

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **25Q164**

School Name: **P.S. 164 QUEENS VALLEY**

Principal: **ANNE ALFONSO**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/MS 164 School Number (DBN): 25Q164
Pre K-Grade 8
Grades Served: _____
School Address: 137-01 77th Avenue
718 544-1083 718 544-2042
Phone Number: _____ Fax: _____
School Contact Person: Lisa Liatto Email Address: lلياتto@schools.nyc.gov
Principal: Lisa Liatto
Andrew Holz
UFT Chapter Leader: _____
Charlene Dawson
Parents' Association President: _____
Angelique Brown
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
N/A
Student Representative(s): _____
N/A

District Information

District: 25 Superintendent: Danielle DiMango
30-48 Linden Place Flushing, NY 11354
Superintendent's Office Address: _____
ddimang@schools.nyc.gov
Superintendent's Email Address: _____
718 281-7605 718 281-7519
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens Center North Director: Lawrence Pendergast
28-11 Queens Plaza North Long Island City NY. 11101
Director's Office Address: _____

lpender@schools.nyc.gov

Director's Email Address:

TBD

718 391-8320

Phone Number:

Fax:

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)
Lisa Liatto	*Principal or Designee	
Andrew Holz	*UFT Chapter Leader or Designee	
Charlene Dawson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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>	
Irene Pina	CBO Representative, if applicable	
Nina Hecht Greebler	Member/Parent	
Rosemary Guzman	*PA/PTA President or Designated Co-President Member/	
Patricia Jenal	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Perez	Member/ Teacher	
Zachary Brachio	Member/ Assistant Principal	
Diana Salazar	Member/Parent	
Ahyxa Cataldo	Member/ Parent	
Rossmery Giraldo	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS/MS 164's mission is to implement a comprehensive, high quality, standards and data driven instructional program infused with technology, the arts, and citizenship. We work to capitalize on the interest, talents and learning styles of our students and address each child's special needs.

Our school is a Pre-K through 8 school located in the Kew Garden Hills section of Queens. It houses two full day Pre-K classes, three classes Kindergarten through Grade 8; while offering regents classes in Earth Science and Algebra, and the Proficiency Exam in Spanish to 8th grade students. There are ICT classes on grades 2, 3, 4, 5, 6, 7 and 8. In addition, the school has a K 12:1:1 class, a 1/2 12:1:1, a 3/4 12:1:1 and a 7/8 12:1:1 special education class.

PS/MS 164 has valuable instructional and artistic programs that enhance the cultural, academic and social/emotional well-being of the students. Our curriculum is steeped in the Common Core State Standards utilizing a workshop model. Our Instructional focus centers our vision and craft on student achievement realized through the efforts of the entire school community and the components of the Capacity Framework. The 2015-16 Instructional Focus will center around our focus on the quality of student discussion as gleaned from the Framework for Great Schools report. To accomplish this, teacher teams will collaborate to reflect upon and refine instruction to meet the needs of all learners.

Based on an analysis of the Quality review draft findings our staff will be focusing Professional development opportunities on building coherence throughout the building Pre K- Grade 8. Incorporating, school-wide PBIS system, common language for writing strategies K-8, system for parent involvement expanded to the elementary levels as appropriate through Jupiter grades, home and back communication folders Pre-K through Grade 8.

Our school's strengths and data indicate a rigorous curriculum and instruction addressing the Common Core State Standards most notably in ELA. Data from the school survey for all constituents support our goals and next steps. We are long standing partners for science with Urban Advantage, recipients of the CASA Grant for afterschool arts, and with the Hall of Science. We are partnered with the afterschool program, SONYC Greater Ridgewood Youth Council, and have worked together to align its programs to support the school's instructional goals and long-range action plans, including classes in STEM, music, and leadership. We will continue to monitor student growth, progress, output and next steps through our teacher teams, as we strive to provide the best education for all our students.

25Q164 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	642	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	N/A	# Drama
# Foreign Language	9	# Dance	5	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.1%	% Attendance Rate		94.7%
% Free Lunch	63.6%	% Reduced Lunch		13.6%
% Limited English Proficient	13.1%	% Students with Disabilities		17.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		7.3%
% Hispanic or Latino	24.8%	% Asian or Native Hawaiian/Pacific Islander		31.0%
% White	36.3%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	47.7%	Mathematics Performance at levels 3 & 4		60.8%
Science Performance at levels 3 & 4 (4th Grade)	97.8%	Science Performance at levels 3 & 4 (8th Grade)		71.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	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.

Based upon student performance trends acquired from 2015 State testing data, Monthly/Quarterly end of unit tasks in Go Math, Ready Gen, Fountas and Pinnell, Science and Social Studies we have developed a plan to support the quality of student discussion in all content areas. According to the relevant performance trends, our students are performing at or above the NYC average in all grade levels (3-8) in ELA and Math, however, it has been noted (using historical data) that progress has become stagnate. Furthermore, in the Framework for Great Schools Report 2015, the survey results identified that the quality of student discussion is at 79%, four percent lower than the Citywide average. This directly correlates to our Advance findings for increased student engagement.

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, the school will implement a plan to identify and develop a system to ensure that all students have the academic support to develop the quality of discussion in the classroom throughout all content areas. A 5 % increase in student engagement will be noted by School Level MOTP Summary Report and Teacher Level MOTP Detail Report. This plan and its effectiveness will be monitored (reviewed and revised) quarterly.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Use research-based instructional programs, including, Ready Gen, Go Math, and the Hochman Method to build an instructional program that supports high level discussion, including scaffolds for English language learners and SWDs.</p> <p>All teachers participate in professional development that is aligned with the Framework for Great Schools and our school goal of developing the quality of discussion across content areas.</p>	<p>Students</p>	<p>9/2015-6/2016</p>	<p>Teachers, Administration</p>
<p>Teachers will collaborate in grade level and departmental teams to design lessons that engage all students in high quality content relevant discussion involving intellectually challenging content through well-designed learning tasks and activities that require complex thinking by students, including multiple entry points for all learners; ELLs, students with disabilities, and other subgroups. Teachers will provide suitable scaffolding and vocabulary acquisition to challenge students, especially to support ELLs in the four language modalities to promote students' ability to explain their thinking and improve participation in discussion.</p>	<p>Teachers</p>	<p>9/2015-6/2016</p>	<p>Administration</p>
<p>Conduct observation cycles based on teachers' option selection and record evaluations on Advance. Provide actionable feedback for teachers to implement strategies to improve engagement to show increased student discussion in all content areas. Analyze progress monitoring quarterly with the Teacher Level MOTL Detail Report.</p>	<p>Teachers</p>	<p>9/2015-6/2016</p>	<p>Administration</p>
<p>Providing opportunities for parents to engage in activities to delve deeper into understanding the Common Core by setting up, "Understanding the Common Core" in all subject areas during all Family Nights. We will implement Q & A seminars and workshops on how the Common Core has changed the way students are learning and how it impacts the quality of learning.</p>	<p>Parents</p>	<p>9/2015-6/2016</p>	<p>Lead Teachers and Administration</p>

Part 4 – Budget and Resource Alignment

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

Special Education Teachers, Leveled Literacy Intervention Kits, Great Leaps, Wilson, small group RTI tier 1 and tier 2, ESL teachers, Ready Gen Units of Study, Go Math, Engage NY Modules in Mathematics, MyOn Reading, Castle Learning, Imagine Learning, Guided Reading Kits

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

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	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.

Students’ progress is monitored by student work samples, unit assessments and Fountas and Pinnell levels every 8 weeks at a Data/RTI Team meeting to assess progress and revise plan. End of year meeting June 2015. Beginning of the year meeting is scheduled for September 2015. Mid year’s meeting is scheduled January 2016. Student work samples, unit assessments and Fountas and Pinnell levels are monitored for growth percentile of levels 3 and 4 students; 5 % increase will be anticipated from September to June growth of level 3 and 4 students.

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.

Upon review of the Framework for Great Schools 2015 we have recognized the need to support peer interactions, personal attention and support, and classroom behavior.

Using Safety Committee minutes and recommendations/ OORS data to reduce incidence during lunch periods.

Review of Student Attendance data which identified students most at risk due to absences and lateness

Review of Pupil Personnel Team (PPT) referrals.

