades three, four and five were administered the 2015 New York State English Language Arts (ELA) test. The total number of ELLs tested in grade three was four, one student scored at level 3 (meeting learning standards) and three students scored at Level 1 (showing academic problems). In the fourth grade, there were six students tested. Three students scored at Level 3 (meeting learning standards, and three students scored at level 1 (showing academic problems). This test does not provide translated versions, however they receive test modifications such as separate location and extended time. The 2015 New York State Math Test was administered to five third grade, six fourth grade and eight fifth grade ELLs. This test allows students the use of Home Language support in both written and oral forms. The Chinese students in our school are from China and they can't fully read the traditional Chinese version provided by New York State since they learned simplified Chinese, therefore oral interpreters who are pedagogues are also provided. The total number of ELLs tested in grade three was five, two students scored at level 2 (both students had the use of Home Language support in both written and oral forms.), one student scored at level 3 with the use of Home Language support in both written and oral forms and two students scored at a level 4 (one in English and one with the use of Home Language support) . The total number of ELLs tested in grade four was seven, two scored level two(one with English only and one with Home Language support) and the other five all scored at level four (with Home Language support.) The total number of ELLs tested in grade five was nine, three scored at level two (two with English only and one with Home Language support) and one scored at level three (with Home Language Support) and five scored at level four (one with English only and the other four had Home Language Support). Eight ELL students in grade four were administered the 2015 New York State Science test. Three students scored at level three (two with English only and one with Home Language support). Five students scored at level four (two with English only and three with Home Language support). , After looking at the data it is evident that many of our students even though they are newcomers performed at or above grade standards with the use of Home Language Support in written and oral form.

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.*]

Tier 1 Interventions:

The classroom teachers constantly evaluate each student's progress to see if intervention services are warranted. The teacher must take into consideration the many factors that influence the language learning process and corresponding academic development. These include the students' prior schooling experiences, familiarity with/exposure to English, and the degree of proficiency in English and the native language. If an ELL student needs intervention, the teacher will monitor any (and all) progress on the TIER 1 Tracking form. Using the Pre-Referral Intervention Manual (PRIM) or any other researched based interventions, the teacher can select an appropriate remediation based upon the need(s) of each student. The teacher will be provided the opportunity on a monthly basis to consult with their grade colleagues and the RTI team which comprises the administrators, ENL teachers, SETSS teachers, IEP teacher, and the Speech teachers.

Tier 2 Interventions:

For any ELL students not responding to Tier 1 strategies, Tier 2 interventions will be provided. Tier 2 builds upon Tier 1: students who have received Tier 1 interventions will continue to receive that instruction. In order for a student to receive Tier 2 interventions, teachers must hand in a copy of a Referral for Intervention Services as well as the completed copy of the Tier 1 Tracking Form with copies of student work attached. A designated team member /interventionist (Speech teacher or SETSS teacher) will be assigned and conduct the intervention service for six to eight weeks. Once the six to eight weeks are completed, the RTI team will reconvene and evaluate the student's needs and decide whether the student's needs warrant Tier 1 or Tier 3 interventions. The RTI team might also decide to keep the student in Tier 2, if the student is showing progress at this Tier.

Tier 3 Interventions:

Once the six to eight weeks of Tier 2 intervention is completed the RTI team will meet to discuss those students who might need further intervention. If the team decides that further intervention is required then the student will receive a comprehensive special education bilingual evaluation by the school psychologist (with parent permission).

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

The ENL teacher meets regularly with classroom teachers, clusters and other related service providers to make sure the instructional needs of the ELL students are being met. They receive a list of the ELL students in their class with the students proficiency levels on the NYSITELL or the NYSESLAT. Many factors need to be taken into consideration when making decisions regarding instruction for ELLs. Ells' home and community literacy practices and funds of knowledge should be valued as resources for literacy learning at school. Therefore, designing intruactional activities and projects that are related to student's lives at home or in their neighborhoods is likely to increase students' motivation and literacy success.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

We evaluate the success of our program for ELLs by analyzing the progress measured on the NYSESLAT and the yearly AMAO.

Part IV: ELL Identification Process

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

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

The Home language Identification Survey (HLIS) is completed by all first time entrants to NYC public schools. A translated version of the HLIS are available in various languages. Whenever needed, a translator is called upon to conduct the oral interview along with a pedagogue, and assist in completing the HLIS. The two certified ENL teachers determine the eligibility for the NYSITELL and administer accordingly within 10 school days. The administration of the Spanish LAB for Spanish speaking ELLs is administered after eligibility is determined by the NYSITELL. A Spanish speaking pedagogue administers it. Every spring a NYSESLAT eligibility report is generated in order to accurately identify the ELLs who need to be tested. The NYSESLAT is administered by the two certified ENL teachers.

