

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **25Q169**

School Name: **P.S. 169 BAY TERRACE**

Principal: **VANESSA CHAMBERS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 169 – Bay Terrace School School Number (DBN): 25Q169
Grades Served: PK-5
School Address: 18-25 212th Street Bayside, NY 11360
Phone Number: 718-428-6160 Fax: 718-224-1013
School Contact Person: Vanessa Rosa Email Address: vchambers@schools.nyc.gov
Principal: Vanessa Rosa
UFT Chapter Leader: Jeffrey Ruditser
Parents' Association President: Maria Morea/Jenn Sharif
SLT Chairperson: Vanessa Rosa
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Larry Pedergast
Director's Office Address: 28-11 Queens Plaza North
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vanessa Chambers	*Principal or Designee	
Jeffrey Ruditser	*UFT Chapter Leader or Designee	
Jenn Sharif	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jason Rivers	Member/ Staff	
Kristen Byrne	Member/ Staff	
Kristy Pulsch	Member/ Staff	
Caroline Wong	Member/ Staff	
Carmela DiBenedetto	Member/ Parent	
Naressa Edwards	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Peggy Mercado	Member/ Parent	
Michelle Taubenfeld	Member/ Parent	
Eleni Tserpelis	Member/ Parent	
	Member/	
	Member/	
	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 169 is dedicated to creating a nurturing and intellectually enriched environment that develops each child's unique capabilities in a home-school environment. It is our goal for all children to foster a love of learning, to stimulate critical thinking, to encourage a caring and compassionate school community, and to prepare the leaders of tomorrow. We do this by embracing cultural diversity, building understanding and tolerance of differences, fostering creativity, developing self-esteem, employing multiple teaching strategies, integrating the arts, exhibiting an elevated degree of professionalism, maintaining high expectations and applying consistent standards for all children, encouraging active parent guardian participation, and involving the entire school and community in a commitment to excellence in all we do for children. At PS 169, we cultivate children to coexist in the garden of life while displaying their singular characteristics.

P.S. 169 is a school with a very active community which includes both families and school staff members. Involving the entire community in all of our work is a priority at P.S. 169. This is reflected in the NYC School Survey where we consistently score well above the citywide average for all elementary schools.

We have many systems in place to ensure that all voices are heard which include:

School website – www.ps169.org

Monthly grade level newsletters to families

Daily emails from the principal to the staff

Weekly emails from the principal to the families

Telephone messaging system

Shared Dropbox for staff

Shared Dropbox for SLT

SLT email address – Allows families to contact SLT at any time

PTA email address – Allows families to contact PTA at any time

Parent Coordinator/Resource room

As a school that is traditionally high performing we have put a great emphasis on engaging all students in rigorous curricula. We believe that through the strategic use of data to plan instruction, all students can have access to engaging and rigorous learning opportunities. We understand that foundation of this is planning. We have put structures in place to ensure that teachers have the resources and time necessary work collaboratively in both horizontal and vertical teams, to plan high quality instruction.

Yearly – Planning Retreat - During this planning retreat we work with our professional development providers to review our most recent assessment data which include formative and summative data (units assessments, student work samples, conference notes) to revise our curriculum maps for the upcoming school year.

Monthly – After School Per-Session Planning Sessions – Grade-level teams participate in two after school planning sessions where they are paid per-session. During these planning sessions teachers work together, looking at data, including pre-assessment data for the upcoming units of study and plan their units of study in detail. The expectation is that teachers develop a menu of teaching points for each unit of study which includes scaffold support and enrichment activities.

Weekly – 100-minute Planning Block - Each grade-level team also has a weekly 90 minute planning block where they again, look at various data, including conference notes, to make any needed revisions for the upcoming week.

Daily – 50-minute Common Prep Periods - In addition to the weekly grade-level planning session, grade-level teams also have 3-4 additional common prep periods per week which allow them the opportunity to touch base, reflect and share on a regular basis.

In order to ensure coherence in the planning that is taking place across the school we also have instructional teams. Each teacher on a grade sits on one of the instructional teams. These teams are led by teachers and their work is driven by the teachers with a focus around our school goals and coherence across the school. The work that is done in these instructional team meetings is then reported back to the grade-level teams at planning sessions for feedback and implementation. Some examples of work that our instructional teams have implemented are a common language chart, questioning and discourse in math, case studies of specific students, and an enrichment unit for our extended day enrichment program.

Our focus on planning and preparation has led to a high quality, rigorous, CCLS aligned curriculum that has the multiple entry points needed to support all students. All lessons in all classrooms, in all subject areas (including cluster classes) have multiple entry points embedded into the lessons. These can be seen in the form of multiple teaching points and scaffolded supports and enrichment activities. Teachers understand that when school leaders and peers are visiting classrooms we will look very specifically at the tasks that students are engaged in to ensure that they are appropriately and cognitively challenging for all students.

In order to further develop our pedagogical practices, based on self reflection and various data points, this year we made a decision to continue with our instructional focus from last school year – transfer of skills and knowledge across grades and subject areas – with some revisions. Last year we worked to create rigorous CCLS aligned tasks and tools that supported students in demonstrating mastery by transferring their knowledge across subject areas and becoming more cognizant of their own learning. Since mastery is only truly achieved when students are able to demonstrate their proficiency independently and with automaticity, this year we will deepen this work by studying and improving upon how we assess student mastery.

The following are additional areas of celebration and promising practices that we are proud of:

Learning Partners Program (LPP) Host School – P.S. 169 has been identified, for the second year, as a host school for the Learning Partners Program. As a host school we are sharing our promising practices and providing support in the areas of rigorous instruction and teacher leadership.

Model Teachers – As part of LPP we have three model teachers. These teachers provide targeted support to teachers on a daily basis. In addition, they are active members of the Professional Learning Team.

Teacher Leadership Program (TLP) – All teacher team leaders participate in the Teacher Leadership Program in order to support them in the effective facilitation of teacher teams.

Schoolwide Enrichment – P.S. 169 has been a schoolwide enrichment school for over ten years. This year in addition to our enrichment clusters, one of our new and exciting initiatives is “Schoolwide Enrichment Thursdays” (SEM Thursdays). Thursdays will not only include interest based enrichment clusters but will also include content area project based units of study. All teachers have a parallel schedule on Thursday’s allowing teachers and students to collaborate across classrooms and grade levels for content area instruction. This not only allows us to plan high quality and rigorous content area instruction for our students but fosters the integration of Common Core Learning Standards into our instruction in a way that is engaging for everyone.

Departmentalization – In order to ensure teachers are able to become experts and delve deeply into CCLS, our fourth and fifth grade are departmentalized. This has also proved successful in teaching our students the executive functioning skills necessary for success in middle school, college and career.

Technology - This school year we have seen the expansion of our 1:1 iPad program to third grade. All of our students in grades three, four and five have an iPad that they take back and forth from home and school. These iPads allow for college and career readiness and student ownership. Students are responsible for bringing these iPads back and forth from home and school daily. Most importantly, these iPads provide students with unlimited resources to support their academic growth. In addition, all classrooms have interactive white boards, document cameras and visit our state of the art computer lab weekly. Students with a special interest in technology and programming participate in our robotics enrichment cluster weekly. In addition, three of our teachers have attended Apple Academy in Cupertino, CA in order to be trained in facilitating the effective and transformative use of technology in our school.

Campus Culture – As an elementary school who shares space with a middle school where a large population of our students articulate, we work throughout the year with BELL Academy to ensure coherence, support and college and career readiness for our students. Teachers and administrators meet formally and informally throughout the school year.

Community Service – In addition to the community service projects that our enrichment clusters we participate in many school-wide community service projects including Penny Harvest, Toys for Tots and Valentines for Vets to name a few.

Communication - Communication has always been key at P.S. 169 and I personally send a daily email to the staff and weekly email to families. All teachers use class pages on eChalk to communicate with families. Any important information, including weekly homework, long-term assignments and monthly newsletters, are posted for families to reference. In addition, we all have unlimited access to our shared Dropbox. This Dropbox is a place for us to share resources, best practices, curriculum maps, pictures etc.

Student Facilitated Parent Teacher Conferences – Last school year we piloted student facilitated parent teacher conferences in fourth and fifth grades. These conferences ensure that teachers, parents and students are all on the same page and further build our students’ independence in preparation for middle and high school. During the conferences, students used a protocol to share their student work, including their GLOWS and GROWS, and the tools that they are using to support their growth. Teachers were available to support families and answer any questions.

25Q169 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	398	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		94.2%
% Free Lunch	27.3%	% Reduced Lunch		10.1%
% Limited English Proficient	3.5%	% Students with Disabilities		19.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		3.5%
% Hispanic or Latino	18.7%	% Asian or Native Hawaiian/Pacific Islander		30.3%
% White	45.2%	% Multi-Racial		1.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.25	# of Assistant Principals (2014-15)		1
# 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)		4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		11.77
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	42.7%	Mathematics Performance at levels 3 & 4		61.6%
Science Performance at levels 3 & 4 (4th Grade)	96.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

As a result, a deep data dive of a variety of accountability sources revealed the following:

Data Source - Quality Review Report 2013-2014

According to the most recent Quality Review report, instructional coherence across grades and subject areas is reflected in Common Core aligned curricula strategically emphasizing higher order thinking and rigorous tasks that cognitively engage all learners. The administration and staff have been concentrating on the CCLS and the instructional shifts for the last few years via inquiry work, team meetings, summer planning and professional development. The school utilizes Teachers’ College Reading and Writing Project (TCRWP) for English Language Arts and Math in Focus. Teachers have aligned units of study across disciplines to CCLS with a focus on key standards such as close reading, annotating texts and being precise, and having sustainability when solving math problems and explaining responses with details and evidence from the texts or problems. Teams are strategically preparing tasks based on what is needed for students to know in the next grade thus creating coherence across grades and subjects.

