

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q173

School Name:

P.S. 173 FRESH MEADOWS

Principal:

MOLLY WANG

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Fresh Meadow School School Number (DBN): 26Q173
Grades Served: PreK-5
School Address: 174-10 67th Avenue, Fresh Meadows, New York 11361
Phone Number: 718-358-2243 Fax: 718-358-2989
School Contact Person: Molly Wang Email Address: MWang@schools.nyc.gov
Principal: Molly Wang
UFT Chapter Leader: Kathleen Muzyka
Parents' Association President: Italia Augienello
SLT Chairperson: Courtney Horan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street, Bayside, New York 11364
Superintendent's Email Address: DGiunta4@schools.nyc.gov
Phone Number: 718-631-6943 Fax: 718-631-6996

Borough Field Support Center (BFSC)

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

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Molly Wang	*Principal or Designee	
Kathleen Muzyka	*UFT Chapter Leader or Designee	
Italia Augienello	*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	
Lucy Yang	Member/ Parent	
Simone Vega	Member/ Parent	
Robin Feldman	Member/ Parent	
Fotoulla Katehis	Member/Parent	
Thomas Wiecezak	Member/Teacher	
Courtney Horan	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dana Cheshire	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 173 Queens, a 2011 National Blue Ribbon School in District 26, Northeastern Queens, is a PreK-5 school, serving over 960 students this school year. Twelve percent of the student population are English Language Learners (ELL) and 16% have Individualized Education "Plan (IEP)". We are also the first and only school in our District to offer a Mandarin Dual Language Program since September 2008. One of the reasons for the inauguration of this program was parent choice and our effort in supporting our School Mission. One of our core beliefs is to educate and prepare our students through increasing the opportunity for them to become productive, humane, thinking citizens in our society. Learning a foreign language is one such opportunity. We will be graduating our 7th Dual Language Class this year.

The mission of P.S. 173Q is to foster an environment where children will be engaged in their learning, building on background knowledge and enhancing new learning to connect to life experience. It is our mission to provide instruction at every child's level by teachers who will have ample opportunities to professional learning where they will hone their instructional practices. Our vision comes full circle with the school partnering with parents and the community to make decisions impacting on student learning.

We are also a school with very diverse learners. While the vast majority of our children are English language proficient, many still face the challenge of reading at level. Data show that the majority of these same students are new admits and/or transfers from another school. Services for these children include early intervention with a Reading Recovery teacher and/or Response to Intervention (RTI) Staff. On the intervention continuum are Speech, SETSS and ELL services that are provided throughout the grades. As well, we have Self-contained programs from K-5 and Integrated Collaborative Team (ICT) teaching from K-5, another way we respond to and ensure that all students have access to an engaging, rigorous and coherent curriculum that meets their varied needs.

PS173 has a strong culture of trust and respect – trust between students and students, students and teachers, teachers and parents and teachers and administration. Administration nurtures the professional growth of staff, providing time, resources and knowledge for learning. Hence, we see and feel an environment where children want to come to school, feel safe and cared for. All these go into building a collaborative and supportive environment for everyone.

Although our children love to read and write, as a school, we have created other venues for them to grow holistically.

We have a robust health and physical education program that gives the children another leverage to be an active participant in the classroom. This same program also encompasses our Student Basketball and Cheer Leaders Teams.

Our children's expressions of talent are also found in the Arts, visual and performance. PS173 has won the Morgan Library and Museum Writing Project competition in the last four years. Other visual art awards place our student work side by side with world famous artists in the Metropolitan Museum of Arts, in the State Capitol and at Tweed. Our students have "voice" at Student Government meetings, Book-of-the Month and the Kids Care Club. Other student activities organized with the help of our Parent Coordinator, are the School Band, Violin and Glee Club.