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, the school will improve upon a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers; identified priority areas according to the Framework for Great Schools Report 2015, including personal attention and support, peer interactions and classroom behavior. Tier I and II interventions of PBIS have been initiated and a 5 % decrease of Dean referrals is expected during the lunch hours this plan and its effectiveness will be monitored (reviewed and revised) every 8 weeks through careful analysis of OORS data and dean feedback during Monthly committee meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teacher teams collaborate to design activities with Grade/subject units that encourage student collaborations.	Students	9/2015-6/2016	Teachers and Administration
Staff collaborate with Parent Coordinator and parents to increase parental involvement during Curriculum Family Nights and to anchor each event around celebrating students' work.	Parents	9/2015-6/2016	Teachers and Administration
Engaging students in peer to peer discussion with the use of rubrics to support students to achieve the demands of the Common Core standards.	Students	9/2015-6/2016	Students /Teachers
Research-based PBIS program implemented for Pre-K through 8 to encourage positive behavior. PBIS committee will work closely with staff, parents, and students to develop transparency with the expectations and support families during the annual Family Nights providing information regarding PBIS.	Students, Parents and Staff	9/2015-6/2016	PBIS Team and Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Pupil Personnel Team including Guidance Counselor, SAPIS worker, AIS providers, Classroom Teachers and F-Status Dean. Master Schedule Organization including periods for common planning, professional periods and creating Choice opportunities for students in grades 6-8.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Administrative and Data/RTI team meet to monitor the progress of students participating in cycles of Interventions

September 2015

November 2015

January 2016...Mid-Point Benchmark of all data available in OORS

March 2016

May 2016...Re-Evaluate the End of Year progress, Parent Meetings and survey data

June 2016...Student Survey data

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.

2015-2016 PD committee met to analyze the needs assessment/survey for each staff member. Results from the Framework for Great Schools, the Quality Review recommendations and Advance were used to create the Fall Professional Development for 2015-2016.

Part 2 – Annual Goal

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

By June 2016, the school will deepen the work around collaborative inquiry by engaging closely with and examining school wide implementation of the Framework for Great Schools. Specifically the school will develop a professional development team to analyze data to determine the professional development needs so that teachers’ practice and student achievement improves. Using the data from current initiatives MyOn, Castle Learning, Ed Performance and Fountas and Pinnell reading levels we expect a 5 % increase in student usage of these programs and a 5 % increase of student reading achievement in reading levels in grades 2-8. This plan and its effectiveness will be monitored (reviewed and revised) quarterly.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>Teachers will set goals and develop professional development opportunities that meet the needs of their students. Teachers will assess the effectiveness of the professional development by looking at student work and making adjustments to curricula.</p> <p>Teachers will collaborate to engage in inter-visitiation to share best practices. The professional development sessions will include demonstrations, book clubs, coaching, and collegial mentoring.</p>	Teachers	9/2015-6/2016	Administration
<p>In accordance with CR 154, teachers and administration will collaborate to develop professional development for ELL specific students and mandates.</p>	Teachers	9/2015-6/2016	Teachers and Administration
<p>Administration will collaborate with teachers during formal and informal feedback sessions to assess the effectiveness of the professional development opportunities.</p>	Teachers	9/2015-6/2016	Administration
<p>Parent engagement will be promoted through planners, online systems including Jupiter Grades, and take home folders. Teachers will use parent engagement time to communicate and collaborate with parents to strengthen student achievement</p>	Parents	9/2015-6/2016	Entire School Staff

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Instructional Resources: Ready Gen, Leveled Libraries, Guiding Reading sets, LLI Kits, Professional texts, Imagine Learning</p> <p>Human Resources: Instructional Mentors in content areas, Borough Field Support /District Curriculum Support, AIS periods built into Master Schedule for Classroom Teachers, Sixth period resources were used to support shortage areas</p> <p>Master Schedule Organization including periods for Common Planning</p> <p>Hochman Method used across all grade levels</p>
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Incorporating technology into the classroom

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

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	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.

Exit Slips for Teacher to provide Feedback

Students work Products are examined pre and post cycle to determine content focus

Administrative team to examine data samples during Supervisory Inquiry

Administrative and Data team meet to monitor the progress of students participating in cycles of Interventions

September 2015

November 2015

January 2016...Mid-Point Benchmark of all Data sources to support how Professional Learning has impacted teacher practice

March 2016

May 2016...Re-Evaluate the End of Year progress and hold Parent Meetings to discuss results and plan next steps for student achievement

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.

Using the data from the Framework for Great Schools Report; the Professional Development Team surveys and the Quality Review PS/MS 164 ranks higher than the city average in inclusive Principal Leadership. However, it is noted on all data sources that teacher influence and program coherence are needed.

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, the Administrative Team will 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. As an administrative team we will participate in a supervisory inquiry approach to norming our observation feedback using our Instructional focus as our guiding point. 5% of the teachers will increase their rating in student engagement as evidenced on the MOTP tracker of Advance. This plan and its effectiveness will be monitored (reviewed and revised) quarterly.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development for social-emotional development</p> <p>Teachers choose how to use administrative time for the week, including clubs, school newspaper, and peer mediation.</p> <p>LSCI Training- understanding the signs before a crisis happens, opportunities for students to do different things.</p> <p>Motivational speaker for students and staff</p>	<p>All Staff Members</p>	<p>9/2015-6/2016</p>	<p>PPT/RTI/PBIS Teams Administration</p>
<p>Modeling instructional shifts, exemplars</p> <p>Mock classroom, inter-visitations,</p> <p>Feedbacks from formal and informal observations including guided pre and post conferences.</p>	<p>Teachers</p>	<p>9/2015-6/2016</p>	<p>Administration</p>
<p>Supervisors will engage in cycles of Inquiry to review and evaluate the effectiveness of Professional Development opportunities and how they relate to students engagement and outcomes.</p>	<p>Teachers and Students</p>	<p>9/2015-6/2016</p>	<p>Administration</p>
<p>Parent Coordinator and Administration will forge relationship with parent sub committees to focus on parent needs social, emotionally, and academically.</p>	<p>Parents</p>	<p>9/2015-6/2016</p>	<p>SLT/ Parent Coordinator/Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human Resources: Parent Coordinator, SONYC Afterschool, Guidance Counselor, SAPIS Worker, Dean, RTI/PPT Team, Data Specialists, Lead Teachers in content areas, District Curriculum Support, Classroom Teachers</p>

Instructional Resources: Master Schedule Organization including periods for Common Planning

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

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

Part 5 – Progress Monitoring

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

The Staff Development Committee meets the each month to discuss, review, and revise the professional development plans.

The Administrative team reviews evaluation forms at the end of each professional development cycle

The Administrative Team participates in ongoing and weekly conversations with the staff to evaluate best practices

The RTI team and curriculum team meet with the administrative team every six weeks to monitor progress

Bi-weekly- Tuesdays PPT meetings

Daily check-ins with the guidance counselors with the administrative team

Daily check-ins with targeted students

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.

Review of PTA/Title I Committee minutes and recommendations

Review Data from the Vision for Great Schools Report/Learning Environment Survey

Review of SLT minutes and recommendations

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 P.S. /M.S. 164 will further the support to families and take advantage of community resources to enrich the civic life of our school. We will provide additional opportunities for content related workshops as well as opportunities to celebrate student achievements. We will plan for 10% increase in participation at all events as evidenced by signage sheets collected and reflection forms. This plan will be reviewed and revised every 8 weeks.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Urban advantage field trips Inside Broadway Jupiter Grades- communication between teacher/parent and having all teachers up-to-date with data. School documents, worksheets, assignments, and rubrics can be uploaded (consistency)	Parents/Students	9/2015-6/2016	Teachers, Parent Coordinator and Administrative Team
Castle Learning- online, immediate feedback, assessments, includes all contents. Supports ELLs by reading aloud.	Students	9/2015-6/2016	Teachers
Health and Wellness opportunities utilizing Mighty Milers, Move to Improve	Students	9/2015-6/2016	Physical Education Teacher
Career days/nights International night, Family Curriculum Nights OST Collaboration works with The "Builders Club" to plan charitable events in and around our community.	Parents and Students	9/2015-6/2016	Teachers, Parent Coordinator and Administrative Team SONYC Afterschool

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Parent Coordinator, SONYC Afterschool, Guidance Counselor, SAPIS Worker, Dean, RTI/PPT Team, Data Specialists, Lead Teachers in content areas, District Curriculum Support, Classroom Teachers											
Instructional Resources: Master Schedule Organization including periods for Common Planning											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF	X	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.

- Review of PTA/Title I Committee minutes and recommendations on a monthly basis
- Review Data from The Framework for Great Schools Report.
- Review of SLT minutes and recommendation on a monthly basis.

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)	NYS ELA assessment cut scores in grades 3-8, MOSL in grades K-2, baseline assessments, teacher recommendations	Leveled Literacy Intervention Hochman Writing, Foundations Imagine Learning Castle Learning MyOn Reading	Small Group One to One	During the School day And Home
Mathematics	NYS Mathematics assessment cut scores in grades 3-8, MOSL in grades K-2, baseline assessments, teacher recommendations Weekly problem Solving from Engage NY	Engage NY Fluency Drills Use of manipulatives, foundational skills reinforcement, scaffolds to support problem solving, Go Math interactive online resources	Small Group One to One	During the School day And Home
Science	Unit Assessments NYS Science Exam	Castle Learning, Differentiated instruction, lab and hands-on activities, language support, multimedia resources including videos and online websites	Small Group One to One	During the School day And Home
Social Studies	Fountas and Pinnell Running Records	Castle Learning, Differentiated primary source kits,	Small Group One to One	During the School day

	Unit Assessments	multimedia resources including videos and online websites, use of SIGHT strategies		And Home
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Team/RTI Team Data analysis	Parent workshops are offered regularly. Banana Splits is provided for children of divorced families, At-risk counseling, SAPIS worker teaches decision making strategies and conducts peer mediations Respect for All Team, Student Council	Small Group One to One	During the School day And Home

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Focused Professional Development, New Teacher support through AM Meetings, Teacher Mentors, Demonstration lessons, Common Planning periods, Inter-visitations.