However, students were not always provided with differentiated tasks that addressed their needs and were at times not challenged to engage in appropriate tasks that pushed them to participate in high levels of discussion within their small groups. While some teachers are employing questioning techniques that required students to think critically and prove their ideas, others are not at that level.

Data Source - DOE School Quality Guide 2013-2014

- ELA Student Achievement
 - o Peer – 19% - Not Meeting Target
 - o City – 76% - Exceeding Target
- Math Student Achievement
 - o Peer – 44% - Approaching Target
 - o City - 88% - Exceeding Target

- ELA Student Progress
 - o Peer – 22% - Not Meeting Target
 - o City – 29% - Approaching Target
- Math Student Progress
 - o Peer – 44% - Approaching Target
 - o City – 51% - Meeting Target
- ELA Early Grade Progress
 - o Peer – 16% - Not Meeting Target
 - o City – 40% - Approaching Target
- Math Early Grade Progress
 - o Peer – 13% - Not Meeting Target
 - o City – 30% - Approaching Target

Strengths

- ELA Student Achievement
 - o Exceeding City Target
- Math Student Achievement
 - o Exceeding City Target

Needs

- ELA Student Progress
 - o Not Meeting Target Peer Target
 - o Approaching City Target
- Math Student Progress
 - o Approaching Peer Target
- ELA Early Grade Progress
 - o Not Meeting Peer Target

- o Approaching City Target
- Math Early Grade Progress

o Not Meeting Peer Target

o Approaching City Target

Priority Needs

- ELA Student Progress

o Not Meeting Target Peer Target

- ELA Early Grade Progress

o Not Meeting Peer Target

- Math Early Grade Progress

Not Meeting Peer Target

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.

In order to ensure that all students have access to a rigorous curriculum, by June 2016 70% of students in grades K, 1 and 2 will be reading and writing at or above grade level standards as measured by Fountas and Pinnell Benchmark Assessments and end of unit reading and writing on demand assessments.

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>Professional Learning</p> <p>Continue Professional Learning Team</p> <ul style="list-style-type: none"> •Develop Professional Learning Plan •Provide Professional Learning Opportunities •Review Professional Learning Plan •Revise Professional Learning Plan •Provide Professional Learning Opportunities 	<p>Teachers</p> <p>Paraprofessionals</p>	<p>Ongoing</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Professional Learning Team</p>
<p>Assessment</p> <p>Administer F&P Baseline Assessments</p> <p>Analyze F&P Baseline Assessments</p> <p>Adjust Curricular Calendars Based on F&P Baseline Analysis</p> <p>Develop Reading Intervention Plan Including Research Based Intervention Programs - LLI, Great Leaps, Guided Reading</p> <p>Administer Benchmark Assessments</p> <p>- K-3 - F&P Benchmark Assessments</p>	<p>Teachers</p>	<p>September-November</p> <p>November</p> <p>January – March</p> <p>April-May</p> <p>May-June</p> <p>June</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Testing Coordinator</p> <p>MOSL Team</p> <p>Classroom Teachers</p>

<p>- K-5 – Writing Unit On Demand Assessments</p> <p>- 3-5 – iReady Benchmark Assessments</p> <p>Administer MOSL End of Year Assessments</p> <p>Analyze MOSL End of Year Assessments</p> <p>Adjust 2016-2017 Curricular Calendars Based on MOSL End of Year Analysis</p>			
<p>Analyze Student Work</p> <p>Analyze Student Work Across Grade Levels in Reading and Writing to Identify Gaps in Transfer of Knowledge</p>	<p>Instructional Teams</p> <p>Grade Level Teams</p>	<p>September – June</p>	<p>Instructional Team Facilitators</p> <p>Grade Level Teams</p>
<p>Parent Involvement and Engagement:</p> <p>Provide training on topics that impact student learning - Workshops to support parents’ understanding of the CCLS instructional standards and shifts, curriculum-based content, assessments for measuring student performance and progress, health and well-being, during Coffee & Conversation with the Principal, Meet the Teacher Night/Curriculum Night, and at PTA Meetings.</p> <p>Provide access to materials and resources for families: Math Family Night, workshop materials distributed, online resources, Go Math Think Central, Engage NY.</p> <p>Information and access for parents provided through:</p> <p>Family Handbook, monthly calendar, curriculum maps, and home-school connection newsletter.</p> <p>Establishment of communication protocols between school and home: classroom visitations, school website.</p>	<p>Families</p> <p>Entire School Community</p>	<p>September – June</p> <p>September - June</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Principal</p> <p>Assistant Principal</p>

Provide reasonable support, where feasible, to encourage family participation: translation services, flexible scheduling of meetings/activities to encourage parent participation.

Trust: Transparency across all of the work that we do; access for parents and students in grades K-5 to monitor student progress

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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.

Personnel

- TCRWP Staff Developers
- BFSC Instructional Support Specialists

Materials

- F&P Benchmark Assessment Kits
- LLI Kits
- Great Leaps Materials
- Guided Reading Libraries
- iReady Site License

Per-Session

- MOSL Team Meetings
- Professional Learning Team Meetings

Per-Diem

- Substitutes to Cover for Scoring
- Substitutes to Cover for Analysis/Planning
- Substitutes to Cover for Teachers Attending Professional Learning

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

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

January 2015

- F&P Independent Reading Benchmark Assessment

- Reading Unit Pre- and Post- Assessments

- Writing Unit Pre- and Post- Assessments

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

According to the most recent Quality Review report:

Teacher teams engage in collaborative inquiry to examine student work and data and make key decisions about curricula and teaching practices aligned to CCLS to increase students’ learning outcomes.

Grade and vertical teams are provided with daily and weekly common planning opportunities, when they are expected to plan curricula, analyze student work and data to inform their next instructional steps. Teachers are provided a planning session guide from the principal that informs the work of all teams. Teachers complete a cycle of pre-planning, planning and after-planning sessions where they must submit the planning prototype to the principal at the close of each planning session that outlines the outcomes of all meetings. Horizontal and vertical teams are facilitated by a teacher leader who also represents the grade or discipline as a member of the instructional cabinet to ensure coherence toward goal attainment across the school. This allows teachers to feel empowered to have input on school-wide curricula, as well as instructional decisions for their class or grade. They affirm that the administration is open to their ideas and their voice is respected. Through the well-structured team meetings, teachers consistently analyze student work, summative data, curricula and academic tasks. Teacher’s teams look at the results from recent exams to make decisions for the grade and individual classes, that is, whether to re-teach identified skills using whole class or through a “station” or center approach. Teachers make decisions on the resources to be used, scaffold supports for students with disabilities and approaches for re-teaching skills in need of improvement. As a result of the collaborative work occurring on and across grade levels teams, teachers are equipped with tools and strategies to move their practice and develop strategies, approaches and material.

However, a review of data sources revealed the following:

Learning Environment Survey - 2013-2014

- School leaders provide time for collaboration among teachers.
 - o Strongly Agree – 97%
 - o Agree – 0%
 - o Disagree – 0%
 - o Strongly Disagree – 3%
- Teachers in my schoolwork together on teams to improve their instructional practice.
 - o Strongly Agree – 97%

o Agree – 3%

o Disagree – 0%

o Strongly Disagree – 0%

• Teachers in my school trust each other.

o Strongly Agree – 83%

o Agree – 14%

o Disagree – 3%

o Strongly Disagree – 0%

Quality Review - 2013-2014

• Indicator 4.2 – Proficient

o Teacher teams engage in collaborative inquiry to examine student work and data and make key decisions about curricula and teaching practices aligned to CCLS to increase students' learning outcomes.

Strengths

• School Survey

o School leaders provide time for collaboration among teachers.

♣ Strongly Agree – 97%

o Teachers in my school work together on teams to improve their instructional practice.

♣ Strongly Agree – 97%

• Quality Review

o Indicator 4.2 – Proficient

Needs

• School Survey

o Teachers in my school trust each other.

♣ Strongly Agree – 83%

♣ Agree – 14%

♣ Disagree – 3%

♣ Strongly Disagree – 0%

Priority Need

• School Survey

o Teachers in my school trust each other.

♣ Strongly Agree – 83%

♣ Agree – 14%

♣ Disagree – 3%

Strongly Disagree – 0%

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.

In order to facilitate collaborative teachers, by June 2016, 100% of classroom and cluster teachers will have participated in a yearlong inquiry triads with a focus on using inter-visitations and student work study to identify and strengthen the link between teacher practice and student progress resulting in an increase in teachers practice and student progress as measured by End of Year MOTP and MOSL data.

Part 3 – Action Plan

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

Administrators will review the teacher’s self-assessment and Advance observation data.			
Teacher will be placed in triads across grades based on their identified area of need.			
Teachers will participate in trust building activities to foster trust and collaboration among their triads.	Triads	June–October	Model Teachers
Teachers will participate in professional learning activities to support effective peer-observation cycles.	Triads		
Members of the triad will go through two non-evaluative observation cycles with their triad.	Triads	October- June	Administration
The peer observation cycles will be centered on the triads learning focus area.	Triads		Professional Learning Team
The peer observation cycles will include a pre-observation, observation and post-observation.	Triads		Model Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Personnel											
• Teacher Team Facilitator (1)											
• Model Teachers (3)											
Per-Session											
• After School Triad Professional Learning Opportunities											
• After School Triad Planning Sessions											
Per-Diem											
• Substitutes to Cover Teachers to Attend Professional Learning Sessions											
• Substitutes to Cover Teachers to Participate in Peer-Observation Cycles											
Materials											
• Professional Literature to Support Professional Learning											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		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.