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).

At the present time PS 162 has never had any SIFE students. We would follow the procedures outlined in the ELL Policy and Reference Guide 2015 - 2016. Determining SIFE status begins at the time of the completion of the Home Language identification Survey when the parent is asked to indicate prior schooling. Any available report cards, student records and student work would be reviewed. We will make the initial SIFE determination within 30 school days from initial enrollment. The SIFE identification process begins with the administering of the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcome SIFE (LENS). Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs must be based on the determination of the language Proficiency Team (LPT). The LPT at our school will be comprised of Mrs. Schweiger (Assistant Principal), Ms. Lee (ESL teacher), Ms. Popeil (ESL Teacher), either Danielle Morgan (SETSS teacher), Allison Solano (IEP teacher) will serve as the director of Special Education, and the student's parent or guardian. A qualified interpreter or translator will be available during this process. The LPT will determine whether the student should take the NYSITELL. The LPT will consider evidence of the student's English language development, including the student interview in both English and the home language, the student's history of language use in the school and home or community, and information provided on the student's IEP as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on this evidence, the LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The entire process will be completed within 20 days of the student's initial enrollment.

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

After the NYSITELL is scanned the ENL teachers will run the ATS RLBB report to obtain the results of the NYSITELL and determine eligibility for ELL services. Within five days the entitlement and non-entitlement parent notification letters will be distributed in both

English and the student's home language. Copies of these letters will be kept in our yearly ELL document binders and the student's cumulative record.

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).

After the HLIS is completed and the oral interview with the parent and child is completed the ENL/ESL teacher determines whether to test the student or not. If the student is tested and the student is designated an ELL based on the NYSITELL then the parent is sent an Entitlement Letter in the parents' or guardians' preferred language. In this letter it states: If you feel your child's ELL status should be reviewed and/or reassessed, they can contact the ENL/ESL teachers to discuss this matter. They must make this contact within 45 days of their child's enrollment in school if they want their child's ELL status to be reviewed or reassessed. Copies of all letters or notifications sent home are kept in binders.

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.

When a new ELL enrolls, the ENL/ESL teachers (Ms. Popeil and Ms. Lee) will inform parents of the three instructional modes available in New York City, regardless of whether the preferred model is currently offered in the school. We will provide these parents with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages.) This is done simultaneously in our computer lab. We will keep a record of attendance and staff members present at the orientation. During the orientation, we will provide information on Common Core Learning Standards, curriculum, assessments and our school expectations for English language learners, as well as the program goals and requirements for English as a new language (ENL). Every attempt will be made to provide interpretation in the language or mode of communication that the parent or guardian best understands. ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment.

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

After parents are informed of all three program models at the parent orientation, they will be provided with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parents must return the completed and signed form within 5 school calendar days. For those parents who do not attend or those entering during the year every effort is made to contact those parents to come in at a convenient time to view the translated video. In the past we have received 100% of the forms returned in a timely manner. The original entitlement letters and parent Survey and program Selection forms are kept in the individual student cumulative record folders as well as a copy in the ELL document binder. Most of the time parents at our school select ENL. If a parent chooses either Dual Bilingual or Transitional Bilingual programs we will research where these programs are available by contacting the Division of English Language Learners and Student Support at ELLProgramTransfers@schools.nyc.gov. The DOE's Division of English Language Learners and Student Support coordinates these transfer requests with the Office of Student Enrollment and will follow up with the school and family regarding a new placement within the designated timeframe.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers make several attempts to ensure that the Parent Survey and Program Selection forms are returned in a timely manner. Parents are called on the phone, multiple copies in the home language are sent and resent and parents of students who are walkers are met at the dismissal time. All Parent Survey and Program Selection forms are kept in a binder dated by year.

9. Describe how your school ensures that placement parent notification letters are distributed. The ENL teachers will distribute the placement parent notification letters in the parent's preferred language based on the RLAT and RLBB reports which show student entitlement. The notification letters are copied before they are sent home. The letters are sent home in the students' take home folders. The returned notifications are stored in binders dated by year.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL teachers retain copies of all ELL documentation for each child in our yearly ELL document binders and the originals of the HLIS are kept in the student's cumulative record folder. In addition, copies of the HLIS are kept in the main office. The ENL teachers along with school administrators have access to the ELL documentation.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ENL teachers (Ms. Lee and Ms. Popeil) are responsible to ensure that all eligible students in the ENL program are given all four parts of the NYSESLAT every year during the testing period. Eligibility is determined by running an RLAT. The procedure used by our school to ensure that all four components of the NYSESLAT are administered is: After the RLAT is run we make an Excel spreadsheet with the eligible students' names and the four modalities. After each student takes one of the tests the proctor checks it off and initials their name.