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.).

To support the transition for preschool children to the elementary program, the curriculum is aligned to the CCLS and develops the foundational skills needed for kindergarten through hands on, experiential learning. Vertical planning sessions are held to build coherence between Pre-K and Kindergarten to ensure readiness of preliminary skills. Workshops are provided for parents to learn about elementary school readiness, and Social Worker conducts professional learning sessions to inform parents about social emotional skills to support the transition to kindergarten. Teachers will use the authentic, work sampling to monitor student growth in all the developmental areas and provide the information to kindergarten teachers. Teachers perform the ESI-R to target students in need of early intervention services.

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.

Instructional Team, in conjunction with teacher input, determined the need to continue with the use of Periodic Assessments as they are aligned to the ELA and mathematics curricula, and provide teachers with valuable information regarding student growth. Grade level teacher teams collaborate to determine formative and summative assessments within each unit of study in all subject areas to measure student growth. Professional development is ongoing, beginning with how to analyze, disaggregate, and interpret State Assessment data through the Item Analysis to determine strengths and areas in need of improvement. Teachers used this information to reflect of previous year’s instruction and plan for the needs of current students on their roster. Teacher Leads provide professional development to analyze, disaggregate, and interpret data from formative and MOSL assessments using SchoolNet to identify needs of all students, including ELLs, students with disabilities, STH, and other subgroups 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	249,489.00	X	Sections: 5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	41,192.00	X	Sections: 5A, 5B, 5C, 5D, 5E
Title III, Part A	Federal	11,200.00	X	Sections: 5A, 5B, 5C, 5D, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,789,467.00	X	Sections: 5A, 5B, 5C, 5D, 5E

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. **PS/MS 164**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent

Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 164** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

[PS/MS 164] , 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>Queens Valley</u>	DBN: <u>25Q164</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>44</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ To ensure that the ELL students meet the Common Core Standards and pass the required assessments for their grade, we will continue to provide direct instruction and support for 36 ELLs and 8 FELLs in an afterschool program. Students were targeted using data from the NYSESLAT and the NYS ELA and Math assessments. Most of our grade 2-8 ELLs require above and beyond help in reading and writing. We decided to target ELLs that received a score of intermediate or advanced on writing /reading modalities of the NYSESLAT and FELLs in those grades to give them added support. Three certified ESL teachers will be hired to work with students in a group of 10-15 students two times a week for two hours per day. The 24 sessions will begin on December 17 and end on March 27, 2015 from 2:30-4:30PM. Each teacher additionally holds Common Branch 1-6 license to support content area learning. The strengthening of the four areas of listening/speaking and reading/writing will be realized through vocabulary and language development in the content areas. Language will be developed and strengthened through academic conversations and non fiction writing based on the Common Core State Standards. Materials used will support language growth, accessing the CCSS for the four modalities. Emphasis will be on ongoing evaluation of student performance and growth and the maintenance of tier 2 and 3 vocabulary. All supplemental materials Coach Materials for ELA and Math through Triumph Learning , and Ready Materials for ELA and Math by Curriculum Associates. for close reading, writing, and problem solving will support student growth and student achievement.g

Part C: Professional Development

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

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

Begin description here: _____ Professional development is provided in Math and ELA one period a week for classroom/ELA teachers and during team meetings and during the dedicated professional learning on Mondays. Ongoing professional learning will also be provided on Election and Brooklyn Queens Day and through teacher teams and the review of student work. Looking at our data from the 2014 NYSESLAT, NYS ELA and Math assessments, we decided that our teachers need coaching in the areas of task writing, language development and the CCSS and how it relates to our ELL and FELL population. Our network support specialist will provide a series of workshops supporting research-based approaches to supporting ELL comprehension and participation using grade level complex text. After school teacher teams will have built in time on Mondays and Tuesdays from 2:30pm-3:45pm to review student writing/output and next steps. Follow up workshops will be conducted during professional learning sessions by the Network Achievement Coach and the literacy coach on topics pertaining to language and the content areas to support teachers in their work. _____

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: PS/MS 164 through the support of the parent coordinator will provide activities for the parents of ELLs to result in positive outcomes and higher achievement. Ongoing parental engagement activities include but are not limited to use of interpreters at meetings, use of translated materials, a trip to the library, and workshops on ELA and Math. These meetings will take place three times during the afternoon concurrent to the afterschool activities. Parents will be notified of these activities through backpacking, email, school website and the school messenger in their translated language. Then major languages at the school are Spanish, Russian, Chinese, Bengali, and Gujarati. We find that the parents of ELLs/FELLs need to be able to help their children with their school work as well as to understand student expectations. We also want parents to feel welcomed and comfortable in our PTA activities. Topics will include : The CCSS: What is means for you and your child, Access to materials, translations and translators. Assessments students will be taking NYSESLAT, NYS ELA and Math and how parents can provide support. These activities will support our Title 3 goals by instructing ELL/FELL parents in ways to support their children and help them to be successful students through workshops.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 164
School Name Queens Valley School of the Arts		

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 Lisa Liatto	Assistant Principal Kaliopi Vlachos
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Rose Lewinson	School Counselor Alla Schneider
Teacher/Subject Area Katherin Tehelen, ENL Teacher	Parent Rosemary Guzman-Pacheco
Teacher/Subject Area type here	Parent Coordinator LuAnn Atchison
Related-Service Provider Rita Weiskopf-Rayna	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) Zachary Brachio, AP

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	3	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)	677	Total number of ELLs	66	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0					0
Dual Language	0	0	0	0	0	0	0	0	0					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	66	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	13
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	61	0	8	5	0	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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): 0	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5		2		2	1							0
Chinese	3	3	2	2	1	2	2							0
Russian	2	6	1	1					1					0
Bengali														0
Urdu	1					1								0
Arabic	1	2												0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													0
Albanian														0
Other ^{GJ} etc.	5	4	6	2		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)	7	1	0	1	0	3	2	0	0	0	0	0	0	0
Emerging (Low Intermediate)	3	3	0	3	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	4	3	1	1	0	0	1	0	0	0	0	0	0	0
Expanding (Advanced)	5	12	8	3	1	4	0	0	1	0	0	0	0	0
Commanding (Proficient)	9	6	20	10	8	1	4	5	5	0	0	0	0	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				1	0	0	0	0	0					0

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	0	3	0	0	0	0	0	0
8	2	0	1	0	1	0	0	0	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.
 PS/Ms 164 uses a variety of assessments programs to assess the early literacy skills of our ELL population. There are numerous programs that are utilized in the beginning of the year and at the end of the year. The programs that are utilized at the beginning and end of the year are as follows; Fountas & Pinnell Reading Assessment, The New York City Department of Education Measures of Student Learning Performance Assessment (Grades K-2) for Math, all ENL students took these tests except ELL's who have been in this country less than a year. The New York City Department of Education Measures of Student Learning Performance Assessment (Grades K-2) are aligned to Common Core State standards for Math. Students are given a task that requires them to write a response using evidence from texts, graphs, charts, etc. to support their answer. Students are given these assessments in the beginning of the year in order for teachers to target student's needs. Students are reevaluated with these assessments in order to monitor progress of the students. We use ReadyGen for grade K-5. This is a reading program that incorporates an reading comprehension and writing assessment after each unit. ENL teachers and classroom teachers share the results from these assessments to better service the needs of the students. Students will receive instruction on using reading and writing skills that are geared towards ELLs to increase English proficiency. Specific tasks are formulated to target the ELL population needs as it relates to their academic skills and language skills that they are struggling with based on the data from the assessments. Teachers evaluate each ELL student individually on their performance on these tests and target their strengths and weaknesses. Grades 6-8 use Ed Performance to target reading comprehension and writing skills. ENL/Classroom teachers plan in collaboration to target specific skills needed to meet the Common Core Standards. In addition, grade 6-8 use the unit embedded assessments in CODE X (a reading program) to monitor their progress throughout the year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our findings regarding performance levels on the NYSITELL when testing Kindergartners is that they struggle with oral expression. The data shows students in 1-8 have the most difficulty in reading and writing on the NYSESLAT. Students who have learning disabilities and students who are in the process of being evaluated for learning disabilities received lower scores on the revised NYSESLAT. However, students who received an Advanced score on 2014 NYSESLAT, one third stayed at the same level advanced/ expanding, however, two-thirds of the students received an expanding level, levels reached in performance from

increasing from one level to in some cases to four levels. Another factor in evaluating performance levels is the complexity of the new NYSESLAT and increased rigor of the NYSESLAT as it relates to the Common Core Standards.

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

Our school uses information about Annual Measurable Achievement Objectives to make specific goals for our students and for planning instruction. The data reveals that we met AMAO #2. The target was 15% but we had a percentage of 47.62. Our students exceeded the target by 32.62%. Overall the majority of the students went up one level and in a few cases went up two or three levels. However, students who went down one or two levels or stayed at the same level were, in most cases, students identified with special needs or at risk.