January 2015

- School Created Professional Learning Survey

o Teachers in my school trust each other.

Strongly Agree - 85%

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.

According to the most recent Quality Review report:

School leaders use Danielson’s framework to communicate high expectations related to designing coherent instruction, using questioning and discussion techniques, and using assessment data to drive instruction. Teachers were exposed to professional development several years ago on the specific language of these components and have now been able to delve deeper into the rubric, thereby strengthening a common language and providing a multi-leveled understanding of what quality teaching looks like. One new teacher in one of the teacher team meetings shared that although the expectations are high she feels supported by her colleagues and administration and can go to them for help at any time. As a result, teachers are working collaboratively towards ensuring that those expectations are incorporated into their daily instructional practices through the use of this framework. In addition, classroom visits and conversations with teachers demonstrate ongoing collegiality and mutual accountability towards ensuring a strong culture of learning.

A review of relevant data revealed the following:

Quality Review Report – Spring 2014

- Indicator 2.2 – Proficient

- o Extend the use of assessments and analysis of data to inform goal setting and make ongoing and timely adjustments to instruction to ensure that progress is made for all groups of students.

Observation Data –

- Component 3b

- o Highly Effective – 34%

- o Effective – 51%

- o Developing – 14%

- o Ineffective – 1%

- Component 3c

- o Highly Effective – 42%

o Effective – 42%

o Developing – 15%

o Ineffective – 1%

• Component 3d

o Highly Effective – 36%

o Effective – 54%

o Developing – 8%

o Ineffective – 2%

Strengths

• Observation Data from Teach Boost –

o Highly Effective Ratings

♣ Domain 1 (Planning and Preparation) - 45%

♣ Domain 2 (Classroom Environment) - 54%

♣ Domain 4 (Professionalism) - 52%

Needs

• Quality Review Report –

o Indicator 2.2 – Proficient

♣ Extend the use of assessments and analysis of data to inform goal setting and make ongoing and timely adjustments to instruction to ensure that progress is made for all groups of students.

• Observation Data from Teach Boost –

o Highly Effective Ratings

♣ Component 3b – 34%

♣ Component 3c – 42%

Priority Need

• Observation Data from Teach Boost –

o Highly Effective Ratings

♣ Component 3b – 34%

♣ Component 3c – 42%

Informed by Capacity Framework Element – Effective School Leadership, current data, and the 2013-2014 Quality Review Report, there is a need to provide professional development and actionable feedback to teachers around questioning and discussion techniques and engaging students in learning.

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.

In order to ensure effective school leadership, by June 2016, 100% of supervisors will have participated in a yearlong inquiry group with a focus on the link between observation feedback and an increase in teacher practice and student progress as measured by End of Year MOTP and MOSL data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administrators will participate in professional learning opportunities around supervisory inquiry including district facilitated professional learning opportunities and a book study.</p>	<p>Administrators</p>	<p>May– June</p>	<p>Administrators</p>
<p>Administrators will turn key learning to the Teacher Team Facilitator and Model Teachers</p>	<p>Teacher Team Facilitator</p>	<p>June–June</p>	<p>Administrators</p>
<p>The instructional cabinet will participate the action research cycle around the learning focus area.</p>	<p>Model Teachers</p>	<p>October-June</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.

Personnel

- Teacher Team Facilitator (1)
- Model Teachers (3)

Per-Session

- After School Action Research Professional Learning Opportunities
- After School Supervisory Inquiry Sessions

Per-Diem

- Substitutes to Cover Teachers to Attend Professional Learning Sessions
- Substitutes to Cover Teachers to Participate in Supervisory Inquiry

Materials

- Professional Literature to Support Professional Learning

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

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

January 2015

- Danielson Framework for Teaching
- o 3b – Questioning and Discussion Techniques
- ♣ Highly Effective – 39%
- o 3c – Engaging Students in Learning

♣ Highly Effective – 47%

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.

According to the most recent Quality Review report:

The school conveys high expectations that promote parent involvement and supports learning so that staff, students and families work collaboratively to position students on a path towards college and career readiness.

The school has a strong system to communicate expectations to all stakeholders that is linked to a path of college and career readiness to effectively support their children’s progress. The School Leadership Team (SLT) is heavily involved in developing school goals alongside the principal and was instrumental in the most recent creation of the school’s SLT website, which outlines the expectations for parent involvement, opportunities for parent workshops and decisions that are made by the team regarding academic and enrichment programs for their children. Families are also provided progress reports three times per year prior to report card distribution, as well as their child’s “glows” and “grows” in all subject areas following assessments and written tasks. Data-driven support tasks are distributed to parents with “how-to support your child at home” packets that assist with identified areas for improvement. One parent shared how the school provided her family with a language program at home, which assisted with her daughter’s language development and acquisition of the English language, and she is now better able to communicate and complete tasks at home and in school. These supports afford families the opportunity to collaborate and assist the school with moving students’ “grows to glows”, thereby successfully partnering with the school to support student progress.

A review of current data revealed the following:

School Survey

- My child’s school keeps me informed about my child’s academic progress.

o Strongly Agree – 48%

o Agree – 45%

o Disagree – 6%

o Strongly Disagree – 0%

- My child’s school keeps me informed about what my child is learning.

o Strongly Agree – 56%

o Agree – 40%

o Disagree – 4%

o Strongly Disagree – 1%

• How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc.)?

o 5 or More Times – 41%

o 3-4 Times – 33%

o 1-2 Times – 24%

o Never – 1%

• How often during the school year have you attended a parent teacher conference?

o 5 or More Times – 11%

o 3-4 Times – 27%

o 1-2 Times – 61%

o Never – 1%

• How often during the school year have you communicated with school staff about your child’s academic progress?

o 5 or More Times – 34%

o 3-4 Times – 32%

o 1-2 Times – 32%

o Never – 2%

Quality Review

• Indicator 3.4 – Well Developed

o The school conveys high expectations that promote parent involvement and supports learning so that staff, students, and families work collaboratively to position students on a path to college and career readiness.

Strengths

• School Survey

o My child’s school keeps me informed about my child’s academic progress.

♣ Strongly Agree – 48%

♣ Agree – 45%

♣ Disagree – 6%

♣ Strongly Disagree – 0%

o My child's school keeps me informed about what my child is learning.

♣ Strongly Agree – 56%

♣ Agree – 40%

♣ Disagree – 4%

♣ Strongly Disagree – 1%

o How often during this school year have you been invited to an event at your child's school (workshop, program, performance, etc.)?

♣ 5 or More Times – 41%

♣ 3-4 Times – 33%

♣ 1-2 Times – 24%

♣ Never – 1%

o How often during the school year have you communicated with school staff about your child's academic

• Quality Review

o Indicator 3.4 – Well Developed

♣ The school conveys high expectations that promote parent involvement and supports learning so that staff, students, and families work collaboratively to position students on a path to college and career readiness.

Needs

• School Survey

o How often during the school year have you attended a parent teacher conference?

♣ 5 or More Times – 11%

♣ 3-4 Times – 27%

♣ 1-2 Times – 61%

♣ Never – 1%

o How often during the school year have you communicated with school staff about your child's academic progress?

♣ 5 or More Times – 34%

♣ 3-4 Times – 32%

♣ 1-2 Times – 32%

♣ Never – 2%

Priority Need

• School Survey

o How often during the school year have you communicated with school staff about your child's academic progress?

♣ 5 or More Times – 34%

♣ 3-4 Times – 32%

♣ 1-2 Times – 32%

Never – 2%

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.

In order to ensure strong ties and communication between teachers, families and students, by June 2016, 70% of families will have participated in a minimum of two student led learning experience as measured by attendance at these family-learning experiences.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent Teacher Conferences</p> <ul style="list-style-type: none"> • Outreach to Families • Incentives to Visit All Teacher • Student Facilitated Parent Teacher Conferences – Grades 4 & 5 	<p>Families</p>	<p>November March May</p>	<p>Parent Coordinator Teachers – Grades 4 & 5</p>
<p>Classroom Assessment Report</p> <ul style="list-style-type: none"> • Reading Level Letters • Writing On Demand Reports <p>Math Chapter Assessments</p>	<p>Families</p>	<p>Ongoing End of Each Writing Unit of Study End of Each Math Chapter</p>	<p>Teachers</p>
<p>iReady Reports</p> <p>Information Letter</p> <p>Family Sign-Off Sheets</p>	<p>Families</p>	<p>December February April</p>	<p>Teachers</p>
<p>Electronic Portfolio</p> <ul style="list-style-type: none"> • Information Letter • Family Sign-Off Sheet 	<p>Families</p>	<p>Monthly</p>	<p>Teachers – Grades 4 & 5</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.