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

The ENL teachers (Ms. Popeil and Ms. Lee) ensure that continued entitlement and transitional support parent notification letters are distributed in the parent's preferred language according to the RLAT. Letters are sent home in the students' take home folders after copies are made and kept in our yearly document binders.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After viewing the video (in their home language) provided by the DOE explaining the three program choices the Parent Survey and Program Selection forms indicated unanimously the parent choice is the Freestanding English as a New Language Program which aligns with the program offered at our school. This year 100% of the parents chose Freestanding English as a new language program. The three program choices were Freestanding English as a new language, Transitional Bilingual program and the 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]).
- Freestanding ENL program.
The ELLs at P.S. 162 receive their mandated units of services through a Freestanding ENL pull-out program model. The Freestanding English as a new language programs provide instruction in English with home language support, emphasizing English language acquisition. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. Integrated ENL is instruction to build English language skills through content area instruction. The students are grouped according to proficiency level as determined by the NYSESLAT, NYSITELL and current grade level. Beginner/Entering students receive 180 minutes of standalone ENL and 180 integrated ENL/ELA. Lowintermediate/Emerging level students receive 180 minutes of standalone ENL and 180 integrated ENL/ELA. Intermediate/Transitioning students receive 180 minutes integrated ENL/ELA. Advanced/Expanding students receive 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding students receive 90 minutes of integrated ENL/ELA or other content area for two years. The maximum allowable grade span for grouping instruction in grades K-12 English as a new Language is two contiguous grades. Special consideration is given to our newly arrived upper grade entering and emerging ELLs, they are grouped together and given native support in a pull out model due to the fact that most of the students speak Chinese and we have a ENL teacher with a Chinese bilingual extension. All levels of ELLs will be serviced based on the prescribed mandated units of service per the newly revised CR Part 154-2 requirements for English as a New Language . All students are served by dually certified teachers. The students will be served by a combination of push in and pull out programs.
 - TBE program. *If applicable.*
Not applicable.
 - DL program. *If applicable.*
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Instructional time is based on the ELL students' performance level as outlined in CR Part 154 - 2 Regulations. Our entering and emerging ELLs receive 180 minutes of standalone ENL instruction per week and 180 minutes of intergrated ENL/ELA. Our transitioning and expanding ELLs receive 90 minutes of standalone ENL instruction per week and 90 minutes of intergrated ENL/ELA per week. Our Expanding ELLs receive 180 minutes of intergrated ENL/ELA or other content area per week. Our commanding ELLs will receive 90 minutes of intergrated ENL/ELA or other content area per week for two years.
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.

In the Pull-Out Model the instruction is delivered in English except for the newcomer ELL where Chinese language support is available. Upper grade students are using bilingual dictionaries and bilingual Math, Social Studies and Science glossaries. The instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards are the use of thematic content area and project based approach, which integrates academic language development and literacy in content areas. A wide range of visual and technology resources including the Smart Board and document reader are utilized to enhance English language proficiency in all content areas. Picture/word walls are used to reinforce the content related vocabulary. Books are selected that promote the understanding of complex text. The use of NYSED bilingual content area glossaries provides native language support. These practices assure that our ELLs meet the demands of the Common Core Learning Standards. Sheltered English instruction is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level. Support in the content area is given through the use of sentence frames, paragraph frames, visuals, smart board technology, Thinking Maps/graphic organizers and collaboration with the classroom teacher. Some of the materials used in our program are oral language photo prompts, leveled libraries, reading comprehension practice cards with picture clues, Finish Line New York ELLs, Kids A to Z, Frames for Fluency by Ballard Tighe, Sight Word Readers by Scholastic, Word by Word, American Start with English, Teachers pay Teachers lessons, Fun Decks (ELA) by Super Duper Publications, and Longman Picture Dictionaries.

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

N/A due to we only have a Freestanding English As a New Language program.

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

Four times a year our school closely monitors all students progress in reading using TCRWP. On demand writing pieces are assessed/monitored four times a year. Listening and speaking informal assessments are embedded in daily activities. We will be administering the ELL periodic assessment starting Fall 2015 which will be given in October and February. TC high frequency words and letter recognition and letter sounds are tested in September and in the Spring. Students' progress on the NYSESLAT in each modality is monitored from one year to the next.