Our Science program has been "Into the Woods", a program where science teachers study the eco-system by going into the woods on certain weekends and bringing the learning into the classrooms. This year one of our fifth grade classes was selected to participate in the "Budding Scientists" program. This is a program that brings elementary school teachers and their students together to explore New York City (NYC)'s ecosystem both in the classroom and in the urban environment. Through investigations of NYC's natural habitats and resources, our students questioned, observed, researched and conducted experiments to gather information about NYC's natural environment. Our students presented their findings at the STEM Matters NYC 2015 Research Symposium.

Two areas we will be working on next year under professional learning are, one, to improve and strengthen our intervention program in the early grades. Our goal here is for every first grader to enter second grade reading and writing at proficient or above level. One way to address this need is to revisit the AIS/RTI Inquiry Team's work. The second area is reflected in our last Quality Review – 2.2 calling for aligning assessment to curricula. Our goal here is to increase common assessments for all content areas so that teachers have relevant student data to work with.

Our instructional focus is to continue to improve and support teachers in component 3C – Engaging students. Data from the ADVANCE teacher observation and evaluation chart show a slight dip in this area of instruction. Professional Learning on engaging students started in June 2015 and will be on-going during the 2015-16 school year. Like all great schools, student achievement is at the core of our work. As we strive to bring all students to their full potential, we are cognizant of how critical the roles parents play in building a supportive school environment and strong family-community ties. We continue to reach out to our parents and communities helpers to build and encourage their participation in forming partnerships with our school.

26Q173 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	965	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	0.3%	% Attendance Rate		96.5%
% Free Lunch	44.9%	% Reduced Lunch		14.9%
% Limited English Proficient	11.0%	% Students with Disabilities		13.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		1.4%
% Hispanic or Latino	10.5%	% Asian or Native Hawaiian/Pacific Islander		59.7%
% White	26.9%	% Multi-Racial		1.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	60.1%	Mathematics Performance at levels 3 & 4		76.6%
Science Performance at levels 3 & 4 (4th Grade)	96.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

After reviewing our Measures of Student Learning (MOSL) data from Teachers College Reading Writing Project (TCRWP) running records from November 2014 to June 2015, we found that 68% of students in general education meets or exceeds benchmarks as indicated on their running records. In addition, 12% of Students with Disabilities (SWD) are at or above benchmark levels as measured by TCRWP running records.

With targeted professional development from our Special Education Consultant and literacy staff developers, teachers and paraprofessionals will be trained and supported to work with SWD's. Likewise, parent workshops on these same topics will be conducted to enable parents to support their children at home.

Part 2 – Annual Goal

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

By June 2016, with targeted professional learning and parent workshops specific to English Language Arts (ELA), 20% of students with disabilities will achieve benchmark level as measured by TCRWP running record assessment results.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Administrators and TCRWP staff developers will design professional learning specific to teachers of SWDs to increase comprehension necessary for each band of levels. Workshops in Guided Reading and strategy group work will be conducted by TCRWP staff developers with paraprofessionals.	All Teachers and paraprofessionals	September 2015 to June 2016	Administrators, TC Staff Developers
Special Education Consultant will work with special education teachers to identify and implement teaching structures suitable to the needs of students, strategies to assist students with sight words and comprehension, generating and organizing ideas using Thinking Maps, and supporting paraprofessionals in taking an active role in small group instruction.	All Special Ed Teachers and paraprofessionals	September 2015 to June 2016	Administrators, Special Education Consultant
Teachers will use data from I Ready diagnostic program for reading which will pinpoint students' needs to sub-skills to inform instruction to target specific skills and strategies to increase comprehension. Classroom teachers will work collaboratively with service providers to support students.	Teachers Grades 2-5	September 2015 to June 2016	Administrators and Data Specialist
Parent workshops for Student With Disability (SWDs) will be held bi-monthly to inform parents of strategies to assist with sight word recognition, increase comprehension, higher level questioning strategies to include inference work and student self-monitoring.	Parents and teachers	September 2015 to June 2016	Administrators, Parent Coordinator, Special Education Liaison

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Special Education Consultant • Teachers College Reading Writing Project (TCRWP) Staff developers • I Ready Diagnostic Assessments
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	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>TCRWP running records will be administered four times throughout the year to monitor progress.</p> <p>I Ready Diagnostic assessments will be administered three times during the year to monitor progress.</p> <p>By the end of February 2016, there will be a 10% increase in students with disabilities achieving benchmark levels as measured by TCRWP running records.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

	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.