Personnel

- Teachers
- Parent Coordinator

Materials

- Parent Teacher Conference Incentives
- Student Facilitated Parent Teacher Conference Protocol
- Reading Level Letter
- iReady Information Letters
- E-Portfolio Information Letter
- Family Sign-Off Sheets

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

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

January 2016

- o Fall Parent Teacher Conference Attendance - 80%
- o Reading Level Assessment Letters Sent to Families of Students in Grades K, 1, 2 and 3 – 100%
- o iReady Reports Sent to Families of Students in Grades 3,4 and 5 – 100%
- o Electronic Portfolio Sign Off Returned from Families of Students in Grades 4 and 5 – 90%

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)	NY State Assessment Test Scores MOSL Baseline Assessment Data TCRWP Assessment Conference Notes Student Work	Leveled Literacy Intervention Pre-Teaching Re-Teaching Individualized Tools	Small Group One on One	During the School Day
Mathematics	NY State Assessment Test Scores MOSL Baseline Assessment Data Math Chapter Assessments Conference Notes Student Work	Pre-Teaching Re-Teaching Individualized Tools	Small Group One on One	During the School Day
Science	Conference Notes Student Work	Pre-Teaching Re-Teaching Individualized Tools	Small Group One on One	During the School Day
Social Studies	Conference Notes Student Work	Pre-Teaching Re-Teaching Individualized Tools	Small Group One on One	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Team Referral by Teacher(s) Observations		Small Group One on One	During the School Day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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. **[School name]**, 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. **[School name]** 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) Template

[School name] , 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.

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 00	Borough Queens	School Number 169
School Name Bay Terrace School		

B. Language Allocation Policy Team Composition

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

Principal Vanessa Rosa	Assistant Principal Jason Rivers
Coach Leah Murray	Coach type here
ENL (English as a New Language)/Bilingual Teacher Joycelyn Phipps	School Counselor Yang Synn
Teacher/Subject Area Lindsey Anastasi	Parent Carrie Herrera
Teacher/Subject Area Rochelle Curran	Parent Coordinator Orit Foresta
Related-Service Provider Stephanie Kranz	Borough Field Support Center Staff Member Ying Ying (Jenny) An
Superintendent Danielle DiMango	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
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	2	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)	396	Total number of ELLs	27	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 type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	---

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	26	0	2	1	0	0	0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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	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	0	0

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1	1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	4	3	1	1							0	0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The assessment tool that is used to assess the early literacy skills of the ELL's at PS 169 Bay Terrace school is the Teachers College Reading Writing Project. Using this program for our MOSL, Measure of Student Learning, we are able to assess them on reading fiction texts, concepts about print, letter/sound identification, high frequency words, and writing assessments. The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice all the reading strategies they are learning during the reading workshop.

The insights the data provide about the ELL's is how much comprehension and fluency that the student have. In order to judge comprehension, the ELL's are asked to retell the text and then answer comprehension questions. Students need to give a strong retelling of the story or answer 3 of the 4 comprehension questions correctly in order to read independently at that level. ESL students may use the text to help them retell, and the teacher takes note if the student does this. While testing the ELL student for fluency, we look for quick recognition of high frequency words, beginning to read in phrases instead of word-by-word, and responding to punctuation with expression or tonal variation in voice.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Students are grouped according to levels and grades. By reviewing the data patterns across proficiency levels on the NYSITELL, NYSESLAT, and grades, it is revealed that students become proficient in the listening/speaking section of the tests. While reviewing patterns across the NYSESLAT modalities, lessons will be created to strengthen student weaknesses. It is observed that across the board, the reading/writing modalities are the weakest area. School leadership and the ELL department are using the results of the ELL periodic assessment, NYSITELL, and NYSESLAT by finding the weaknesses of the student and guiding instruction to support the weaknesses.

During the Fall 2015 NYSITELL assessments, 2 students scored Entering, 0 students scored Transitioning, and 3 students scored

Expanding. It is revealed that the majority of the students are advanced ENL students.

We observe the scores of the ELL students while assessing them. If the students are not achieving their reading level, the ELL program is adjusted to help the students improve. That is how we evaluate the success of the ELL program.

Overall, the results of the NYSESLAT test last Spring indicate steady progress in all four modalities.

On the 2015 NYSESLAT exam seven students obtained the commanding level, 2 in kindergarten, 3 in 1st grade, 1 in 4th grade. There was 1 student that was exempt from the 2015 NYSESLAT because she obtained a 3 on the ELA in 4th grade.

The program enforces all the modalities on the NYSESLAT. For example, listening skills are developed by reading aloud from a variety of fiction and non-fiction texts. Speaking is emphasized by creating opportunities for ELLs to speak on literature the class has read, or giving them a chance to read a piece of written work they have created themselves. The reading done in the ESL class is a reinforcement of the Teachers College units of study and genres being studied in the classrooms. We evaluate the success of our program for our ELLs using data from state assessments, interim assessments, Teachers College Reading and Writing Project assessments, teacher-made assessments, conferencing, portfolios, and goal setting.

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

The data retrieved from the AMAO Estimator tool is used to focus on the progress toward achievement of proficiency for ELLs on the NYSESLAT and the design of an effective ENL instructional program. The data reveals there is 1 ELL that is at an at risk level 3 or greater. There are 3 ELL's with 2 or more years of service but scored at first quartile on NYSESLAT. There are 2 ELL's that scored at first quartile on NYSESLAT. The data also shows more students in grade 1 became proficient on the NYSESLAT than the any other grade.

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?

Data patterns in NYSESLAT and NYSITELL indicate that there is a need for improvement in the reading comprehension and writing modality. Students excel in the listening and speaking modality, but need to improve their writing stamina and ability to write with more supporting details.

Data from these tests will help determine the focus of instruction for the 2015-2016 school year. Ms. Phipps will continue to utilize the Rigby On Our Way to English Program, Write Source, and In Step Readers during ESL instruction. Special focus will be made on reading and writing. Students will be encouraged to give more accountable talk as themes are studied in order to improve oral expression. In the process students will be encouraged to amplify their vocabulary and respond in complete academic sentences. We will use thinking maps to assist students in planning their writing pieces in order to have more supporting details. Writing strategies will be aligned with classroom instruction with a strong focus on conventions and spelling so that students will be better prepared for NYSESLAT and ELA tests.

Data from periodic assessments help the school leadership identify trends, strengths, and weaknesses and determines the needs in the program. It governs the decisions in determining the RTI programs needed for ELLs. This helps us modify the curriculum, reteach areas of weaknesses and determine next steps to move students along. This also helps in determining what supplemental texts or workbooks are needed to be purchased in order to give students more practice in the skills and modalities. The ESL teacher uses this information to plan for areas of focus and reteaching. Where errors seem to be linked with patterns in the students' native language the ESL teacher compares and contrasts language patterns so that students can distinguish language rules and acceptability so that they will be able to recognize distractors in the assessments and not be misguided in their choices. This is noticeable in the section on conventions. In addition, it guides us towards what professional development should be offered to classroom teachers, and what workshops should be offered to parents.

When the results of the Fall 2015 ELL Periodic Assessments are available, the school leadership and teachers will discuss the results and use the data to drive our instruction. At this time, the school leadership and teachers will also look at other school based assessments that the ELL students have been given. The native language is used to support the second language acquisition of our students by encouraging them to read in their native language in school and at home. We are committed to expanding our native language library each year. The native language development of our ELLs is also supported by our faculty members that are fluent in the students' language. Students use their native language/English dictionaries in each content area. The ESL teacher uses New York City's Department of Education translation website to translate material for the students if the material will support the learning of English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

Paste response to question here: Within the RTI framework, teachers use data daily to guide their planning and instruction. During the Universal Screening stage, screening assessments allows teachers to identify weaknesses through benchmarks and criteria. During the Strong Core Instruction Stage, data is used to help students create meaningful conversations, use complex thinking, and develop literacy. Data is used to create intensive, targeted instruction. last, we monitor progress through data.

6. How do you make sure that a student's new language development is considered in instructional decisions?
 Paste response to question here: Classroom teachers are always reminded to differentiate a lesson to fit the ELL students. During our team planning meetings the ESL teacher and content area teachers discuss how to incorporate multiple points of entry for ELLs in lessons and tasks. The ESL teacher provides the content area teachers with scaffolds and sentence frames that can be used to foster the development of the students' academic and social language in the content areas. The goals for each individual student are shared during the meetings among the content area teachers so that they are aware of the specific goals that we have for each ESL student. As the ESL teacher gathers data throughout the year regarding the ESL students she shares it in the team planning and inquiry meetings.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
 Paste response to question here: The success of the ESL program is evaluated through ESL assessments, the ELA, and the NYSESLAT. The success of our program for ELLs is evaluated each year by the academic performance of our students. Some of the data sources that are analyzed include but are not limited to: NYSESLAT scores, ELA scores, Math scores, and ELL Periodic Assessment scores. The results of these assessments show that our students are benefiting from instruction in both push-in and pull-out classes.

Part IV: ELL Identification Process

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

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

Part II: ELL Identification Process

The Bay Terrace School (PS 169) is located on 212th street in Bayside Queens. There are approximately 431 students spread across 7 grades, preK-5th grade. There are 2 pre-k classes, 3 Kindergarten classes, 2 first grade classes, 3 second grade classes, 2 third grade classes, 2 fourth grade classes, 2 fifth grade classes, and 2 special education bridge class (k-1-2/3-5). There are approximately 28-35 students in each general education class. There are 27 students being served by an ESL teacher during the 2015-2016 school year. The ELL students are a diverse group stemming from Ecuador, Korea, Argentina, Dominican Republic, Puerto Rico, China, and Japan.