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

Sife -At this time there are no Students with Interrupted Formal Education (SIFE) in our school community. Our working plan for future ELLs in this category is to bridge the academic gap through rigorous instruction. The use of leveled libraries is incorporated to facilitate the grade-appropriate reading readiness skills. In addition to the mandated ENL services, SIFE students are entitled to participate in any after school programs appropriate for their grade level. These students will also receive at risk services during the school day.

Newcomer ELLs -In order to better assist our ELL newcomers, we use a wide range of visual and technology resources including Smart Boards which are in every classroom to develop English language proficiency in all content areas. All classrooms have a print rich environment that includes labeling of classroom items. Books are selected that are highly predictable, have repetitive patterns and strong picture support. Language function, language structures and vocabulary lessons are integrated in all content area lessons. Students are paired in the classroom with a peer who speaks their native language. Classroom teachers are given teaching strategies specific to ELL students. Electronic bilingual dictionaries have been purchased to facilitate language acquisition along with the use of the NYSED bilingual content area glossaries. For ELL's that have been here for more than one year and are required to take the ELA test a rigorous curriculum will be implemented to enhance their academic performance. Bilingual study notes in Chinese/English and Korean/English for science, social studies and math will be used for additional native language support. These students will be invited to attend the Title III after school program when available. Test accommodations, including extended time and separate location are used for state tests.

Developing ELLs - Analysis for ELLs receiving service 4 to 6 years indicates additional instruction in writing mechanics and reading comprehension skills is needed. These goals will be accomplished through the following interventions: The ELLs will be immersed in a wide range of activities to promote reading comprehension and written expression. Language function, language structures and vocabulary lessons will be planned to align with each unit of content area instruction. Instruction will be differentiated to meet each ELLs learning and language needs. They will be invited to attend after school AIS/Title III programs. In consultation with the classroom teachers and support personnel, it will be determined whether or not further evaluation will be needed in order to determine if the student's inability to make adequate academic progress is due to a reason other than second language acquisition and may need a possible referral for alternative placement in Special

Education.

Long Term ELLs- Various instructional strategies will be used to meet their individual needs. Such strategies include Thinking Maps, Sentence Frames, Paragraph Frames, and hands on activities to engage students in all four modalities. Long term ELLs would be invited to attend after school AIS, extended day and the Title III programs. Any student falling into this category will be brought to the attention of the RTI Team in order to determine what additional support can be given. The team will also determine whether or not to recommend if further evaluation will be needed to determine if the student's inability to make adequate academic progress is due to a reason other than second language acquisition. This recommendation will then be brought to the school's Pupil Personnel Team (PPT) for final approval.

Former ELLs - Former ELLs will receive services two times per week for 45 minutes each session for two years by a fully certified ENL teacher. Strategies taught help these former ELL students master some nuances of the English language that, although proficient, have proved to be a challenge for these students. They will also receive testing accommodations, including extended time and separate location on state tests. They will be invited to any AIS and Title III afterschool programs available.

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

Any student re-identified as ELL or non-ELL, will be monitored for a 6-12 month period after re-identification. The Principal along with the ENL teacher will consult with the classroom teacher, parent/guardian and the student to ensure the student's academic progress has not been adversely affected. Classroom performance including both formal and informal assessments will be evaluated. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student and may reverse the determination within the same 6 to 12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. A final decision letter will be sent in writing to the parent/guardian, and/or student in the parent's preferred language 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?

The content area instruction materials that are used in the classroom are: Houghton Mifflin Harcourt New York City Edition for Social Studies, Harcourt School Publishers - New York City Edition for Science, Envisions Math by Pearson and the Steck Vaughn Elements of Reading Vocabulary program. The reading programs are Ready Gen, TCWRP and Foundations. The following strategies are used to provide access to academic content areas and accelerate English Language development. For our ELL-SWD's: TPR, higher thinking questions, visuals, Smart Boards, picture word walls, sentence and paragraph frames and Thinking Maps, to build on prior knowledge and to scaffold information.

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?

All ELLs who are already identified having special needs will be serviced as per their I.E.P. In collaboration with the Special Education teacher and classroom teacher grade level materials and specific instructional strategies will be individualized to provide access to academic content and accelerate English language development. Flexible scheduling is collaborated with all service providers and classroom teachers of ELL-SWDs in order to meet their diverse needs. ELL-SWDs are grouped by their performance level on the NYSESLAT or NYSITELL and grade level for ENL instruction. This group receives content area instruction during their ENL periods. Additionally, these students in grades 3, 4 and 5 are invited to the Title III afterschool program for additional support. The pupil personal team (PPT) meets monthly to evaluate the progress of each student, as well as monthly RTI meetings.