4. For each program, answer the following:

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

a. In most cases when a student takes a test in his/her home language they usually perform better if they have a strong academic background in their home language. For example, Spanish students who demonstrate a strong academic understanding of Spanish will perform better taking content area tests in your own language. This holds true for other students who speak other languages i.e. Chinese students taking content area tests in their home language.

b. We are not expecting to take the ELL periodic assessments this year, however, in the past our school has used the ELL periodic assessments to analyze what questions students had difficulty in answering. The school leadership team, teachers and ENL teachers discuss what kind of modifications should be implemented in order for students to improve their comprehension skills.

c. At present we are not administrating periodic assessments for ELLs.

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.](#)]

Teachers administer baseline assessments in ELA, Math, Social Studies, and Science. They use the data compiled from the baseline assessments as well as the New York State Math and Science exams to determine the different levels of intervention within their classroom. They look at the needs of the students to determine the targeted instruction that students need to strengthen their skills, either in small group setting or one-on-one. Teachers use guided reading to strengthen students' reading skills, the Hochmann Writing Method to address the areas of need within writing and language, and programs such as Castle Learning to reinforce different skills in Math, Science, and Social Studies. Teachers compile ongoing data from formative assessments throughout the year to track student progress and to monitor the effectiveness of the different levels they have implemented. They provide differentiated instruction and proper scaffolding based on students' learning needs. Some of the additional programs we use for intervention are the Wilson Reading System, Leveled Literacy Intervention, and Imagine Learning. ENL/ESL teachers use strategies that are cited in the RtI Guide for Teachers of ELLs when instructing ELLs in vocabulary such as visual cues (TPR i.e. physically acting out new terms) and realia. An emphasis of differentiated instruction is utilized across the grades in order to improve student performance academically. ENL/ESL and content/classroom teachers build student's oral language skills by teaching specialized vocabulary (and often-abstract concepts such words represent) as well as the specialized structures of language often referred to as elements of academic language. Computer based programs such as MyOn are utilized to monitor and collect performance levels of students. ENL/ESL and classroom/content teachers receive data on every question the student responds to, teachers analyze the data in order to drive instruction for each individual student. Another computer based program is Castle Learning, which targets subjects such as ELA, Math, Science and Social Studies this program also monitors student's performance levels on a individualized basis, each question can be viewed by teachers in order to focus on student's strengths and weaknesses. In addition, GoMath assessments are given after each unit, teachers collaborate together in making decisions based on the data collected from these assessments. ReadyGen performance tasks are administered to assess the progress of students as it relates to the Common Core Standards. All data is available to all teachers and service providers in order to drive instruction efficiently.

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

Classroom teachers and ENL/ESL teachers collaborate to ensure their instruction and curricula are aligned with the Common Core standards and initiate vocabulary objectives with emphasis on Tier II and Tier III words as it relates to the content area being taught. In addition, ENL/ESL teachers and classroom teachers establish language objectives during common planning as it relates to the curriculum. Bilingual dictionaries and glossaries are available and utilized by all ELLs as it relates to content instruction. In specific content areas i.e. Math, Social Studies, and Science, glossaries are available in 10 languages and are divided grade specific 3-5 and 6-8. Additional texts and instructional materials are available in different languages. All content teachers (Math, Social Studies, Science) have had some training in ENL methodologies. Additional assistance with the help of ENL teachers is provided through small group instruction with the emphasis on additional reinforcement of skills to be mastered based on the child's ability. ELLs are encouraged to utilize the foundation and knowledge of their home language whenever possible. Emphasis is placed on the student using word to word glossaries, dictionaries, interactive word walls, and discussion prompts whenever possible in their academic activities. Collaboration between classroom and ENL teachers occur on a weekly basis to ensure the educational needs of the ELLs.

Differentiated instruction is implemented to meet the academic needs of the ELLs. The school is in the process of initiating a new program called Imagine Learning. This program will also be an intervention that will be utilized in grades 3-8.

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?

We do not have a dual language program at P.S./M.S. 164.

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

We evaluate the success of our programs for ELLs by analyzing the results of various different assessments. We take into consideration the findings of the ELA, the state Math test, the state Science test, and most importantly the NYSESLAT. In addition, during our weekly meetings, we discuss these findings with classroom/content area teachers. We identify strengths and weaknesses from formative assessments throughout the year to monitor progress and utilized this information to drive instruction. Therefore, the success of our ELL programs have resulted in a majority of our students achieving a higher level and in some cases two or more higher levels on the NYSESLAT.

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.

If a student is a new entrant to the Department of Education (DOE) or if the reentrant to the DOE is after two continuous years of not being in a New York state school, the entrant is administered the Home Language Identification Survey (HLIS) in their preferred language by a trained pedagogue and translation assistance is provided. Our trained pedagogues that administer the HLIS are Rose Lewinson, an ENL Teacher, Katherin Tehelen, an ENL Teacher, Lisa Liatto, Principal, Kaliopi Vlachos, Assistant Principal, and Zachary Brachio, Assistant Principal. An oral interview is conducted by an ENL teacher or trained pedagogue at the time of registration. Questions are addressed to both parents and student at that time. If oral translation is required, it is provided. The ENL teacher (or trained pedagogue) determines the student’s language proficiency through an informal interview and other informal assessments. The informal assessments vary from oral questions to reading a short passage generated by the ENL teachers, depending on grade level. If the findings are that the entrant is English dominant, the entrant is not given the NYSITELL. However, if through the oral questions and informal assessment the entrant is deemed to be dominant in their home language, the NYSITELL is administered within five days of registration. If the entrant is Spanish speaking, we also administer the Spanish LAB within five days of registration. If the student has an IEP, the Language Proficiency Team (LPT) reviews the IEP, student work, and determines whether the student should be under consideration to be tested. The LPT consists of an administrator, an ENL teacher, the director of Special education, and the student’s parent. The LPT recommends whether the student should take the NYSITELL or whether the student should not take the NYSITELL. If the student takes the NYSITELL, identification process continues as with all students. If the LPT recommends not taking the NYSITELL then the LPT’s recommendation is sent to the principal for review. Upon review the principal decides whether the student should take the NYSITELL, principal’s determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. Upon review superintendent or designee determines the if the student should or should not take the NYSITELL. Parent is notified. ELL identification process terminates.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The Home Language Identification Survey (HLIS) is completed by a trained pedagogue for all new entrants. If the findings are that the student’s home language is not English, we administer the NYSITELL. If a new entrant is in grade 3-9 and is determined to have interrupted/inconsistent formal education as indicated on the HLIS form, the trained pedagogue administers the SIFE oral interview questionnaire. If pedagogue determines from the interview that the student is a SIFE student and their home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, then we administer the Literacy Evaluation for Newcomer SIFE.

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

Once the Home Language Identification Survey is completed and the home language is determined to be a language other than English and the student has an IEP, we notify the Language Proficiency Team (an administrator, an ENL teacher, the director of Special Education, and the student’s parent(s)). We administer an assessment to the student in their home language to determine the level of proficiency in the four modalities (reading, speaking, listening, and writing). The Language Proficiency Team (LPT) reviews the IEP,

student work, the assessment in their home language, and determines whether the student is eligible to take the NYSITELL. The parent is present at the LPT and if they need translation, a qualified interpreter or translator of the parent's preferred language of communication is present each time the LPT meets. The LPT recommends whether the student should take the NYSITELL or whether the student should not take the NYSITELL. Translations are provided to the student and their parents in their preferred language throughout the entire process. The LPT's recommendation is sent to the principal for review and a letter in the parent's preferred language is sent to the parents notifying them of the status. If the principal disagrees with the LPT's recommendation, the student must take the NYSITELL. If the principal agrees with the recommendation that the student should not take the NYSITELL, all student work/assessment is sent to the superintendent or designee for review. Parent or guardian is notified in the parent's preferred language within 3 days of the decision. The superintendent or designee determines if the student should or should not take the NYSITELL. Parent is notified. ELL identification process terminates.

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.

Students that have been identified by their Home Language Identification Survey as being an ELL and who have qualified according to their NYSITELL score, are sent the entitlement letter in their language when available and in English. As soon as the student is identified as an ELL or not entitled as a ELL a letter is sent home in the parent's preferred language within five days. Each ENL teacher is responsible for sending the letter to their assigned students to make sure the letters are sent in a timely matter. We record the date the NYSITELL is administered and ensure the letters are sent before the fifth school day after that. These letters are sent to the parent(s) stating that the student is entitled receive ENL/ESL services. If the student is not entitled a non-entitlement letter is also sent to the parents in their language when available and in English. These letters are prepared as soon as we receive the NYSITELL score of the student. Copies of the entitlement letter and the non-entitlement letters are sent to parents and are kept on file.

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).