1) At P.S. 169, we have a thorough process of identifying ELL's. As the school year begins, parents register their children. Upon registration, and with the help of the ESL teacher, they fill out a form called the "Home Language Identification Survey". The ESL teacher, Joycelyn Phipps, gives an informal interview in English and in the native language with the parents. The HLIS form is also given to the parent in their native language. The HLIS form is filled out with the assistance of Ms. Phipps. The home language determination is not based solely on the responses to the questions regardless of the number of responses of one language or another.

Over the phone interpretation services are available through the DOE's Translation and Interpretation Unit so the parents can receive language assistance and have their questions answered in their native language. Mrs. Yang Synn, the Guidance Counselor, is our Korean translator. Ms. Phipps, the certified ESL teacher, reviews the HLIS forms upon completion. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the NYSITELL test. Their name is placed on a master list to be NYSITELL tested. The Spanish LABR is given to students whose only language is Spanish. This test is administered by a Spanish speaking teacher, Mrs. Rothsinger, with the assistance of Ms. Phipps, the ESL coordinator. Prior to administering the NYSITELL, an oral interview is given with the potential ELL to gather information on their English language skills. After the interview, a review of the student's prior school work in reading, writing, and math, in English and native language.

This is all done within 10 days of a student's admittance.

In order to identify students who are already ELL's, an RLAT and RNMR report are pulled off of ATS. These reports are printed off once a week during the months of September and October to ensure ELL's are not lost through the cracks. Another process to identify potential ELL's, is to look through their cumulative folders of K and 1st graders (In our case, it was done with all grades). The HLIS forms are signed by the ESL coordinator and is designated a language (Ex: SP for Spanish or NO for English). All HLIS forms are photocopied. Originals are placed back into the folders and copies are placed in a binder, by grade, and remains in the classroom of the ELL coordinator. If there is a potential ELL to be NYSITELled, they are added to the "to be tested list". This list is charted with the students' name, OSIS number, class, language, and NYS score results.

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

Paste response to question here: Schools have 30 school days from the initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of completion of the HLIS form when the parent is asked to indicate prior schooling.

Potential SIFE students must be

-Newly Identified ELLs, and

-in grades 3 to 9, and

-at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results.

SIFE Proces: 1) Administer the oral interview questionnaire. 2) For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the LENS must be administered.

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).

Students entering the school with IEP's must be based on the determination of the LPT. Our team consists of: Ms. Rosa School principal, Ms. Phipps the ESL teacher, Ms. Pulsch IEP teacher, the student's parent, and a translator in the parents' home language. The LPT determines whether the student should take the NYSITELL. They should consider evidence of the student's English language development. Based on the evidence the LPT must make a determination as to whether the student may have a disability or a language acquisition need. If the team determines it is a language issue, the child must take the NYSITELL, if not, the child will not take the test.

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

Entitlement and Non Entitlement letters are distributed within 5 days of having administered the NYSITELL exam to inform parents of a child's ELL status. Letters are sent to parents via back pack of ELL student.

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

A letter is sent home to parents along with the Parent Selection letter, stating they have the right to appeal within 45 days of enrollment. Entitlement and Non-Entitlement Letters inform parents of their right to appeal within 45 days as well. These letters are sent home in the parents home language. The ESL coordinator, Ms.Phipps, has the responsibility of sending out the letters. Copies of the letters are kept on file in the ESL office.

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

Paste response to question here: After all the ELL's have been identified for the school year, structures are taken place to ensure that parents understand all three program choices. A parent orientation meeting is held after the completion of the NYSITELL. When a student does not score proficient on the , Parent Notification Letter for Newly Entitled Students" is sent home with the student. A parent invitation is sent home in English and the parents' L1 language. Along with the invitation, is a copy of the parental choice form. The parent is encouraged to bring the forms with them to the meeting. The Parent Coordinator procure a bilingual translator for the meeting if necessary. The ESL teacher Ms.Phipps and the Parent Coordinator Orit Forester, call parents repeatedly to make contact in order to have them attend parent orientations, breakfasts and lunches. The meeting is held in the ESL or computer lab. A TV with DVD player is accessed for the showing of the parental choice video. A buffet of food, which includes donuts, fruit, cereal, and beverages are supplied for the parents. Translators are present to translate in the parent's native language. The translators are contributed by the Department of Education or few members of the Bay Terrace staff such as Ms. Synn, the school guidance counselor. Once the parents arrive, an agenda and bilingual parent brochures are given to them. The brochures academically and socially support ELL parent and students. They also sign the sheet and list their child's name and pick up an agenda.

The meeting: Ms. Phipps starts the orientation by reciting, "We understand the importance of making informed decisions and we are happy to have you here to explain to you the ELL programs that are available for you to choose for your child." Ms.Phipps and the Parent Coordinator explain to parents the CR Part 154 and how it provides the basic requirements and procedures for ELL education. It is explained that the program selection is for one year. Also, if Title III funds are available from the federal government provide supplemental services specifically for ELL's and parents, such as after school instructional programs, professional development

and parent involvement. At this point the parent video is shown and parents have the opportunity to ask questions throughout the meeting. All three program choices are explained in full detail. Translators are provided and parents are encouraged to ask questions and raise concerns that they have with Ms. Phipps, the ELL teacher. Once the video is complete, the 3 programs are explained in depth, which are ESL, Bilingual, and Dual Language. The people explaining these programs are Ms. Phipps, the ESL Teacher/Coordinator and Orit Forestor, the Parent Coordinator. The parents choose which program they want as their 1st, 2nd, and third choice. They then fill out the Parent Survey and Program Selection form. Ms. Phipps is diligent about contacting parents for face-to-face meetings, even when it requires multiple phone calls. The ELL orientation meeting is repeatedly held till all parents of ELL's have signed the parental choice forms. But, if a parent can not attend the Parent Orientation meeting, Ms. Phipps conduct a phone interview in order to complete the Parent Survey and Program Selection form. The copies are kept on file in the ELL office and the originals are returned to the student's cumulative record file.

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

Parent Survey and Program Selection forms are usually completed at parent orientation. If this occurs parent phone calls, letter writing/ emails will be done to ensure the return of the document.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey and Program Selection form, in the parents' preferred language), where parents can indicate their program choice.

The Parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 calendar days, the student is placed in bilingual program if one exists at the school; otherwise the student is placed in ENL. The ESL coordinator documents and include attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school.

Students who are placed in ENL as a result of the parents' not returning the survey are counted toward the minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: in kindergarten - 8th grade, 15 or more ELL students who speak the same language in 1 or 2 contiguous grades.

Parent Survey and Program Selection form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey and Program Selection Form can be provided to the parent upon request. A copy is also kept in the office of the ELL coordinator.

9. Describe how your school ensures that placement parent notification letters are distributed.
Paste response to question here: Upon the completion of NYSITELL testing and parent orientation, letters are distributed to parents. All letters are bilingual, English and the parents' native language. Continued Entitled, Entitled, Non-Entitled, Placement letter, and Non Entitlement/Transition Letters are sent home via students back packs. Copies of all letters are kept and placed in binders. The placement letters are sent after the parent signs the parental choice form and chooses the program for their child. Ms. Phipps, the ESL teacher/Coordinator, is responsible for creating and distributing all letters. Each letter is obtained from the DOE website and are placed onto our school letter head. Multiple languages (Polish, Spanish, French, Korean, Chinese, Hindi, Russian, Turkish, and English) in each letter are also printed off and photo copied which provides easy access for future mailings. Continued Entitlement Letters are for the old ELL's, eligibility is based on student score below proficiency on the NYSESLAT. These letters must be returned signed by the parents. The Entitlement Letters are to be sent home to the parents of newly arrived ELL's to the NYC School System informing them of the upcoming Parent Orientation meeting. The Non Entitlement Letter informs the parent that their child is not entitled to ELL services. These students scored at or above proficiency on the NYSITELL. The Non Entitlement/Transition letters are to be given to the parents of students who scored at or above proficiency level on the NYSESLAT and who will transition into monolingual class with 1 year of ESL support services. A list of students are kept on file for each letter type. Parent Survey and Program Selection forms are always returned at the end of the Parent Orientation Meeting. Copies of these forms are placed in a binder in the ELL Lab and originals are placed in the student's cumulative file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original copies of important documents are placed in cumulative records. Photo copies are placed in binders and are located in the office of the ESL Teacher.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is given to all ELL students in the spring. First, ATS reports such as the RLAT and the RLER are printed off to determine eligibility for NYSESLAT testing. Before the NYSESLAT, a testing timetable is created by the ELL teacher Ms.Phipps, who is also the testing coordinator. Next, test accommodations for ELL's are enforced such as covering the walls, time extensions, and separate location. The NYSESLAT is given under strict testing conditions. The seats are placed in rows facing the front of the class. There is no movement in the hallways and no announcements are made over the loud speaker. In addition testing modifications for students with IEP's are adhered to during the exam. Since there is a small population of ELL's, Ms. Phipps adheres to her testing timetable, divides the students by groups and tests them according to their grade. During the speaking section of the test, students are tested one on one with Ms. Phipps with an additional teacher, Ms. Williams a retired teacher, scoring the speaking portion.

In order to prepare students for the NYSESLAT, the New York State English as a Second Language Achievement Test, we start early with many activities/lessons that involves listening, speaking, reading and writing. Two helpful test prep tools that will be used are "Attanasio and Associates NYSESLAT books" and "Empire State" test prep books. These books are accompanied by a CD. This is used for the listening portion of the test.

Paste response to question here:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and Transitional Support Letters are sent to parents before the beginning of the school but no later than September 15 of the school year of which the student continues to be entitled. Letters are sent in the preferred language of the parent. If our school receives articulating ELL's, we must review student records in order to provide program continuity. Letters are sent home via student back pack and copies are kept on file in ESL office.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here: After reviewing the Parent Survey and Program Selection forms thus far, the trend that is maintained is the selection of an ESL program.