Chart

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

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

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

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



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

Chart

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

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

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

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

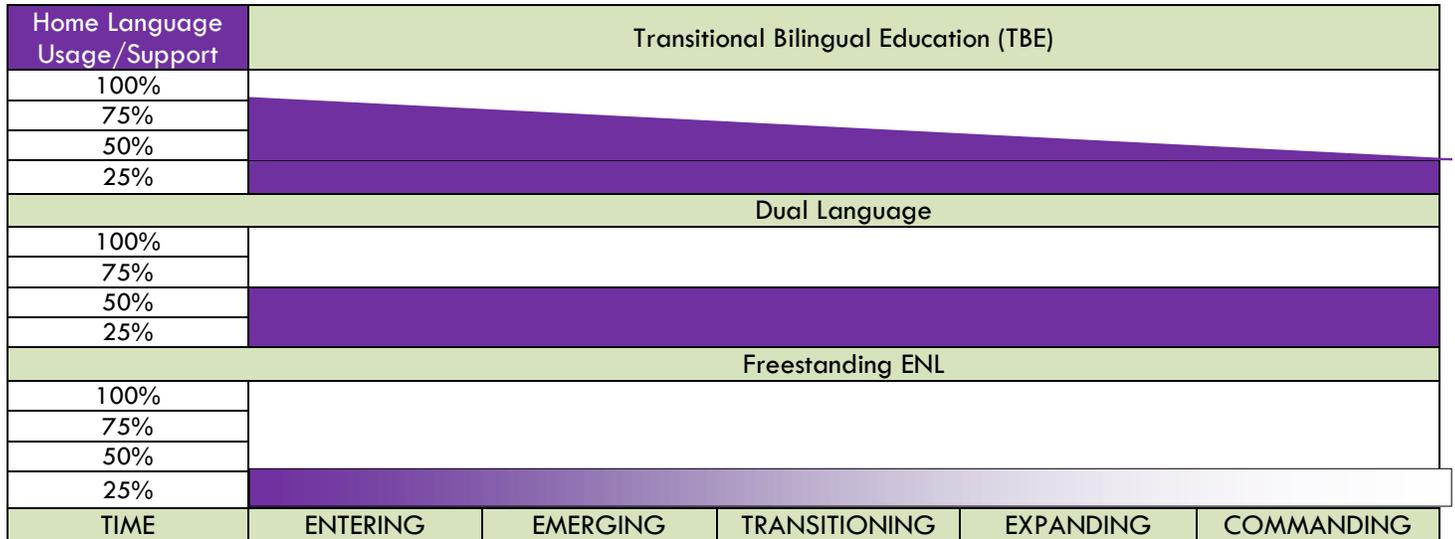


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The RTI team consists of the IEP teacher, SETSS provider, ENL teachers, speech and language teachers, classroom teachers as well as our assistant principal. The purpose of this monthly meeting is to discuss the needs of struggling students and students with special needs. ELL students when necessary are supported with intervention services to help with difficulties beyond the acquisition of the second language. In order to make accurate decisions about ELLs' sources of difficulties, information from a number of levels must be gathered and examined, specifically: information about the learner, his or her classroom experiences, and his or her home and community context. Learner characteristics include language, experiential background, values/norms, higher-order thinking skills, individual learning style, proficiency in both languages, how the students became bilingual (sequentially or simultaneously), content area strengths, and weaknesses in each language. Classroom experiences including the ways in which instruction has been implemented with the student. Current classroom characteristics can be assessed through curriculum based measures, classroom observations, and performance-based assessments. Home-community characteristics including home language, adjustment to new environment, and family educational history need to be considered when gather data. Teams can gather student background information through family interviews, review of records. ELL students may receive at risk services in Math, ELA, Social Studies and Science from either the IEP teacher or SETSS teacher for 4 to 6 weeks. If a student is suspected to have language deficiency problems in their first language they are given intervention by the two Speech service providers. After this Tier2 intervention is provided then the team will decide whether a Tier 3 intervention is needed. These students are also invited to any AIS or Title III afterschool programs offered. Once the ELL learning profile has been established using multiple indicators and sources of information, the collected data is used to hone in on specific issues for intervention. For students having difficulties in decoding in grades K-2 Foundations is used as a systematic program in critical foundational skills, emphasizing: Phonemic awareness, phonics/ word study and high frequency word study. Intervention in social/emotional issues are provided by a Chinese speaking school psychologist and a Spanish speaking social worker.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Every year the majority of ELLs at PS 162 meet their yearly AMAOs. ELL students in grades three, four and five were administered the 2015 New York State English Language Arts (ELA) test. The total number of ELLs tested in grade three was four, one student scored at level 3 (meeting learning standards) and three students scored at Level 1 (showing academic problems). In the fourth grade, there were six students tested. Three students scored at Level 3 (meeting learning standards, and three students scored at level 1 (showing academic problems). This test does not provide translated versions, however they receive test modifications such as separate location and extended time. The 2015 New York State Math Test was administered to five third grade, six fourth grade and eight fifth grade ELLs. This test allows students the use of Home Language support in both written and oral forms. The Chinese students in our school are from China and they can't fully read the traditional Chinese version provided by New York State since they learned simplified Chinese, therefore oral interpreters who are pedagogues are also provided. The total number of ELLs tested in grade three was five, two students scored at level 2 (both students had the use of Home Language support in both written and oral forms.), one student scored at level 3 with the use of Home Language support in both written and oral forms and two students scored at a level 4 (one in English and one with the use of Home Language support) . The total number of ELLs tested in grade four was seven, two scored level two(one with English only and one with Home Language support) and the other five all scored at level four (with Home Language support.) The total number of ELLs tested in grade five was nine, three scored at level two (two with English only and one with Home Language support) and one scored at level three (with Home Language Support) and five scored at level four (one with English only and the other four had Home Language Support). Eight ELL students in grade four were administered the 2015 New York State Science test. Three students scored at level three (two with English only and one with Home Language support). Five students scored at level four (two with English only and three with Home Language support) . After looking at the data it is evident that many of our students even though they are newcomers performed at or above grade standards with the use of Home Language Support in written and oral form. All teachers are given a roster of the ELLs and Former ELLs in their class and collaborate with the ENL teachers to incorporate ELL strategies in their lessons. Four times a year the students are assessed in their reading levels and on demand writing. In Math pre and post tests are given before and after every unit.
12. What new programs or improvements will be considered for the upcoming school year?