Based on the Advance NYCENET data for 2014-2015, it is evident that there are inconsistencies in Component 3C: Engaging Students in Learning which indicates that teachers are developing their understanding of the work needed to intellectually challenge students through well-designed rigorous tasks that require complex thinking.

The data results are as follows:

-2% Ineffective

-11% Developing

-57% Effective

-29% Highly Effective.

Based on the School Quality Guide and as a result of the Quality Review conducted in 2014, it is evident that our students are “exceeding” target in the areas of Student Achievement and Closing the Achievement Gap.

The area of need is as follows:

- Student Progress “meeting” target

The recommended area for focus was curricula-aligned assessment practices that will inform instruction and shift classroom practices in order to move students towards meeting the CCLS.

Part 2 – Annual Goal

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

By June 2015, 80% of teachers will have demonstrated an increase in at least 1 proficiency level in Domain 3 (Instruction), Component 3C (Engaging Students in Learning) as measured by the use of the Danielson Framework when conducting formal and informal observations documented in the ADVANCE system and as a result of teacher collaboration study groups .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School Administrators will conduct meetings with teachers during the Initial Planning Conference (IPC) to discuss expectations for high standards in every classroom, our school-wide Instructional Focus, and goals for the year around the areas of designing coherent instruction to incorporate rigor and increase engagement.</p>	<p>Teachers in grades K-5 Cluster teachers / Service Provider</p>	<p>September 9, 2015- June 28, 2016</p>	<p>Principal and Assistant Principals</p>
<p>All teachers will be immersed in a series of Professional Learning sessions and study groups during the 80 minutes on Mondays. The topics will focus on customizing curriculum that is already Common Core aligned in order to embed intellectually challenging activities and develop critical thinking skills in all students. In the weekly prep schedule each grade will have a common planning meeting time built in.</p>	<p>Teachers Paraprofessionals Service Providers</p>	<p>September 22, 2015- June 21, 2016 Total of: 34 Mondays</p>	<p>Principal, Assistant Principals and Professional Learning team</p>
<p>All teachers will be provided with actionable and timely verbal/written feedback that will be aligned to the Danielson rubric. In addition, they will receive next steps, opportunities for inter-class visitations, mentorship and professional articles to help improve instructional practices towards growth in rigorous student engagement.</p>	<p>All Teachers</p>	<p>September 9, 2015- June 28, 2016</p>	<p>Principal, Assistant Principals</p>
<p>All teachers will work closely with the Parent Coordinator to provide the parents with differentiated parent engagement sessions to address specific needs of their individual children. In addition, there will be one-on-one or targeted group meetings during the 40 minutes on Tuesdays for parent engagement in which the teachers will discuss instruction and strategies / tools for parents to increase engagement at home. Through this collaborative work we intend on strengthening the mutual trust.</p>	<p>All teachers, Parent Coordinator, School Counselor, Service Providers</p>	<p>September 16, 2015- June 22, 2016 Total of: 35 Tues.</p>	<p>Principal, Assistant Principals and Parent Coordinator.</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.

- Professional Learning annual action plan
- Professional Articles: subscription to Marshal Memo, edutopia.com, neatoday.com, ascd.org
- Professional Learning videos: on Advance, EngageNY, TC website, PD360
- Substitute Coverages for interclass visitations
- Professional Books for Book Clubs
- Monthly meetings with the Professional Learning Team
- Weekly Prep Schedule will include a common planning period
- Bi-monthly meetings with the grade level leaders

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

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

Part 5 – Progress Monitoring

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

The overall cycle and anticipated benchmarks for the Danielson observations are as follows:

11/25/15: 25% completion

01/28/16: 41% completion

03/31/16: 78% completion

05/26/16: 100% completion

By mid-February, there will be a 40% increase in the observation ratings for Component 3C - Student Engagement.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Educational research shows a positive correlation between effective parental involvement and student achievement. Only when parents are “educated” in and informed by schools will they be able to assist their children. In that vein, we actively seek the participation of our parents at PTA meetings where we do the vast majority of our sharing and community outreach. Parent attendance and participation for School Year (SY)2014-2015 is less than 10% of the student population. From the Parent Coordinator’s feedback, we surfaced the need for more workshops touching on learning across the grades as well as more student participation at these meetings. In order to increase parental involvement we will survey parents about the time and topics of interest that best suit them. Additionally, we will involve more Staff members and students at future PTA meetings.

Part 2 – Annual Goal

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

By June 2016, attendance at PTA monthly meetings will improve by 10% over the SY2014-2015 attendance as measured by School Survey, increased in the number of parent-planned events, Parent Coordinator’s exit tickets and PTA sign-in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Administrators and Staff will conduct ongoing workshops starting in early September to communicate and explain school's expectations of student learning and achievement in the various subjects in addition to sharing The Framework for Great Schools and revisit our School Mission .	All parents	September 2015 through June 2016	Administrators, District Parent Advocate, Parent Coordinator, TC Staff Developers and Teachers
Parent Coordinator, Social Worker and Guidance Counselor will present workshops at PTA meetings on topics such as "How to help your child study", "When your child says 'No' ", "How to talk so your child will listen, and how to listen so your child will talk" and "Transitioning into a new grade" and other parent skill training.	All Parents	September 2015 through June 2016	Administrators, District Parent Advocate, Parent Coordinator and members of the School- based Support Team
To build trust, respect and stronger ties, workshops for school Staff conducted jointly by parents, teachers and community members will provide an understanding of the different cultural practices around the school, and increase in parent participation in PTA events.	Parents and Staff	September 2015 through June 2016	District Parent Advocate, Parents, Community leaders, Parent Coordinator and Staff.
Acknowledge and celebrate student achievement and success such as Citizen of the Month, Talent Show, Spelling Bee, debaters and other such event at PTA meeting in addition to inviting community talent such as a florist, dancer, chef, performer and safety personnel (Firemen ,Cops & Health Care Providers) to share expertise.	Parents and Staff	September 2015 through June 2016	Teachers, Students, Administrators, Community Workers

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.
- Parent Coordinator, Teachers, Administrators, CBO, District Parent Advocate ,students and Community partnerships such as St John's University, Queens College, New York University, Teachers College and Fresh Meadow Homeowners Civic Association. - Supplies and books for workshops
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

By February 2016, attendance at PTA meeting will have increased by 10% as measured by the September, October, November and January'16 sign-in sheets and Parent Coordinator's exit ticket.

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)	*Students reading at or below at level 2 as determined by their running records. *Students who are level 1 in writing as determined by daily class work.	*Reading Recovery *Foundations *Repeated reading	*Small group, tutoring and one on one.	*During school.
Mathematics	*Pre and post tests *Exemplars	* Envision * Teacher created materials	*Small group	*During school
Science	*Pre and post unit tests.	*Teacher created materials aligned with State Science Scope and Sequence.	*Small group	*During school
Social Studies	* Students reading at or below a level 2 in the content area, and struggling in project-based research/report.	* Interactive writing	*small group	* During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	*Teacher and Parent recommendations resulting from home or school incidents.	None	*One on one or groups	*During school

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) PS173Q

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. PS173Q, 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. PS173Q 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) PS173Q

PS173Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS173q</u>	DBN: <u>26Q173</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: The majority of ELLs at PS173 are in Kindergarten, 1st and 2nd grades. Based on the Chancellor's vision in building a strong foundation of learning in the lower primary, we are taking the initiative of servicing our K-2 grade ELL as our priority. The results from the survey sent to ELL parents in grades K-2, indicated that the preference is for a supplementary program on Saturday morning (9-12 noon) starting October 25 through May 30, 2015. From the classroom and ELL teachers point, K-2 ELL identified for the supplementary program will benefit from:

1. A program where there's an abundance of speaking opportunities as well as multiple opportunities for the students to listen to English language native speakers model the language in such activities as Read Aloud and Shared Reading. Teachers will use ELL methodology such as TPR, visual, music, plays and Big Book reading. Some materials recommended for the program are: Steps to Literacy - "Eyewitness Readers" level 1-3; National Geographic news, Rigby Lighthouse Guided Reading sets and Non fiction sets by Joy Crowley (Shared Reading sets). Suggestions for the 3- hour program schedule tentatively reads:

9-9:30 Morning routines with greetings, calendar, reviews of previous lessons using chants, echo read, TPR and music.

9:30 - 10:15 Shared Reading and writing/ phonics, foundations, and other small group work.

10:15 - 10:30 Snack/PE

10:30-11:30 Learning centers alternating with neighborhood walk to bakery, fire house and supermarket.

11:30-12 Read Aloud

2. This year we are focusing on building vocabulary in the content area in grades K-2. This is also true for English-proficient students in the Dual Language program. This program will build on student's knowledge in social studies, science, PE and the Arts to increase vocabulary learning even further.

Teachers will plan trips around the neighborhood, invite parents of ELL students as speakers on related topics as well as working on hands on activities such as cooking and dancing. Teachers will also assess for growth in student language acquisition using leveled books and teacher created assessment.

In order to maximize and move ELL learning in writing and content knowledge, these students will get at least an hour of writing instruction during the 3-hour program. The language of instruction will be English supported by the use of either Chinese or Spanish with some students. All ELLs will be using computer/notebook as part of their learning.

Part C: Professional Development

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

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

Begin description here: It is the belief of our school that the success of ELLs is the responsibilities of ALL teachers, not just the ESL or bilingual teachers. As a result, all teachers must be able and willing to serve this population as best they can. This year as part of the Monday 80-minutes professional learning,

Part C: Professional Development

173 has incorporated a study group on "Tips for working with ELLs ". This is a 3-session workshops for all teachers conducted by 2 ELL teachers (Chang Pei yu and Joanne Wang) and a general education teacher (Terry Maillard). Topics include:

1. Cultural understanding of ELL background.
2. Strategies to incorporate the BICS and CALPs into their daily instruction.
3. The essentials of teaching writing to a beginner ELL.
4. Techniques to use when differntiating instruction and incorporate CCLS into ESL instruction.
5. Strategies to use in planning content teaching for ELL.

Network 205.2 has scheduled PD for its principals with Consultant MaryAnn Cucciara. PS 173 will send 3 ELL, 2 Dual Language teachers with the principal, and has agreed to be the ELL Labsite for the Network's ELL training program. Additionally, the Network ELL Achievement Coach has scheduled monthly visits to work with ELL and general ed. teachers in the building to strengthen services to ELLs. Teachers will also attend workshops given by OELL, Cluster 205 and NYS TESOL as well as National TESOL pending availability of funds.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Starting in September, our Parent Coordinator and administration have planned several workshops throughout the year for ELL parents. Parent workshops varied in time, topics and presenters. Workshops are scheduled for early morning hours (8-9:30 a.m.), evening hours for working parents (7-8:30 p.m.) and on Saturday morning in conjunction with PTA weekend activities such as "It's my Park Day". Presenters are Administrators, parents from PTA Executive Board, Parent Coordinator, School Nurse, teachers and members of the Community Based Organization. ELL parents will get an invitation (translated into their Native language) 2-3 weeks before the workshop to inform them of the upcoming event.

Some topics we plan to organize workshops around are:

1. "Helping your students with homework"
2. Reading and understanding Student Report Card and asking smart questions at Parent Teachers Conference
3. "School-wide activities and your participation".