The ESL program model offered at our school is aligned with parent requests. Based on stored letters and parents request we are in alignment.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

Paste response to questions here:

The ENL program that is used at PS 169 is Integrated ENL. This program is used to build English language skills through content area instruction. Ms.Phipps co-teaches alongside the classroom teacher using ENL strategies to deliver content area subject matter. The Integrated ENL program is delivered through a Push-in and Pull-Out Model. In the Push-In model Ms.Phipps works with ELL's in collaboration with the classroom teachers to provide language acquisition and vocabulary support. There is common preparation time between the 2 teachers to plan and collaborate. The ELL's are also brought together from various classes for English acquisition -focused instruction, the Pull-Out Model. Ms.Phipps continues to plan carefully with general education teachers to ensure curricular alignment and continuity of instruction. There are four groups and they are grouped heterogeneously. Group A is Kindergarten and the students are entering, transitioning and expanding students. Group B has 1st and 2nd grade and it is mixed with expanding and commanding students. Group C has 3rd and 4th graders and it is mixed with emergent, expanding, and commanding students. Group D is the 5th grade group that has an emergent and commanding student.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

There are 5 proficiency levels for ELL's based on the NYSITELL and NYSESLAT. The beginner level, Entering, students receive 360 minutes a week which is 8 periods. The low intermediate level, Emerging, students receive 360 minutes a week which 8 periods. The intermediate level, Transitioning, students receive 180 minutes a week which is 4 periods. The advanced level, which is Expanding, students receive 180 minutes a week which is 4 periods. Last, the proficient level, Commanding, these students receive 90 minutes a week, 2 periods, of integrated instruction time.

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.

During a Readers Workshop lesson, the ESL teacher provide students with small group instruction by following the Teachers College workshop model. This supports learning in the four modalities in English as they learn new strategies during Readers andWriters workshop.

During Writers workshop the ESL teacher provide students with small group instruction utilizing a model of instruction for writing following the Teachers College writing process. They begin each session with a minilesson and then conduct small group strategy lessons to target their writing goals/needs based on their notebooks entries and published pieces. The ESL teacher also incorporate shared writing and interactive writing during strategy lessons to enrich language development.

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

Paste response to question here: Native language support is present in our ESL program through the use of native language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same language to support them academically and socially as members of our school community. We ensure that ELL's are appropriately evaluated in their native language by providing them translators during state tests or giving them the state test in their native language.

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

Paste response to question here: We ensure that ELL's are appropriately evaluated in all four modalities of English language acquisition throughout the year in many ways. Curriculum-based measures and other formative measures such as end of unit tests, running records, classroom observations, oral interviews, class presentations, Role Play, writing samples, portfolios, multiple choice exams, and ELL Interim assessments .

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

Our instructional Plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. We will provide the students with supplementary reading intervention program based on their reading needs during the day, which will be in addition to their ESL services. They will be invited to attend extended day program which is help for 50 minutes on Tuesday, Wednesday, and Thursdays after school. Programs that will be utilized are Leap Frog, Mondo Pathways to Writing, and Moving into English. Based on data from numerous assessments, instruction is differentiated.

The ELL's in our school that are here less than three years (new comers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. Emotional support is provided by our guidance counselor to help them embrace the American culture during the month of September. They will receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives and pictures. The same programs used for SIFE students will also be used for this sub group. In addition to those programs, Voyager is also implemented.

Our 4-6 year ELL's receive the mandated number of minutes per week of ESL instruction based on their proficiency level in accordance with the NYS CR Part 154. Within the mandated instructional time, these students receive small group instruction in writing, which has been identifies as an area that needs improvement. Writing goals are created for this subgroup which emphasize pre-writing, creating paragraphs, topic sentences, sentence variety, and editing.

Long Term ELL's will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and

in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading and writing needs based on their levels. Supplementary intervention programs that will be utilized are Voyager, Rygby On Our Way to English, Mondo Pathways to Writing, Empire State NYSESLAT, and Attanasio and Associates Getting Ready for the NYSESLAT and Beyond.

Our plan for transitional support for students who reached proficiency on the NYSESLAT: The ESL teacher conferences with the classroom teacher to monitor continued development. These students are offered the opportunity to participate in ESL field trips. Former ELL's up to 2 years after testing out, continue to be eligible for ELL testing accommodations and 90 minutes a week of ENL, in addition to any accommodations to their IEP's or 504 plans. By assessing each student, we can determine which accommodations are most suitable and beneficial (will maximize the potential for achievement on all exams) for each ELL at the beginning of the school year. Our ELL's are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated. We do not use ELL accommodations on the NYSESLAT.

We provide testing accommodations to ELL

's as needed, on all NYS ELA and content area assessments (math, social studies, and science).

Accommodations for ELL's are: Time extension, separate location, third reading of listening selection on the ELA, word for word bilingual dictionaries, oral translations for low incidence languages, writing responses in home languages, and simultaneous use of English and alternative language editions.

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, 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, and the student. If the principal believes that the student has been greatly affected by the determination, the principal must provide additional support services to the student defined in CR Part 154 and may reverse the determination within this same 6-12 month period.

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

Paste response to question here: ELL's identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. The Pull Out ESL instruction model is preferred and is used to support their academic needs in reading and writing to enhance the flow of learning within their usual class setting. Out of the three students that have special disabilities, two are escorted with an alternate para when they are serviced by the ESL teacher, Ms.Phipps. The same programs that are utilized for Long Term ELL's are also used with addition to Interactive Smart Board Lessons.

Some instructional strategies and grade level materials that the teacher of ELL-SWDs use that both provide access to academic content areas and speed English language development are:

- Seat students away from any distractions.
- Use a checklist to get students organized.
- Space short work periods with breaks.
- Provide written and verbal directions with visuals
- Provide incentives for beginning and completing material.
- Divide tests into small sections
- Role Play, model situations
- Share success between home and school
- Pick a goal and focus on one for each activity.
- The Write Source, On Our Way to English, and Rigby In Step Readers are used to accelerate English language development.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here: The IEP, Speech, ESL, Physical Therapist, and classroom teacher collaborate to make sure there is flexibility in meeting the diverse needs of ELL-SWD's within the least restrictive environment. While doing this we come up with the best strategies for these students during our PPT meetings. All of the service providers are present in the meetings:ESL, speech, IEP Teacher, PT, and OT. During this meeting we ensure that all ELL's with disabilities are receiving services based on their IEP. The members of the PPT team along with classroom teachers compare their timetables on a regular basis to make sure there are no conflicts, and all ELL's receive their mandated hours from each service provider.

Chart

All of the aforementioned materials and methods for other ELL groups are utilized for students with special needs with additional scaffolding where necessary. Methods used are repeating and rephrasing, using graphic organizers and pictures, and collaborative learning where students have the opportunity to use multiple intelligences and their particular learning styles. Language learning games are supplemental motivational materials. Teachers allow extra "wait time" for students to process information when answering questions. The ELL teacher uses hands on phonics, vocabulary and writing activities. ELL-SWD interact with their peers during instructional time and extra curricular activities. The ESL teacher along with the classroom teachers, have read and understood the IEP of the ESL special education student. They have incorporated the necessary strategies in working with the students. The PPT Team at P.S. 169 meet every two weeks and uses the time to discuss how the ELL's are performing in their mandated services that are listed on their IEP. | :

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

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

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

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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.

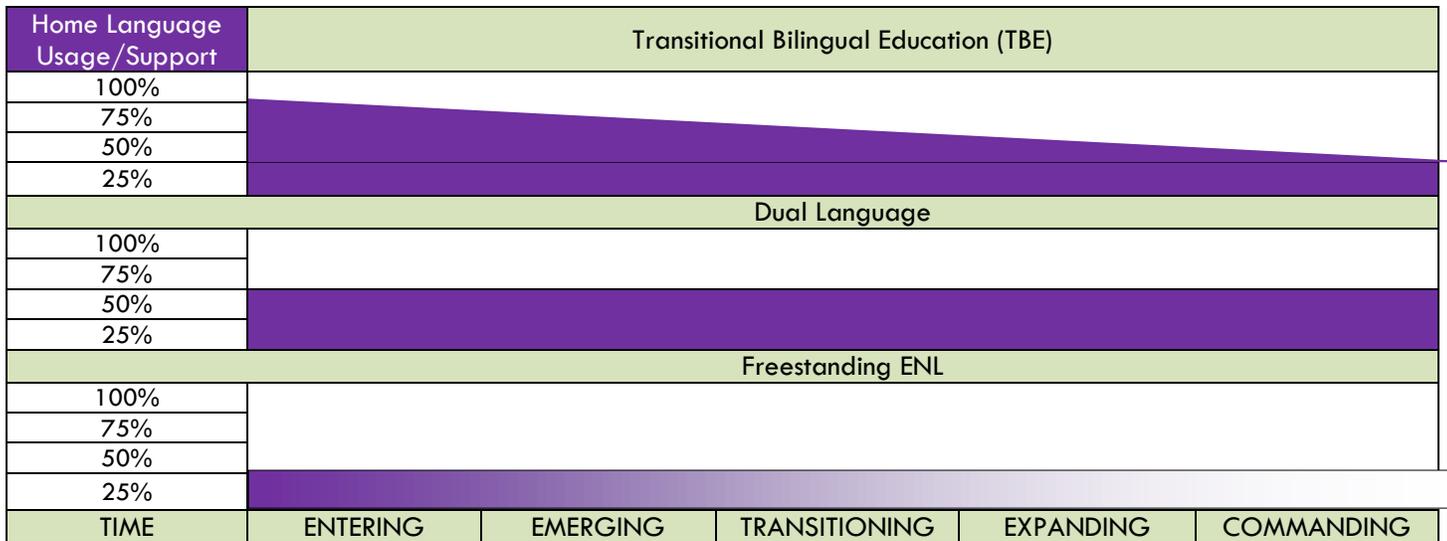


*Note: “other approved services” does not apply to New York City at this time.