In our Title III afterschool program which services both ELLs and former ELLs grades 3-5 we are considering using Dr. Kate Kinsella's Academic Vocabulary Toolkit which masters high-use words for academic achievement.
13. What programs/services for ELLs will be discontinued and why?

No current program will be discontinued due to the success of our ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELLs are afforded equal access to all school programs. Whenever funds are available, our school has a Title III Afterschool Program two (2) days a week. All ELLs are entitled to be invited to any AIS Afterschool programs. All fifth grade students including ELLs participate in a Ballroom Dancing program. All students including ELLs participate in gym, music, art, and computer classes as part of their weekly schedules. All students including ELLs participate in assemblies. All fifth grade students participate in the spring

in an exchange program to get them ready for Middle School. All students including ELLs participate in the Great Citizens program. Whenever possible program invitations are sent home in their home language.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All classrooms at PS 162 are equipped with Smart Boards, document readers, Brainpop, and Brainpop ESL. This interactive technology keeps up with the pace of today's language learner and ensures multiple entry points within the learning process. ELL students are given the opportunity to utilize the computer lab and classroom computers, where various kinds of software and online internet access are available to improve literacy, writing and research skills. In order to better assist our ELL newcomers (less than three (3) years), we use a wide range of picture libraries, Thinking Maps, books on CDs, English at Your Command ESL Content Area Program, and technology resources to develop English Language Proficiency in all content areas. All classrooms have a print rich environment that includes labeling of classroom items. Books are selected that are highly predictable, have repetitive patterns and strong picture support. Language function, language structures and vocabulary lessons are integrated in all content area lessons. Electronic bilingual dictionaries have been purchased to facilitate language acquisition along with the use of the NYC-DOE bilingual content area glossaries. For ELLs that have been here for more than one (1) year and are required to take the ELA test, a rigorous curriculum will be implemented to enhance their academic performance. Bilingual study notes in Chinese/English and Korean/English for science, math and social studies will be used for additional native language support. These students will be invited to attend the Title III after school program when available.

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

Native Language support from the ESL Program is provided through the use of bilingual content area glossaries in Math, Science and Social Studies, bilingual electronic dictionaries, bilingual picture dictionaries and access to online bilingual resources. In addition, we have a Chinese speaking ESL teacher. Other school staff members who speak Korean, Chinese, Spanish, Italian, Hebrew, Bengali, Hindi, Urdu, Russian, Ukrainian, French and Greek lend support whenever needed. Whenever possible parent correspondence is sent home in their native language.