Since many of our parents are new immigrants, there is a need for workshops that deal with understanding the City public school system to understanding the Mission Statements of PS173. After each workshop, all attendees will be given an evaluation form to rate the workshop, as well as give feedback on other matters of interest for future workshops. We will continue to monitor ELL parent needs through meetings and looking at their requests for assistance. We continue to involve these parents in their children's education by organizing trips that involve parents. At the same time, we will provide translation and interpretation assistance with all school matters.

Part E: Budget

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

Allocation Amount: \$13868

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$13,761.36</u> <u>Direct instruction - Four teachers and one administrator</u>	<u>\$13,761.36</u> <u>18 sessions x 3hours per session=54hours x 4 teachers =216 hours total</u> <u>216 hours x \$50.50= \$10,908</u> <u>18 sessions x 3 hours per session = 54 hours x 1 supervisor = 54 x 52.84=\$2,853.36</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>N/A</u>	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	<u>N/A</u>	<u>N/A</u>
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>\$106.64</u>	<u>\$106.64</u> <u>Supplies and food for 2 parent workshops</u>
TOTAL	<u>\$13,868</u>	<u>\$13,868</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 26	Borough Queens	School Number 173
School Name The Fresh Meadow 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 Molly Wang	Assistant Principal Denise Gilrane
Coach Kathleen Muzyka	Coach Kathleen Muzyka
ENL (English as a New Language)/Bilingual Teacher Joanne Wang	School Counselor Aimee Winick
Teacher/Subject Area Joanna Cheng/ENL	Parent Debbie Chow
Teacher/Subject Area Terri Maillard/ELA	Parent Coordinator Jean Mendler
Related-Service Provider Terry Hornug-Rudolph/OT	Borough Field Support Center Staff Member Ying Ying An
Superintendent Danielle Giunta	Other (Name and Title) Odalis DeJesus/Asst. Principal

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	8	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	6
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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	955	Total number of ELLs	178	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin
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		1	1	1	1	1								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	178	Newcomers (ELLs receiving service 0-3 years)	170	ELL Students with Disabilities	28
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL	34	0	0	2	0	0	0	0	0	0	0
ENL	136	0	25	6	0	3	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

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			6	24	5	19	12	17	5	22	8	24							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>99</u>	Number of students who speak three or more languages: <u>2</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	1	4	4	5								0
Chinese	14	18	21	21	13	7								0
Russian		2		3	2	3								0
Bengali				1	1									0
Urdu														0
Arabic						1								0
Haitian														0
French														0
Korean		2	2											0
Punjabi			1											0
Polish														0
Albanian														0
Other		1	3	2		2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	8	6	4	3	1	7								0
Emerging (Low Intermediate)	2	1	1	2	0	0								0
Transitioning (High Intermediate)	6	1	1	1	0	2								0
Expanding (Advanced)	3	16	8	12	5	3								0
Commanding (Proficient)	0	8	20	24	19	14								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	8	20	24	19	14								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3		6		11		5		0
4	3		8		4		7		0
5	0		4		1		2		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		5		6		11		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	1	3	4	4	11	17	17	0

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.
 Our school uses the Teacher's College Reading and Writing Program to assess the early literacy levels of our ELLs. The data shows what reading levels the children have accomplished. This assessment is performed at four different periods throughout the year. According to the data, the ELL average reading level as of September 2015, was around a Level 1 .
 -56.06% of ELL students are reading at a Level 1
 -30.30% of ELL students are reading at a Level 2
 -10.61% of ELL students are reading at a Level 3
 -3.03% of ELL students are reading at a Level 4
 One trend that is very evident from the spring 2015, 56.72% of ELL students made no change in their reading levels. These students consisted mainly of Kindergarten and First Grade students. From the June 2014 to September 2015 assessment, 40.2% made no change in their reading levels, while 4.02% have regressed in their reading levels over the summer.
 This information can help our school's ELL progression by looking into ways to help our ELLs' reading practices and strategies improve. Strategies need to be improved especially at the end of the year in order to maintain or increase their reading levels over the summer. This would amount to a strong effort to reduce the amount of students who regress from the June assessment to the September assessment. Although it is not uncommon for students to drop in their reading levels over the summer, it is highest among ELLs. One strategy to reduce the extent of regression would be their attendance in summer school programs in addition to increased parent support for students to read more over the summer months.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After examining the data across all grade proficiency levels, it is evident that it takes longer for ELLs to achieve higher proficiency levels in the domain of reading and writing than it does in the domain of listening and speaking. The data patterns reveal that at the lower grades (K-2) there are more students in the Entering and Emerging levels of proficiency. As the students progress through the grades their level of proficiency increases. For the most part, the exceptions to this are students who are newcomers at any grade level or SWDs who remain at the same proficiency level or move more slowly in their progression.