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.

The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. Also, to help prepare struggling ELL's for the state tests, these students are placed in extended day program which is 2 days a week for 50 minutes each. Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Rigby On Our Way to English, Rigby In Step Readers, and The Write Source. These programs are designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with the Common Core in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels.

The point of entry model (POEM) provides a lens through which instruction is planned and implemented to ensure ELL students' engagement, productivity, assessments and real world connections. The school uses performance indicators set by the state to drive instructional program. We have incorporated variety instructional strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills.

ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

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

In order to meet the standards of the Common Core, using the above programs has helped them achieve their content and language development goals. Our current programs are able to develop the oral language of the students. Through the use of chant and concept posters the ELL's built familiarity with themed-related language concepts. General-academic and content specific vocabulary is built through vocabulary cards. Students are able to read multiple genres on the same theme through student anthologies. Their word study skills are developed by using word study song charts. The programs are able to provide differentiated reading instruction. Through writing, students are able to recognize parts of speech, write sentences, build paragraphs, build a writer's resource, and proofread their work. Students are able to understand the writers' process along with being able to do Descriptive, Narrative, Expository, Persuasive, Creative, Research, and Response to literature writing.

During the planning sessions with teachers, the ESL teacher plans accordingly using the same curriculums to plant the content areas. During ELA instruction vocabulary and close reading is the focus of instruction. During math, students are taught math solving strategies and close reading for math word problems. During social studies and science manipulatives, TPR, vocabulary instruction is enforced during the lessons.

All teachers are made aware that they are teachers of ELL's and this is done by professional development. Professional development is given to all teachers and administrators that specifically addresses the needs of ELL's. A minimum of 15% of the required PD hours for all teacher prescribed by the CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL's.

Assessments that are used in the lower grades are Fontas and Pinnell, TC for spelling inventory, and math end of unit assessment. Assessments for the upper grades are end of unit tests for Math in Focus, I-Ready Diagnostics, Growth Checks, writing on demand, Light Sail, and class work.

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

Further implementation of the Common Core State Standards, continued participation in grade meetings by the ELL teacher, lesson planning using more questioning techniques provided by the Depth of Knowledge Levels, and weekly planning sessions are improvements for the upcoming school year.

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

There will be programs for ELL's discontinued for the 2015-2016 school year.

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

P.S. 169 had implemented the Renzulli Model for Schoolwide Enrichment for ALL students, including our ELL students. We believe that opportunities to participate in enrichment activities should be provided to all students. We do this through enrichment clusters, community service and various other enrichment activities. All ELL students participate in the activities listed below.

All K-5th grade students participate in enrichment clusters once a week for 90 minutes. Enrichment clusters are researched based, flexible, have high standards and advanced levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in a product of service. At P.S. 169 we call our enrichment clusters EPI's (Explore, Problem Solve, Investigate). Students choose EPIs based on their interest.

The following is a list of some of the EPIs offered at P.S.169:

- Crime Scene Investigations
- The Recycling Team
- Robotics
- Buildings - In Collaboration with the Salvadori Institute
- Bridges - In Collaboration with the Salvadori Institute
- Comic Book Making
- Calling All Bankers - In Collaboration with Classroom Inc.
- Is There a Doctor in the House? - In Collaboration with Classroom Inc.
- The Young Naturalists
- Lights, Camera, Action
- Wonderful World of Animals
- Helping Hands
- Treasure Hunting

-PS 169 GLEE EPI

Community Service

- St. Jude's Math-a-thon
- Community Art Contests
- Penny Harvest
- Food Drives
- Senior Citizen Centers
- Spring Fling
- International Night
- School Garden
- Student Council
- Peer Mediation

Additional Enrichment Activities

- "Constitution Works" with Teaching Matters
- Chess in the Schools Program
- Ballroom Dancing from American Ballroom Theatre
- CASA Theatre Program with Queens Theatre in the Park
- Cultural Trips
- Chamber Group
- Student Council
- Clubs

English Language Learners are encouraged to attend Extended Day, After School, and Saturday programs. All communications are sent with native language translations, and bilingual interpretations are used when necessary. ELL students attend regular classroom sponsored field trips as well as ELL field trips. Ballroom Dancing is also offered to the ELL students which is held once a week starting in November 2015 and ending in May 2016. Students study various styles of dance as cultural arts enrichment.

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

The following instructional materials are used to support ELLs at P.S. 169:

The ESL teacher uses Rigby's ESL Program: "On Our Way To English", which includes guided reading and shared reading components to help students strengthen their reading and writing skills. Students use NYSESLAT test prep materials so that they can

become familiar with and receive instruction in sample selections from the writing and reading selections of the NYSESLAT. Getting Ready for the NYSESLAT AND BEYOND and Empire State NYSESLAT are the two books that are used.

-The Write Source: Writing Program

-In Step Readers: Guided reading Program

-Rosetta Stone computer software program. During independent time students are allowed to log onto their account to practice all 4 Modalities of the English language.

- Words Their Way- Big Book are used for shared reading, small books are used for guided reading. Students are introduced to both new vocabulary, and new conversational phrases. This program introduces vocabulary and concepts in English. It also introduces phrases, and encourages the students to converse in English. In addition there is an extensive index of all the vocabulary used in the book.
- Mondo – Pathways to Writing - This program assists English Language Learners in develop writing skills on different grade levels. There are fiction and non-fiction posters, as well as large graphic organizers. These help the students develop writing skills using different literary genres. The students learn to plan, compose, record, revise, edit, and publish their writing.
- Literature and Leveled Libraries - The ESL classroom has a large collection of literature, organized according to reading levels, themes, genres, and subject matter. ELL students are encouraged to read and borrow books, according to their interest, level, or particular subject being studied in their classrooms.
- Bilingual Glossaries - These glossaries in various languages are used in all content areas, in the regular classroom, as well as the ESL classroom. They are also used to prepare for specific citywide tests, such as the State Math Test, or the State Science Test, as well as helping students perform on the actual test.
- Leap Frog – An electronic reading program which reads aloud to students as they follow along, using a special pad, book, and pointer. - This is an exciting format for the ELLs on all levels. It encourages and teaches reading in a non-stressful and entertaining atmosphere. It is used in the Extended Day Program and in the Title III After-School.

We do not offer a bilingual, dual language or 2-way program at this time; therefore, the only time ELL students are assessed in two languages is when the English LAB-R indicates that the student may be dominant in their native language. At that time, the LAB-R will be administered in the ELL student's native language.

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

Native Language Materials and Support: Bilingual dictionaries, glossaries, and bilingual and native language books are used to support students' native language. In our ESL program, newcomer students are paired with bilingual students when necessary. Cognates and cognate word walls are used to scaffold language learning. Pictures and realia are used.

Native language support is given to students by supplying them with bilingual books, in their native language and English. Also, during state tests, bilingual word for word glossaries are supplied to students. We also have staff in the building to provide native language support in the following languages: Italian, Spanish, Hebrew, Hindi, Urdu, Greek, and Korean.

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

ELL services and resources correspond with ELL's ages and grade levels. Grade level materials are utilized in the "Rigby on Our Way to English" program as well as "The Write Source". Other materials such as the games and pictures are age and grade appropriate. ELL teachers use grade level pacing calendars and curriculum maps when planning and consult with classroom teachers. They also refer to the Common Core State Standards when planning.

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).

P.S. 169 does not have any activities in place before the beginning of the school year to assist newly enrolled students; however P.S.169 does have several activities to assist ELL's at the start of the school year and during the school year. These include parent orientation breakfasts, open school night, and the pairing of newcomers with bilingual students to assist them. In addition, the school provide numerous activities that involves students and parents such as: Hat Making Workshop coordinated by the art teacher Mrs. Kaufman, bake sales, The Pumpkin Parade, Boo Bash, Math Game Night in January, Valentines Day activities in January, Open Mike Night at Barns and Noble, Burger King Night, The Bay Terrace School Carnival, and parent meetings to help parents work with their children on test preparation for the ELA and Math. Paste response to question here:

19. What language electives are offered to ELLs?

There are no language electives that are offered to ELL students.

20. For schools with dual language programs:

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

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

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The staff at PS 169 receive their professional development from Columbia University Teachers College. Sample title of workshops include : "Supporting nonfiction Reading , Vocabulary and Talk through powerful mini-lessons and Read alouds"
"What you need to know about teaching foundational Skills in Reading and Writing"
"Strengthening Relationships and Teaching Primary ICT Classrooms:Maximizing Your Co-teaching Situation to it's Fullest."
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?
ELL, regular and special education teachers will be provided with professional development on the various strategies that are effective when teaching ELL students.