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

Whenever possible, ELLs are grouped by grade level. The maximum allowable grade span for grouping instruction is two contiguous grades. The ENL teachers plan carefully with the general education teachers to ensure curricular alignment and continuity of instruction. Grade level materials and specific instructional strategies will be individualized to provide access to academic content and accelerate English Language development. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on the IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test.) ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. ELLs with disabilities must receive the required level of ELL services. The ENL teacher confers with the Special Education service provider to ensure that the resources being used are appropriate for their cognitive needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

For our incoming kindergarteners there is an orientation meeting in the preceding June. At this meeting interpreters are provided for the parents of the incoming ELLs. A handbook is distributed which includes kindergarten expectations/curriculum. To meet the majority of our incoming ELL population needs the handbook has been translated into Chinese. At the orientation meeting the parent coordinator compiles a list of parent email address in order to disseminate information to the parents. The incoming kindergarteners are invited in June for a half day to visit a kindergarten classroom. At registration the ELL teachers conduct interviews to determine NYSITELL eligibility and any existing special needs and services. At this time parents can be directed to any support staff (school counselor, parent coordinator, school psychologist, speech therapist, special education provider, OT, PT, social worker or school nurse) if they have additional concerns. Whenever a new ELL enrolls throughout the school year the ENL teachers conduct an oral interview with the parent and student and have the parent view the program choice videos in their home language. Their names are added to the parent coordinators email list. Any special needs are referred to the appropriate support staff.

19. What language electives are offered to ELLs?

There are no language programs at this time.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?

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

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.)
All teachers at PS 162 participate in the Monday Professional Learning session. The two ENL full time teachers will participate in the professional learning opportunity workshop titled English as a New Language: Helping ELLs Integrate into Our Schools presented by the Queens North Borough Field Support Center.
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?
All teachers at PS 162 participate in the Monday Professional Learning session. All teachers can participate in ELL workshops offered by the office of English Language Learners (OELL).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In order to assist ELLs as they transition from elementary to middle school, our fifth graders participate in a 10 week exchange program in the spring of each year. This program allows students to rotate rooms for four periods each day and receive instruction in content area subjects. Students will visit their future Middle School to tour and view with the guidance counselor, principal and classroom teachers. the guidance counselors from our feeder middle schools come to PS 162 to give student orientations. Students receive a feedback form to provide student interest information. These guidance counselors also articulate with the 5th grade teachers to ascertain each student's academic strengths/weaknesses, behavior, interests and family issues.
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.

Each school must provide professional development to all teachers and administrators that specifically addresses the needs of Englishlanguage learners. A minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acsition, including a focus on best practices for co-teaching strategies and integrating language and cotent instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

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?

The ENL teachers will reach out to parents of ELLs to discuss goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs during the Tuesday parent engagement allotted time. We have a list of staff members who speak languages other than English who can provide interpretation. Also, parents can bring an adult interpreter with them. In addition, over-the-phone interpretation services can be used to communicate with our parents.

2. (Could not type in part 2) Schools must individually meet with parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, and initial parent orientations to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in the content area. These meetings will be conducted with a qualified interpreter/translator in the language or mode communication the parent or guardian best understands during the designated parent engagement session. If a parent can't attend we will reach out by phone or letter. A log will be kept for this outreach.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. As for parental involvement, every effort will be made to involve the parents of ELLs as active partners in their child's education through parent meetings and workshops with translators and translated notifications and handouts. In addition, the Parent Coordinator will provide ongoing assistance to the ELL parents. The parents of ELLs will be invited to take part in various school activities such as: Pumpkin Painting/Sale, PTA Meetings, and Children Around the World Moving Up ceremony. Kindergarten parents are invited to be guest readers. Parents are invited to participate in Field Day, Graduation Committee, Spring Concerts and Ballroom Dancing Performances. In the spring the grandparents are invited for a "Grandparents Day" celebration where they spend time with their grandchild. This year notices have already been sent regarding free Adult ESL classes at the local library. . Parents are invited to attend a Citywide Parent Workshop with translators. Each year the Parent Coordinator sends home a survey asking for parent input in order to plan future workshops addressing their needs. Parents are invited to PTA Meetings which are held both in the daytime and evening where they are given the opportunity to express their needs. Chinese interpretation was provided at most evening PTA Meetings. We have a list of staff members who speak languages other than English who can provide interpretation. Also, over - the- phone interpretation services can be used to communicate with our parents. During school activities parents can be paired with other parents who are bilingual.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school is currently working with IDNYC . On October 19th , 2015 we are inviting all school family members 14 years and older, to come to the school for a workshop and ID, regardless of their immigration status. This was sent home in English, Chinese, Korean and Spanish.
5. How do you evaluate the needs of the parents? At the beginning of the year the parent coordinator sends home a survey to ask parents what workshops they would be interested in. This survey is sent to the translation unit first.
6. How do your parental involvement activities address the needs of the parents? After the parent surveys are analyzed workshops are planned based on their requests. Invitations are sent out in email and letter form in the parents home language. Interpreters are made available at the workshops to address the needs of the parents.