Parents are sent an Entitlement letter in their preferred language within five days of the student qualifying for services. In the letter, it clearly states that the parents have the right to have their child reassessed within 45 days from the receipt of the letter. Parents are also reminded of this right to appeal after they watch the video that describes the three programs. Parents and teachers have the right to appeal ELL status within 45 days of enrollment. A student's teacher (if the teacher's request it includes written consent from the parent or guardian) provides a written request that states that their child may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification process be administered a second time. The Re-identification process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. The parent writes letter to the principal. The school may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian the relevant documents and recommendations are sent to the superintendent for review and final decision. Written notification of the decision is sent from the superintendent to the principal and to the parent/guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

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.

Parents are invited to a video orientation session upon registration. Explanation of the three programs are given in the parent's preferred language by Rose Lewinson and Katherin Tehelen (ESL/ENL teachers, certified in Common Branches and TESOL), that are available is given and the informal interview is also conducted at that time. Upon registration some parents request that the programs are verbally explained to them in their preferred language, questions and answers regarding the three programs are provided. If the parent cannot view the orientation video at the time of registration, they are contacted within the ten day period to be interviewed, informed of the three programs, and given the opportunity to address any and all questions that they may have in their preferred language. Parent orientations are given throughout the year in their preferred language. If parents need clarification about any/all programs, translation services are provided by the staff and additional translations can be obtained from Department of Education. If any parent needs further clarification in their language it can be provided by paraprofessionals, teachers, administrators or by a translation service. They can select the program of their choice after they have reviewed all components of the three programs in their preferred language. If the parent does not return the parent survey and program selection form within the 18th school calendar days after initial enrollment, a default program placement letter is sent home explaining that the student may be placed in a bilingual program. If the program is not available at our school during that time, the student is placed in an ESL/ENL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Beginning with Kindergarten registration in the Spring prior to the new school year, parents are given a preliminary overview of the ESL program at PS/MS 164. An entitlement letter is sent to the parent of the ELL student stating that the student is entitled to receive ESL services when a student scores at or below the cut-off score on the NYSITELL. This letter explains that the student is entitled to a mandated bilingual or ESL program. Copies of the entitlement letter are sent to parents in their preferred language and are kept on file in room B21. The original is placed in the student's records. If a parent's program choice is not currently available in the school, the school must inform the parent that the selection is not available at the school, provide the parent with the following two options, and maintain a record of the parent's response. Parent choice is recorded in the ELPC screen. Schools may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment. All parent surveys and program selection forms are given in English and in the parents' preferred language. Parent surveys and program selection forms are given out at the time of registration and/or at the parents' orientation meetings held throughout the year. Rose Lewinson and Katherin Tehelen (ENL teachers) keep a record of the parents' choice and generate the ELPC report which indicates each parent's choice. Rose and Katherin tally up the parents' choices after each form is submitted and kept in a file in room B21. In the event that parents do not return the survey, letters are sent home with the student and ENL teachers make repeated telephone calls in the parent's preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our ENL/ESL teachers, Rose Lewinson and Katherin Tehelen, print out the ELPC report. If the Parent Survey and Program Selection information is missing from a student, we send reminders home along with a pamphlet that describes the three programs in the parent's preferred language. We reach out to parents again in their preferred language either by a written letter or by ENL/ESL teacher or a qualified translator on staff requesting the parents return the form over the phone. After all attempts, the default program placement letter/letter not returned from parent, is sent to the parent/guardian in their preferred language stating that the student will be placed in an ENL/ESL program (since a bilingual program is not available).
9. Describe how your school ensures that placement parent notification letters are distributed. The placement letter is sent home with the student. ENL/ESL teachers (Ms. Rose Lewinson and Ms. Katherin Tehelen) send the letters in the parents' preferred language indicating the program in which their child has been placed. Once it is established that the student is entitled to ELL services based on the NYSITELL score, all ELL-related documents are placed in the student's cumulative record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). In addition, the school maintains an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. Ms. Rose Lewinson and Ms. Katherin Tehelen, ENL/ESL teachers, are responsible for maintenance of records. All original copies are placed in students' cumulative folder. All copies are kept by the ENL/ESL teachers in B21. Retention of critical ELL documents include the following: Home Language Identification Survey, Parent Survey and Selection Form, Program Placement letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs), Non Entitlement letter and Language Proficiency Team NYSITELL Determination Form.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. Prior to administering the NYSITELL ENL/ESL teachers generate various reports from ATS, one being the RLER which indicates which students need to be tested. In addition, ESL teachers look up students in ATS who need to be tested in the RLBA function. Students who should be tested in the NYSESLAT are also identified on the RLER on ATS, this report is generated prior to administering the NYSESLAT. The ENL/ESL teachers (Ms. Rose Lewinson and Ms. Katherin Tehelen) are responsible for generating these reports. Students that are identified through these reports are administered the NYSITELL and the NYSESLAT. All students are administered all sections of the NYSESLAT. The ENL/ESL teachers are responsible during the testing period to note any student who is absent on any part of the test. Every effort is made to administer that portion or the test in its entirety to the student once that student is present at school. The Speaking part is administered to students individually, and the Listening, Reading, and Writing is administered in small groups. If a student is absent for a particular section(s), then make-up(s) are given as soon as the student is present in school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement or transitional letters are sent home, based on the NYSESLAT scores, in the parents' preferred language. These letters are sent by the ESL/ENL teachers (Ms. Rose Lewinson and Katherin Tehelen) before the beginning of the school year or within the first 5 days of school.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- After reviewing the Parent Survey and Program Selection forms for the past three years, the trend that has been observed at P.S./M.S 164 indicates that most parents have requested the ESL program. In September, among the new admits we had the majority of the new admits picked ESL as a program choice. In 2013, of the 29 parent survey and parent selection forms that were

returned, 13 requested ESL, 5 requested transitional education, and 11 requested dual language program. The trend in that year was that almost half requested dual language and ESL. In 2014 September, among the new admits we had 21 parents that requested ESL services, 5 parents who requested Transitional Bilingual Education and 2 parents who requested Dual Language. In 2014, the majority of the parents picked ESL as a program choice. The percentage of parents who picked a Dual Language and Transitional Bilingual Education program was thirty percent. In 2015, 22 parent survey and program selection forms were returned; 13 chose ESL/ENL, 3 dual language, and 6 Transitional Bilingual Education. In this case, the majority chose ESL/ENL.

Part V: ELL Programming

A. Programming and Scheduling Information

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

There is one class in each grade designated to include all/the majority of the ELLs in that grade. In these designated classes, the ELLs are in heterogeneous groups. In first and second grade, the designated ELL classes are taught by dually certified teachers (common branches and ENL). These teachers provide the 180 minutes of integrated ENL/ELA and 180 standalone ENL to the Entering and Emerging students, 180 integrated ENL/ELA/standalone ENL to the Transitioning students, 180 integrated ENL/ELA or other content area to the Expanding students, and 90 minutes of integrated ENL/ELA or other content area to the Commanding students. The ENL teachers provide these same services to the ELLs in Kindergarten and for ELLs in grades 3-8. All standalone ENL instruction is implemented through a pull-out model where the students in the same grade or contiguous grades and of the same or contiguous levels are taught by the ENL teachers. The integrated ENL/ELA instruction in Kindergarten is provided by a dually certified ENL/Common Branches teacher. This instruction is taught to homogeneous groups. In grades 3-8, the integrated ENL/ELA instruction is taught to heterogeneous groups through a push-in Co-teaching model.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The school ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model by carefully planning by grade. In first and second grade, the designated ELL classes are taught by dually certified teachers (common branches and ENL). These teachers provide the 180 minutes of integrated ENL/ELA and 180 standalone ENL to the Entering and Emerging students, 180 integrated ENL/ELA/standalone ENL to the Transitioning students, 180 integrated ENL/ELA or other content area to the Expanding students, and 90 minutes of integrated ENL/ELA or other content area to the Commanding students. The ENL teachers provide these same services to the ELLs in Kindergarten and for ELLs in grades 3-8. All standalone ENL instruction (180 minutes per week) is implemented through a pull-out model where the students in the same grade or contiguous grades and of the same or contiguous levels are taught by the ENL teachers. The integrated ENL/ELA instruction in Kindergarten (180 or 360 minutes depending on proficiency level group) is provided by a dually certified ENL/Common Branches teacher in a pull out model. This instruction is taught to homogeneous groups. In grades 3-8, the integrated ENL/ELA instruction (90/180/360 minutes, depending on proficiency levels of students in the class) is taught to heterogeneous groups through a push-in Co-teaching model.
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 each program model, the core content is delivered in similar ways but vary slightly depending on the proficiency level of the students. We follow a communicative approach so that students learn to communicate in social settings and also in academic conversations. We integrate the content in speaking activities so that students can practice speaking skills while learning the content. Content is also delivered through different sources (videos, posters, audio clips, realia) to make it comprehensible for ELLs and to accommodate for their learning styles. ENL Teachers and classroom teachers work together to scaffold tasks and simplify texts for

students depending on their proficiency levels. ELLs are expected to complete the same assignments to meet the demands of the Common Core Learning Standards but they are given accommodations such as extended time, visuals, and content specific glossaries for support. Whenever possible, their peers who speak the same home language offer translation of the content.