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

NYSESLAT modalities revealed that students in grades K-2 (less than 3 years of ENL instruction) lack listening and speaking skills in their native and English language. The instructional goals for these students is to speak, and have conversations in the English language. In grades 3-5, based on data, the focus is reading and writing. This includes sentence structure, grammar and using text based evidence.

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?

In the primary grades where the students are assessed for reading level and comprehension, there is a pattern of English as a New Language learners scoring one to two levels below the general population of students. This is because these ELLs are just beginning to acquire the new language. Likewise in the upper grades, the same scenario is true of newcomers.

This school does not use the periodic assessment tool, but teachers continuously confer with ELLs on a daily and weekly basis, and using these formative results adjust their lesson plans to meet the needs of ELLs. Whenever applicable, ELLs first language will be used to access comprehension and other skills.

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](#).]

Based on proficiency level in the lower grades, the focus is on speaking and listening by providing authentic learning context. Visuals such as videos and pictures are used to guide instruction. In the upper grades the focus is on reading and writing by carefully choosing texts which are compelling, complex and rich with vocabulary while providing scaffolding support. We preview vocabulary, reconstruct sentences and provide language structures for them to use when they write about what they read.

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

To ensure that a student's second language development is considered in instructional decisions, planning includes scaffolding, the use of visuals using TPR (total physical response).

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?

The first grade EPs are assessed in their target language, Mandarin, using a 150 word assessment list, similar to that used by their common branch teacher to assess their reading progress in English. If they know less than 50 words they are given Better Chinese books to read; if they know more, then they are given higher level books for independent reading.

The second, third, fourth and fifth graders are assessed in Chinese using teacher made materials , grade /content appropriate materials that are similar to the Teachers College running records. The teacher has the children read aloud and then asks questions to assess comprehension.

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

Success is evaluated by ongoing observations, performance on ELA and NYSELAT, and also by their ability to answer the questions from the authentic texts. Another consideration is how much growth is achieved by students from the instruction of content knowledge.

Part IV: ELL Identification Process

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

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

The first step in the initial identification of ELLs is to administer the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and the

interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

The completed HLIS form is then placed in the student's cumulative file and remains a part of the student's permanent record. If the student's home language is English, the ELL Identification Process ends at this step. If the student's home language is not English, we administer a more in-depth interview with the student, and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility. A licensed pedagogue will then interview the student in both English and the home language. Based on that information we determine eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step. If the student is eligible to take the NYSITELL, we administer it. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment and we get the results to determine ELL status. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language).

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are then administered the Spanish LAB during the same 10-day testing window.

The trained pedagogues are: Joanne Wang (ESL/Dual Language teacher, fluent in Chinese), Ligia Hanc (ESL teacher, fluent in Spanish), and Rhea Newman (ESL teacher).

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).

We determine SIFE status at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling then we administer an oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment.

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

The first step for identifying ELL students entering the school with IEPs is based on the determination of the Language Proficiency Team (LPT). Our LPT is comprised of: Denise Gilrane (Assistant Principal), Rhea Newman (ESL teacher), Courtney Horan (Special Education coordinator), and the parent or guardian of the student. If necessary, a qualified interpreter or translator of the language the parent or guardian best understands, is also in attendance at each meeting of the LPT. The LPT determines whether the student should take the NYSITELL based on the evidence of the student's English language development, including the student's history of language use in the school and home or community, and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a decision as to whether the student may have second language acquisition needs or whether the student's disability is the factor affecting whether the student can demonstrate proficiency in English.