ESL professional development workshops Ms.Phipps will attend are:
-"Vocabulary Unpacked" 10/29/15
-"Learn from a National Think Tank on Supporting ELL's in Reading and Writing Units of study" Teachers College Columbia University.
-Text Complexity" 11/24/15
-"SIFE" 12/17/15
-"Disciplinary Literacy 1/21/16
-"Language Acquisition/Language Disability" 2/24/16
-"RTI for ELL's" 3/17/16
-Oral Language Unpacked" 4/20/16
-TBA 5/26/16
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ESL teacher work with classroom teachers to help students develop skills they will need in middle school such as notetaking techniques, listening skills, filling out graphic organizers and following multi-step directions. The guidance counselor, Yang Synn, holds a meeting with parents to talk about kids going from elementary school into middle school. The guidance counselor attends workshops on social and emotional development of the students. The ESL and classroom teachers provide direct instruction in content area vocabulary and materials and use data to analyze students' strengths and weaknesses on standardized tests. Students visit local middle schools as well. Instruction is rigorous in preparation for the middle school grades. Item analysis is utilized in lesson planning in order to address student needs. In the general ed classrooms, students sit together on round tables, rather than the traditional square desks. The students store their books underneath chairs. During IIM, students work with other teachers on the grade. These strategies help the ELL students transition from classroom to classroom, which is done in middle school daily.
The following professional development sessions have taken place or are planned for all teachers of ELLs including our ESL teacher and classroom teachers who service ELLs. These professional development sessions will serve to fulfill the mandated training required. These professional development opportunities will be taking place during Chancellor's Conference Days and monthly faculty conferences.
 - Using Data to Drive Instruction
 - Differentiation
 - Guided Reading
 - Schoolwide Enrichment Model
 - Independent Investigation MethodThe ELL Teacher also meets with the classroom teachers individually and discuss strategies for each ELL. There is a sign in sheet and an agenda that is provided along with PD materials. These documents are stored in a binder in the ELL office.
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.
The following professional development sessions have taken place or are planned for all teachers of ELLs including our ESL teacher and classroom teachers who service ELLs. These professional development sessions will serve to fulfill the 7.5 hour mandated training required. These professional development opportunities will be taking place during Chancellor's Conference Days and monthly faculty conferences.

- Using Data to Drive Instruction
- Differentiation
- Guided Reading
- Schoolwide Enrichment Model
- Independent Investigation Method

The ELL Teacher also meets with the classroom teachers individually and discuss strategies for each ELL. There is a sign in sheet and an agenda that is provided along with PD materials. These documents are stored in a binder in the ELL office.

A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition , including a focus on the best practices for co-teaching strategies and integrating language and content instruction

for ELL's. For ENL and bilingual teachers 50% of their PD time is towards language acquisition and content area instruction.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ESL teacher meets individually with parents of ELL's at least once a year, in addition to parent teacher conferences and initial parent orientations. This meeting is to discuss the goals of the program, the child's language development progress, English language assessment results, and language development needs in all content areas. This additional meeting includes the necessary staff to inform the parents about their child's language development. The meeting is conducted with a translator in the language of the parents preferred language. Attendance is recorded using existing procedures.

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.

During these parent meetings parents must sign in, take an agenda and copies of meeting materials. The ESL teacher retain copies of all paperwork in a meeting binder. This includes copies of letters, a log of parent phone calls, and the sign in sheet of in person meetings. During the meetings a translator is used via the Translation center or through available staff in the building.

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

The staff at P.S. 169 will continue to support parents of ELL students and offer counseling on a daily basis. ELL parents are invited to be part of the Parents Association. Parent workshops are offered for all parents with interpreters to support the monolingual parent. All school family activities are designed to include all parents of the P.S. 169 community. ELL parents will participate in literacy and numeracy workshops that are provided for the entire school.

- PTA Meetings - All parents are invited to monthly PTA meeting. Translators are available, making these workshops welcoming for ELL parents.

- Parent Workshops - All parents are invited to monthly parent workshops. These workshops are curriculum based. Translators are available, making these workshops welcoming for ELL parents.

A bilingual parent workshop is conducted to explain the NYSESLAT. The Parent Coordinator distributes study guides and various materials for use at home in English and their native language.

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

The school uses a translation service to translate documents and letters when necessary. With the help of Burger King and Barns and Noble, we are able to hold events at these two locations for ELL parents to come out and support their children and the school. The remainder is accomplished within the school with the assistance of the parent coordinator.

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

The needs of parents are evaluated through a survey and through dialogs with those who attend breakfasts and lunches that are held specifically for parents of ELL's. On-going phone and face-to-face meetings are held with parents throughout the year to address student achievement, concerns, and recommendations. Meetings are held on parent teacher days and evenings to discuss student progress. The parent coordinator is constantly communicating with parents of ELLs. We use tools such as E Chalk and our PS 169 website, which is interactive, to communicate with the parents. Through these tools, we are able to evaluate the needs of the parents. Our Parent coordinator Orit Foresta, is in constant communication with parents in the school. She makes herself present in meetings. During Parent Orientation parents fill out the Parent Selection Form and survey, this one we evaluate the needs of the parents.

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

A bilingual workshop is held to discuss any issues and questions that parents have. Some issues may include concerns regarding homework, assessments, afterschool programs and student progress. Parents are invited to attend ESL field trips. There is a parent-teacher organization. The Parent Coordinator is bilingual and reaches out to, and is available to ELL parents. Again, activities that parents are involved in are: Hat Making workshops, Bake sales, PTA Meetings, Pumpkin Parade, Boo Bash, Math Game Night in January, Open Night Mike at Barns and Noble, Burger King Night, Spring Carnival, and basketball games.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: #INGEST ERROR!	
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)
Vanessa Rosa	Principal		12/14/15
Jason Rivers	Assistant Principal		12/14/15
Orit Foresta	Parent Coordinator		1/1/01
Joycelyn Phipps	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Stephanie Garcia	Teacher/Subject Area		1/1/01
Speidah Steinhandler	Teacher/Subject Area		1/1/01
Leah Murray	Coach		1/1/01
	Coach		1/1/01
Yang Synn	School Counselor		1/1/01
Danielle DiMango	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q169** School Name: **The Bay Terrace School**
Superintendent: **DiMango**

Before you begin, please check the following:

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

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

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

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

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

P.S. 169 ACCESSES ALL INFORMATION BASED ON ATS REPORTS, EMERGENCY CONTACT CARDS, HOME LANGUAGE SURVEY
Every year a data report is created that is updated regularly with the languages that parents speak, by class and grade.

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

THE PARENTS PREFERRED LANGUAGES FOR BOTH WRITTEN & ORAL COMMUNICATION ARE ENGLISH, SPANISH, CHINESE , and Korean.

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.)

TO COMMUNICATE WITH ELL PARENTS WE USE SCHOOL MESSENGER TRANSLATED IN THEIR LANGUAGE, FLYERS WITH TRANSLATION, TESTING MATERIALS ARE ORDERED IN THE PREFERRED LANGUAGE, FAMILY HANDBOOK, AND SCHOOL LETTERS. Family handbooks are distributed at the beginning of the school year.

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.

FOR THE PARENT TEACHER CONFERENCES HELD IN NOVEMBER AND MARCH AND THE TWO CURRICULUM NIGHTS HELD IN SEPTEMBER AND JUNE, AND OUR EVERY TUESDAY DURING PARENT TEACHER TIME OUR ELL TEACHER MS. PHIPPS HAS PARENT APPOINTMENTS TO SPEAK WITH INDIVIDUAL PARENTS REGARDING ACADEMIC PROGRESS OF THE STUDENTS. THE GUIDANCE COUNSELOR ALSO HOLDS INDIVIDUAL MEETINGS WITH PARENTS. September 21, 2015 was curriculum night, November 5, 2015 was the Fall PTC conference, March 10, 2016 is the date for the Spring PTC, and June 8th will be the Spring curriculum night. Two weeks ahead of time, documents are sent to the Translation Unit for language translation of documents.

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.

FOR OUR HEARING IMPAIRED PARENTS WE ARRANGE ON-SITE TRANSLATION SERVICES FOR ALL EVENTS AND CONFERENCES USING THE TRANSLATION & INTERPRETATION SERVICE, ALSO WE USE THE SERVICE BY CALLING THE TRANSLATION DEPARTMENT TO COMMUNICATE BY 3 WAY PHONE CONVERSATION.

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.

FOR OUR HEARING IMPAIRED PARENTS WE ARRANGE ON-SITE TRANSLATION SERVICES FOR ALL EVENTS AND CONFERENCES USING THE TRANSLATION & INTERPRETATION SERVICE,

ALSO WE USE THE SERVICE BY CALLING THE TRANSLATION DEPARTMENT TO COMMUNICATE BY 3 WAY PHONE CONVERSATION.

Part D: Training Staff on Policies and Procedures

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

THE PARENT COORDINATOR SENT ALL STAFF MEMBERS AN EMAIL DESCRIBING THE TRANSLATION AND INTERPRATION DEPARTMENT , AND HOW TO ACCESS IT IF NEEDED. A professional development session is also created for the staff to train them on translation and interpretation services. During this meeting the staff receives the "I Speak,," card which includes the phone numbers for the Translation and Interpretation Unit.

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

We will use welcome poster and place it at the entrance of the building upon the arrival of parents. The Parents' Bill of Rights , Parents Guide to Language Access are given to parents. The Language ID Guide is placed at the security desk and in the main office,

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)

PARENTS FILL OUT THE SURVEY IN MARCH AND SURVEYS DISTRIBUTED FOLLOWING A WORKSHOP. A focus group is created with a mixture of parents from different cultures. This group will gather feedback and best practices from others parents in the community on how well we do as a school.