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

ELLs are offered informal assessments in their home language by a staff member who speaks the student's home language.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by including language objectives in all lesson plans along with planning assessments that show evidence of progress in each modality (i.e. observations or formal assessments). Classroom teachers and ENL teachers work together to formally and informally assess this progress.

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

At this time, we do not have any SIFE students. If we were to receive a SIFE student we would do the following to meet the student's needs; we would look at results from the LENS to determine their literacy abilities in their home language and use this information to plan for his or her instruction. To differentiate, tasks would need to be broken down into smaller steps depending on the duration of interruption in the student's schooling. Staff members will learn about the student's cultural and family background and use that information to help plan for the needs of the student and to help the student acclimate to the new school environment. Instruction is differentiated for Newcomers by incorporating more of their home language in directions and activities. Newcomers receive more scaffolds and longer instruction time of standalone ENL. Developing ELLs receive integrated content and ENL instruction and standalone ENL instruction. Teachers also plan jigsaw groups to help differentiate for the needs of these students. Newcomers and Developing ELLs are given formulaic expressions to help them communicate in academic settings. Long term ELLs will receive additional instruction tailored to their individual needs with focus on increasing literacy and increasing vocabulary. We differentiate instruction for former ELLs by teaching them specific skills they need to improve in small groups. They also receive various testing accommodations (extended time, separate location, third reading of listening selections). Former ELLs who received commanding on the NYSESLAT will receive 90 minutes of ENL/ESL instruction integrated with ELA or another content area. Students who passed in 2015 will receive this service for 2 years as per CR Part 154.2. All ELLs and former ELLs (for only 2 years) will receive extended time (time and a half) as per Part 154.2 on all state tests. Students will receive translated tests in their home language when available and will also be provided a translator in their home language for any city/statewide test (if requested). If there is no translated version of the test available for a speaker of a low incidence language, the school must provide an oral translator to give a direct translation. Word for word bilingual glossaries are available for ENL/ESL students to use for the ELA state test.

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

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student) the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. 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 must provide additional support services.

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?

ELL-SWD students receive all services mandated on their IEP. Push-in teachers work closely with classroom/content area teachers in order to communicate areas of need and student progress. All service providers are given an opportunity to familiarize themselves with each student's IEP in order to help students meet their goals through modifications and scaffolded entry points. Support is provided through small group instruction that focus on specific skills and strategies needed as per the IEP. Summative and formative data is also analyzed in order to help target specific skills. Classroom/content area teachers work closely together to modify and scaffold academic content so that the student will accelerate English language development. In addition, teachers who service SWD collaborate together regarding academic content to accommodate individual student learning disabilities. ELL-SWD students have access to different programs provided schoolwide. One

Chart

program is Castle Learning which monitors the students' progress and adjusts the program according to the performance level the student is functioning at. All teachers have access to their students' progress and assessments. Castle Learning contains all of the subject areas (i.e. Math, ELA, Social Studies, Science) and are grouped by either topic, standards, and subject. We also use MyOn.com to support ELL-SWD students. MyOn is an online ELA program that is available in English and Spanish and also monitors student progress in reading. Imagine Learning is a computer-based program that comes in 15 languages which also targets ELL-SWD students while monitoring their strengths and weaknesses. For example, if a student does not master a specific skill, the skill is retaught and reviewed by the student with the help of the program. In addition, we use the Hochman writing method to scaffold writing lessons for ELL-SWD students which includes using key words to write paragraphs and using outlines to write essays.

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?

ELL-SWD students receive all services mandated on their IEP. Push-in teachers work closely with the classroom teacher in order to address the individual needs reflected on the IEP. Accommodations are made in the schedule to provide an environment that is conducive to learning according to the student's specific IEP goals. Students are grouped together according to their academic level. ELL-SWDs are placed in environments where the intervention received will address their individual academic and emotional needs. Our school looks at different criteria to place ELL-SWDs in ICT classes. We look at students' performance levels in ELA, Math, Social Studies and Science. We also review students' IEP goals, and promotional criteria to determine the best classroom setting for such students where they would make the most progress. Our teachers consistently monitor students' progress and ensure that the IEP goals address the students' academic and emotional needs. Different instructional approaches are utilized throughout the year i.e. the Hochmann writing method, graphic organizers, word study (root words, suffixes, prefixes, etc.). In addition, different websites are used in order for SWD to comprehend curriculum (i.e. Padlet.com, Animoto, Thinglink).

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 (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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

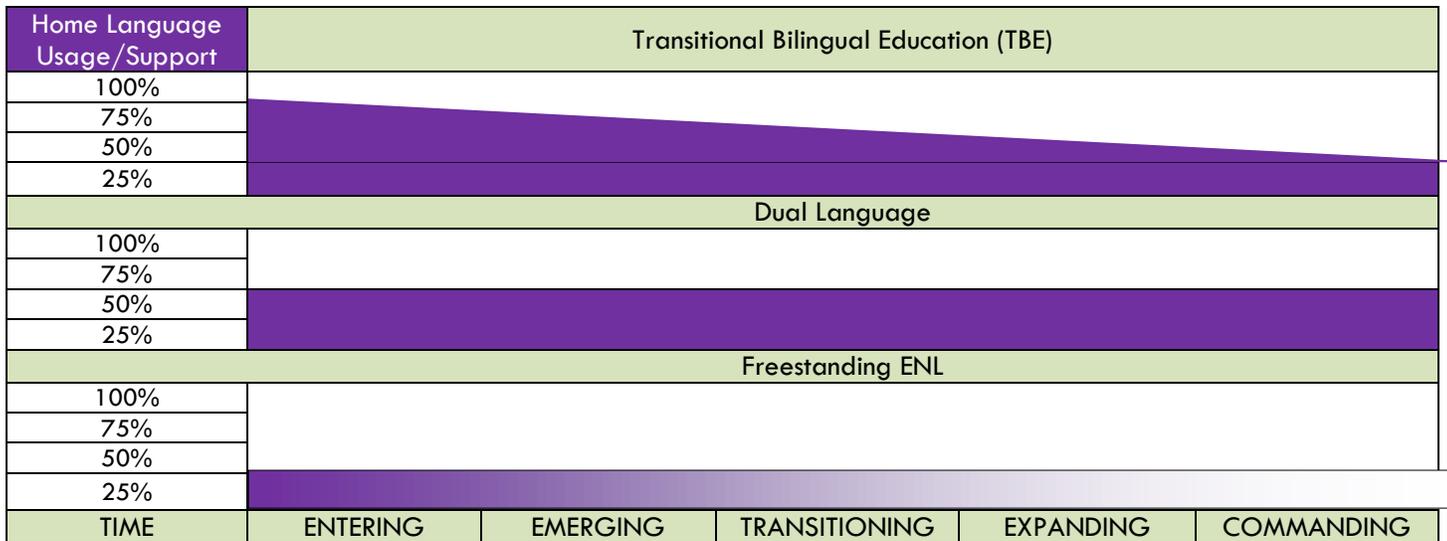


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ENL/ESL teachers, classroom, and content area teachers will focus on strategies that will address the needs of the ESL students who are struggling with the language of math, math concepts, and math skills. ENL/ESL teachers will collaborate with classroom and content area teachers on the instruction of skills and strategies that show need of improvement. One of the programs that we use is Wilson. It helps students with IEPs or other at-risk students with foundational reading skills. The program scaffolds the skills in order for the students to master the skills. Another program is the Leveled Literacy Intervention program, a reading and phonics based program, which incorporates scaffolding and visuals as it relates to the text. After school programs are offered for extra help and for first time ELL testers. Scaffolding techniques and differentiated instruction will be used. We use the data from the AMAO tool, State ELA and Math exam results, and results from classroom assessments (such as Fountas and Pinnell reading levels) to determine who receives this intervention.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is effective in meeting the needs of our ELLs in both content and language development. Academic language is specifically targeted in all subject areas. The ENL, classroom and content area teachers all collaborate in designing instruction for ELLs. Planning and driving instruction is discussed between content/classroom teachers in regard to our ELL population with special emphasis on focusing on their individual learning needs. All classroom, ENL/ESL and math teachers analyze the results of the New York City Math Performance Task test that grades K-2 took in the beginning of the year. All classroom, ENL/ESL use this assessment to drive instruction. Teachers are given an item analysis for each student who took the assessment, ENL/ESL teachers target each student's strengths and weaknesses to formulate instruction. In Kindergarten, grades 1-2, the following assessments are used to drive instruction, Fountas & Pinnell letter recognition, Fountas & Pinnell Independent Reading assessment, ReadyGen Baseline assessment to evaluate the needs of individual students. In Grade 3, ReadyGen assessments and Pre-requisite GoMath assessments are used to create meaningful instruction. Grades 4-5 use the following assessments: Fountas & Pinnell reading assessment and baseline/GoMath Prerequisite. In grades 6-8, Ed performance and GoMath prerequisite Assessment are utilized to drive instruction and to analyze student performance. All classroom and ENL/ESL teachers are familiar with our program GoMath which is used in grades 3-8, there are assessments given after each unit, all teachers involved in instructing ELL students collaborate on how to best serve these students needs. In addition, all classroom, math and ESL teachers use the New York State Math Assessment test to analyze the item analysis. In grades K-5 classrooms use ReadyGen, the literature is aligned with Common Core Standards, again all teachers involved in the instruction of ELL students collaborate on the instructional needs of these students. In addition, teachers collaborate on determining and writing unit plans for their grade for Social Studies that are aligned with the Common Core Standards, all classroom and ENL/ESL teachers involved in planning and implementing this unit. Unit tests are administered after each unit along with a culminating task, which is instrumental in driving instruction for the ELL population. In grades K-5 students receive Science instruction by our Science teacher and in addition in their classroom, all instruction is aligned with the CCS. The Science teacher, the classroom and the ENL/ESL teachers discuss and review the curriculum needs of the ELL students in regard to the science curriculum. Unit tests and culminating tasks are assigned after each unit of study which is reviewed by all teachers in regard to providing for the instructional needs of the ELL students. In addition, the Science teacher for Grades 6-8 collaborates with the ENL/ESL teacher in regard to the progress of ELL students and how to meet their instructional needs.
12. What new programs or improvements will be considered for the upcoming school year?