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: **PS 162**

School DBN: **26Q162**

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)
Mrs. Pamela Lee	Principal		10/15/15
Mrs. Andrea Schweiger	Assistant Principal		10/15/15
Mrs. Debra Strassberg	Parent Coordinator		10/15/15
Ms. Diane Popeil	ENL/Bilingual Teacher		10/15/15
	Parent		10/15/15
Mrs. Allison Solano	Teacher/Subject Area		10/15/15
Mrs. Danielle Morgan	Teacher/Subject Area		10/15/15
N/A	Coach		10/15/15
N/A	Coach		10/15/15
Mrs. Amiee Serfaty	School Counselor		10/15/15
Mrs. Danielle Giunta	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q162** School Name: **John Golden**
Superintendent: **Danielle Giunta**

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.

Written and oral language preference data is collected via the following forms and entered by school staff in ATS: 1. Student Registration Form - Completed by the school office during the point of initial admissions. 2. Home Language Identification Survey (HLIS) - Completed in their home language by all parents during the point of initial enrollment. 3. Emergency contact Card (Blue Card) - completed by all parents, in their home language version, at the beginning of every school year, upon enrollment in a new school, and updated as needed. Afterwards, a RAPL report is generated to have a complete list of parents' preferred language in both written and oral correspondence which will be distributed to all pertinent personnel.

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.

Findings show written interpretation and oral communication is needed in the following languages: Chinese, Korean, Spanish, Greek, Farsi, Urdu, Russian and Pashto.

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.)

Notices for most of the above languages are being sent home for PTA Meetings, Parent-Teacher Conferences, fund raising events, parent workshops and special school activities. DOE Notices are available in most languages through Central. Notices are sent to the Translation and Interpretation Unit several weeks before needed to ensure timely provision of the document . PS 162 has a newly created website with school wide policies and mission statement that can be translated by using the translation link for parent access. Among our school staff their are pedagogues who can translate for the following languages: Chinese, Korean, Spanish, Greek, French, Italian, Russian, Urdu, Ukranian and Hindi.

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.

Interpreters are available at monthly PTA Meetings. Interpreters are also available for Parent Teacher Conferences (four times a year), all school functions and for any Parent-Teacher interaction whenever needed through in-house interpreters and/or through the Translation and Interpretation Unit as needed. Our school staff has pedagogues who can orally interpret in Mandarin, Cantonese, Korean, Spanish, Greek, French, Italian, Russian, Urdu, Ukranian and Hindi. Our school social worker speaks Spanish and our school Pyschologist speaks Mandarin.

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.

DOE Notices are available in most languages through Central. Notices are sent to the Translation and Interpretation Unit several weeks before needed to ensure timely provision of the document . PS 162 has a newly created website with school wide policies and mission statement that can be translated by using the translation link for parent access. Among our school staff their are pedagogues who can translate for the following languages: Chinese, Korean, Spanish, Greek, French, Italian, Russian, Urdu, Ukranian and Hindi. Multiple copies of the Language Identification Guide are displayed in the main office. The office staff uses the guide to help determine the language spoken by a parent. The over-the -phone card is distributed to the school safety agent and the classroom teachers who are reminded of the steps on how to obtain an interpreter for LEP visitors to the school.

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.

All pedagogues/school personnel will receive an interpretation/translation resource folder with copies of the RAPL report, over-the -phone interpretation service guide, list of staff members who can interpret/translate, language ID card and translation request form (in house form) and the website to send written translation requests to. The staff members who speak languages other than English list was generated by the use of the school staff language survey included in appendix H of the language Access Handbook For Schools. If there is no staff member who can serve as an interpreter then they can use the over-the -phone interpreters via the Translation and interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

The T & I Brochure, Language ID Guide, and the Language Palm Card will be distributed to the staff by the Language Access Coordinator at the beginning of the year. Also, the LAC will send an internal letter to school staff to explain and remind them of their responsibility to communicate with LEP parents and what resources are available to them to do so.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

A multilingual welcome poster is posted in a prominent location near the primary entrance to our school. The translated versions of the Parents' Bill of Rights are sent home at the beginning of the year based on the RAPL report. The language ID Guide is located in the main office and at the school safety agents desk. Parents will be provided with a translated copy of the Expect Success Guide.

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)

Our school will gather feedback from the parents on the quality and availability of services by analyzing the results of the parent survey.