In the upcoming school year, certain programs will be implemented such as MyOn.com. MyOn.com is a reading program which has a variety of texts in different genres with vocabulary tools and audio books. This program begins with an assessment of the student's reading level and matches the student with books on the student's level. Every text ends with a short comprehension assessment. MyOn.com also has a Spanish reading component which is available to all ELLs across the grades. In addition, Castle Learning will be implemented school wide to enhance reading comprehension. Castle Learning uses Common Core aligned questions to assess student skills. It uses differentiated instruction to tailor to individual needs. It provides an assessment analysis on individual students. This year there will be an expansion of technology, RESO grant was secured in order to provide funding for the technology. Title III after school program will provide to our ELLs extra support in areas such as ELA and Math. In addition, there are several arts programs (i.e. Inside Broadway, Move to Improve and Vocal Music) which are available to all students in the school. SONYC is an after school program available for grade 6-8 five days a week, from dismissal to 5:00 p.m. It is a recreational and educational program. Some of the activities that the students participate in are music, sports and STEM (science, technology, engineering, mathematics and music) related. Imagine Learning is a program specifically designated towards ELLs to increase language proficiency. We plan to integrate the Hochmann Method for writing into writing instruction across the grades.
13. What programs/services for ELLs will be discontinued and why?

At present we have not discontinued any programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

A Title III after school program will provide our ELLs with supplemental support in areas such as ELA and Math. In addition, there are several arts programs (i.e. Inside Broadway, Move to Improve and Vocal Music) which are available to all students in the

school. SONYC is an after school program available for grade 6-8 five days a week, from dismissal to 5:00 p.m. It is a recreational and educational program. Some of the activities that the students participate in are music, sports and STEM (science, technology, engineering, mathematics and music) related. All students are encouraged to join all after school opportunities regardless of their language proficiency.

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.

Classroom teachers and ENL teachers use the phonics portion of the ReadyGen curriculum to support ELLs in learning to read. We have bilingual books for ELLs to take home and read with their family. Each teacher uses the SMARTboard to show visuals and support ELLs with total physical response. Teachers put the closed captions on when showing videos to classes with ELLs. Bilingual glossaries are given out to support content area vocabulary. Students are seated in groups/tables to promote speaking opportunities for ELLs. In addition, every classroom has a interactive word wall that is changed on a weekly basis to increase academic vocabulary across the curriculum. An intervention program such as the Wilson reading program address the needs of students who need additional support in phonics, fluency and academic vocabulary, allowing for strategies such as scaffolding and extended time to complete tasks. The Leveled Literacy Intervention program is utilized to provide the needed support for ELL's in reading and writing skills.

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

In our ENL program model, the home language is supported by providing students with bilingual dictionaries. We also distribute content specific glossaries to the ELLs in their home language. In the elementary school, bilingual books are sent home so parents can read to their children. Students are allowed to complete writing tasks in their home language when they are in Entering and Emerging proficiency levels. They are also encouraged to speak to their peers in their home language to explain content material to one another. We purchased a program called Image Learning, this is a computer based program that will accommodate many students with other languages. The program is individualized according to the student's proficiency level.

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

All instructional materials are aligned with the Common Core Standards and teachers ensure they are appropriate for the ELLs' grade level. Classrooms have leveled libraries and use leveled texts for support in their instruction.

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).

We currently do not have any newly enrolled ELL activities for new ELLs but it is something we are planning to implement for June/September. ELLs who enroll throughout the school year are urged to attend Math night, Social Studies, Science night and all other school-wide events. We have an Open School Night in September where all parents are welcome to speak and ask questions to all classroom/content/cluster teachers in regard to instruction and any other concerns that they may have about programs regarding their children. In addition, there is a 6th grade orientation meeting open to parents regarding all aspects of student adjustment into the Middle School, and the expectations academically that students will be responsible for. Every Tuesday, all teachers are available to discuss and answer questions from parents regarding their children's education.

19. What language electives are offered to ELLs?

ELLs receive Spanish instruction in Grades 5-8. No other language electives are available 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)?

We do not have a dual language program currently at PS/MS 164.

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.)

One of the professional development for classroom/content teachers is the introduction to the New Language Arts Progressions (k-8). Our ENL teachers show teachers how to use the progressions to design instruction, differentiate linguistic scaffolds that students require at different levels, determine specific scaffolds that target the content area demands, and plan specific activities to develop language skills. ENL teachers will be attending a series of professional development opportunities outside of our building and turnkey the information to our staff. Some of those PDs are for academic vocabulary in content areas, nuts and bolts of ENL regulations, and ENL strategies for beginning teachers of ELLs. We also plan to have a PD for content area teachers and paraprofessionals who have Entering and Emerging students to share strategies for teaching newcomer ELLs. In addition, professional development was given to all staff members, teachers and paraprofessionals, explaining the new English proficiency levels, the CR Part 154-2 (K-8) English as a New Language (ENL) units of study, and staffing requirements. Instruction requirements were explained and terminology was defined as it related to instruction i.e. stand-alone/integrated. Throughout the year, additional professional development will be given to all teachers and paraprofessionals regarding the new regulations as it refers to specific regulations i.e. LPT(Language Proficiency Team) and their role in determining eligibility for ELLs. Classroom/Content area teachers and paraprofessionals will explore areas such as academic vocabulary, text complexity, scaffolding strategies, RTI (reading intervention), and other relevant ENL topics. Furthermore, our parent coordinator is attending an ongoing cycle of professional development focusing on parents of ELL's and obtaining the resources and information to help them and to strengthen parent engagement. Our guidance counselor has attended many workshops providing information around assisting ELL's as they transition. She has attended professional development provided by the Department of Education, the Department of Mental Health, the Jewish Board of Family Services and other NYC agencies and universities focused on helping our students, including ELL's, through their various transitions. Our speech teachers have been attending meetings provided by District 25 and the Supervisor of Speech Services about the speech and language deficits in the ELL population. They have also been attending much of the professional development provided in our school around ENL instruction, academic vocabulary and the CR Part 154-2. Our assistant principal has attended various professional development provided by the Queens Borough Field Support Office and the Education Leadership Institute around CR Part 154 and Co-Teaching for ENL Instruction. Our assistant principal has then provided that information to our staff, including teachers, paraprofessionals, and related service providers.
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 PDs incorporate areas that are aligned with the Common Core Learning Standards such as the academic vocabulary in content areas PD. The New Language Arts Progressions PD is directly about how to support ELLs in meeting the Common Core Learning Standards. Strategies are shared with classroom/content area teachers regarding how to differentiate lessons for ELLs as it relates to their proficiency levels. ENL teachers will be given the opportunity to attend professional developments throughout the year that are provided by the Department of Education. In addition, training will be provided by the DOE literacy department around the building blocks for comprehension, addressing the needs of the ELLs in foundational skills acquisition.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Teachers (classroom and ENL) meet with the guidance counselor to determine which schools would better serve the ELL population. The Parent Coordinator works with the parents of ELLs to answer any questions they have about the transition to middle school and high school. Throughout the year the guidance counselor presents to all 7th grade and 8th grade students the programs and schools that are available to students and the specific programs that they offer. If ELL students need to have programs explained to them in their language, a staff member will translate the information in their language. If a staff member cannot be provided a translator from the Department of Education will be provided. Every year PS/MS 164 has a middle school open house. ENL teachers are available to introduce and discuss the ENL program. The ENL teachers collaborate with 6th grade teachers to allow a fluid transition into 6th grade. The ENL teachers provide instruction to both the 5th and 6th graders which allows for continuity across the Common Core Curriculum, making the transition easier for these students. Our guidance counselor has received professional development on assisting ELL's as they transition. She has attended professional development provided by the Department of Education, the Department of Mental Health, the Jewish Board of Family Services and other NYC agencies and universities focused on helping our students, including ELL's, through their various transitions.
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.

Our school plans to have at least two PDs per month on ELL-specific areas. One of the ENL teachers is part of the Professional Development Committee to ensure that various ELL-specific areas are covered. Additionally, ENL teachers are sent to PDs once/twice a month to complete the 50% of total hours requirement. A record of all attendees are taken at each PD with an attendance sheet. Agendas for each PD are handed out to all in attendance.

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?

When a new ELL enrolls, the provides the parents of newly entolled ELL's with a parent orientation where they can view the Parent Orientation video (which expalins the three program options). Attendance records, staff members present at the orientation and languages used other than English must be recorded. During the orientation, the school provides information on standards, curriculum and assessments. The parent orientation includes information on the Common Core Standards and assessments. The Parent Survey and Program Selection form indicaters the parents first program choice, this is recorded in ATS (ELPV). The original of the Parent Survey and Program Selection form is placed in the student's cumulative rcords, a copy of the form is kept by the ENL teachers so it can be provided to the parents upon request. The school holds annual individual meetings with parents of ELLs in the beginning of the year and on meet the teacher night to discuss goals for each student. Another meeting is scheduled in the middle of the year to discuss language development progress. Parents are also encouraged to meet with ENL teachers after they speak to their child's teacher to discuss next steps in their language development needs in content areas. Parents can also make appointments to speak to ENL teachers any Tuesday afternoon. During all meetings, parents are offered a translator (staff member or hired) and all documents they receive are in their preferred language or home language.

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.

Records of all parent communication are kept by the classroom teachers and ENL teachers. If a letter is sent home with the student, a copy is kept for our records in the ELL folder of Critical Documents and a copy goes into the student's cumulative record. If a phone call is made, the time and date is recorded as well as a summary of what was discussed and the record is kept by the ENL teacher. For all in-person meetings, ENL teachers write down the name of all present (including the name of the translator) and notes for what was discussed/the next steps. All records are kept in a central location. All outreach to parents is done in the parent's preferred language of communication. Before individual meetings with ELL parents, we tally up who needs a translator and the language they require. We use this information to ensure we have a translator whenever necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. During the ELL orientation meeting in the beginning of the year parents are informed of the various ways they can be more involved. For every PTA sponsored event, a notification is sent home in different languages asking for volunteers. Once a year we hold an international night where parents of ELLs are invited to share their culture by volunteering or simply attending the event. Workshops are conducted by the Parent-Coordinator to various groups of parents informing them of programs available in our school. The needs of the parents are evaluated through surveys, during meetings, and through the PA (Parent Association). Monthly breakfast workshops focus on informing parents on pertinent school issues concerning their children such as standardized testing, homework strategies, the City-wide discipling code and ELL programs. Both written and oral translation services are available.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
As of right now we do not partner with any agencies or CBO's. However, at the Parent Coordinator PD in September we spoke to a contact at Queens College who can reach out to QC students who want to do volunteer work to act as interpreters and possible translation.

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

The parent coordinator reviews the RLER and determines which languages are spoken in our school community by parents. A parent survey is also conducted each year to assess the needs and requests of parents. A review of the previous year's survey is also done. Based on the information attained, notices and materials that are sent home are translated into the 9 languages provided by the Department of Education Translation & Interpretation Unit. Additional languages are translated by The Big Word when the budget allows. A focus group of parents of different backgrounds and who speak different languages will be created to gain an understanding of the needs of all parents and families.

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

The Parent Coordinator (LuAnn Atchison) is a vital resource for parent involvement within our building and community. She is the liason for parent communications between the staff and parents. She conducts various activities throughout the year to increase parent involvement. She collaborates with administration, the guidance counselor, and staff to conduct orientation for grades Pre-K, Kindergarten, and 6th grade. The Parent Coordinator uses the information compiled from her survey to conduct various parent workshops throughout the year and to bring in special programs to help the ENL population, such as: ESL classes, GED, etc. Apps such as : Google Translate, as well as the Translation Interpretation department over the phone translation are used by the Parent Coordinator when there is no interpreter present in the school. The Parent Coordinator is also the Language Coordinator and is responsible for providing interpreters for parents who may need language assistance at any of the meetings or activities held at school. Interpreters are hired through The Big Word when there are no staff members available on site. International

Night was created as a way to invite the multi-cultural community to not only attend an event but for the parents to be a participant in it. We are also organizing a group of parents that will represent the cultural diversity and languages spoken in our school and who will meet once a month to discuss ways to make the school a more welcoming environment for those parents who are just learning English. Through this panel we can also find out what the needs of the community are.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

School Name: **PS MS 164 Q**

School DBN: **25Q164**

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)
Lisa Liatto	Principal		10/22/15
Kaliopi Vlachos	Assistant Principal		10/22/15
LuAnn Atchison	Parent Coordinator		10/22/15
Rose Lewinson/ENL	ENL/Bilingual Teacher		10/22/15
Rosemary Guzman-Pacheco	Parent		10/22/15
Katherin Tehelen/ENL	Teacher/Subject Area		10/22/15
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Zachary Brachio	Other <u>Assistant Principal</u>		10/22/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25** School Name: **PS**
Superintendent: **D.**

Before you begin, please check the following:

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

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

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

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

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

The data and methodologies used to assess language preferences of the parent community for both written and oral communication is the Adult Preferred Language Report (RAPL) compiled from the Home Language Identification Survey (HLIS). This information is gathered during the registration process where parents/guardians are asked for their preferred language for written and oral communication. In addition, we generate the RPOB ATS report which indicated the language that is spoken at home. Finally, parents/guardians also indicate their preferred language for oral and written communication on the student emergency contact card.

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.

According to the adult Preferred Language Report (RAPL), in most cases, parents want both oral and written communication in the same language. However, there are some cases where the oral and written communication differs in the parents' preferred language. The following languages are represented in our school: Spanish, Pashto, Gujarati, Urdu, Russian, Hebrew, Mandarin, Arabic, Polish, Cantonese, Dari/Farsi/Persian, Tamil, Hindi, German, Chinese, and Tagalog. In addition, any parent/guardian who requests translation in any language is accommodated by the Translation and Interpretation Unit. We provide translations by teachers/paraprofessionals who speak the parent/guardian preferred language whenever possible.

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.)

Parent Handbook, First Day of School, Parent-Teacher Conference announcement (4 times a year), after-school program such as test prep classes, NY State testing dates, any letters sent home to parents/guardian concerning important information about school activities and student curriculum, parent surveys. Letters are written and sent to the Translation and Interpretation Unit approximately 3 to 4 weeks prior to the date of distribution.

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.

Parent-Teacher Conferences (4 times a year), curriculum nights (3 per school year), parent engagement meetings that occur every Tuesday afternoon. The staff is trained on how to use the Interpretation services provided by the Translation and Interpretation Unit so that if needed, when meeting informally with a parent/guardian or speaking to a parent/guardian over the phone. Staff members will also call upon another staff member who speaks the language to interpret either in person or over the phone to the parent/guardian.

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.

A list of families who are listed in the ATS Home Language roster is given to the Parent Coordinator/Language Access Coordinator. The school uses the Translation & Interpretation Unit to translate all letters and written materials sent home to parents/guardians in one of the 9 languages provided. If a staff member is available who speaks one of the languages needed, they may be asked to translate also. A label with the parent's/guardian's name is placed on the translated version of what is being sent home and is backpacked home with the student as well as the English version.

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 3 methods are used when interpretation services are required. The process we follow is: 1. In-house by school staff. 2. All staff members have been trained and given the number for the Translation and Interpretation Unit if we do not have a school staff in-house. 3. If it can be arranged in a timely manner, we will use an outside vendor.

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.)

All staff members receive a Language ID Guide. At the beginning of the school year, the Language Access Coordinator meets with the staff during a Profession Development session to train the staff on how to use the over-the-phone interpretation service. Each staff member gets a copy of the language ID guide which includes the phone number for over-the-phone translation.

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

Parent Handbook

(A copy of Section III of Chancellor's Regulations A-663 regarding the obligation of the school and central office to provide language assistance services and where the notice can be obtained will be made available to parents in a covered language. The safety plan will include procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices. A copy of Chancellor's Regulations A-663 regarding translations and interpretations as well as the website needed to obtain this particular regulation as well as the other Chancellor's Regulations will be made available to parents in a covered language. In-house staff will be used for written translation and oral interpretations. Parents/staff will be used for oral interpretation during conferences and meetings. The Department of Education will provide an interpreter in American Sign Language. Primary language spoken will be determined by survey in September. Translated versions of the "Parent's Bill of Rights" are on file in the main office and parent coordinator's office as well as posted in the main entrance. Signage indicating the availability of interpretation services is posted in the major languages provided by the Department of Education. Additional signs that are posted in the

lobby are also posted in the major languages provided by the Department of Education. A staff member has been assigned to coordinate translation and interpretation services for the school.)

Part F: Monitoring and Quality Control

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

A survey will be sent home 3 times a year to monitor the quality and availability of services to all parents/guardian who require translation and/or interpretation. We will create a focus group of parents with the various cultures and languages represented in our school to gather feedback and best practices on communicating with families.