If the LPT determines that the student may have English language acquisition needs, the student then takes the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

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.

The ESL teachers ensure that entitlement, non-entitlement, and continued entitlement letters are distributed and that Parent Survey and Program Selection Forms are completed in their native languages and returned to the school within the required time limit. If a parent fails to return the program selection form by the return date indicated, a second form is sent home. If the second form is not returned on time, the placement instructions on the form regarding placement in such instances are followed. Every effort is made to translate all oral and written information provided, including the distribution of a brochure in the appropriate required languages. If their choice is a program we do not currently have (i.e. TBE) we explain that we can help them find a school that has that program, or they can remain here and choose from one of our available programs.

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

Parents are made aware of their right to appeal ELL status within 45 days of enrollment in the entitlement letter they receive after their child is determined to be an ELL. The Re-identification Process is completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. If we receive a request to initiate the Re-identification Process then we follow the guidelines outlined in the ELL Policy Reference Guide.

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.

Once a student is identified as an ELL through the results of the NYSITELL, we send home an entitlement letter and invite the student's parent or guardian to come to the school for a parent orientation. At that time, we show them the video (in their preferred language) explaining the 3 different choices available to their child. After viewing the video, the parents are given the parent survey and program selection form. We then explain which programs are available in our school and what their options are if they prefer a choice not offered here. After they complete the survey, we give them the Parent Guide to English Language Learners, in their language preference, for them to take home. If a parent does not show up at the designated appointment time, then we follow up with a phone call to make arrangements for them to come in at a more convenient time for them. If they don't respond to attempts to reach them, then we send a letter home stating that the default program in our school is the Freestanding ENL/ESL program (since we don't have a bilingual program in our building) and that's the program their child will be enrolled in.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
(See response to question 6) Once the Parent Surveys and Program Selection forms are collected, they are kept in a secure file in the ENL department.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. We give out the Parent Survey and Program Selection form and help the parent or guardian fill it out when they are here to view the orientation video. By doing that we can keep track of which families (on an excel spreadsheet) have not come in and therefore have not completed or returned the form. (See question 6 for steps taken to monitor the completion of the forms.)
9. Describe how your school ensures that placement parent notification letters are distributed. Once we have the results of the NYSITELL, a letter indicating the child's placement is sent home to the parent or guardian with the student. The letter is in the family's language preference. The letter has a tear off on the bottom indicating that the parent received the information about the placement which is returned to the ENL department. We then check off on an excel spreadsheet the tear offs that are returned so that we can follow up with the families of students who do not send back the acknowledgment.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The HLIS original forms are put into the individual student's permanent record folder. The ENL department retains a copy of all the HLIS forms in a secure file cabinet. A copy of the HLIS is also kept in the main office with the school secretary. We have a computer excel file that indicates that each student has had a letter of entitlement, continued entitlement, or non-entitlement sent home and then we check off when the tear off is returned to keep a record of the correspondence.
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.
In the spring a RLER report is generated to identify those students eligible to take the NYSESLAT. For those eligible, we schedule and administer the NYSESLAT in accordance with the DOE timeframe, testing guidelines and procedures. The Speaking section is scored as it is administered. Upon completion, the tests are packaged and delivered as per directions provided in the test administration manual and all relevant memoranda. The teachers administering the tests are the licensed pedagogues in ENL department: Joanne Wang, Rhea Newman, Ligia Hanc, and PeiYu Chang.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teachers ensure that continued entitlement letters are distributed by sending them home with the student in their folders that get checked every night by the parent. If the parent does not respond (in the form of the tear off on the letter) then a letter is sent to the house. If there is still no response then a phone call is made by a pedagogue who speaks the preferred language of the family.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Upon review of the Parent Survey and Program Selection forms of the past few years, the trend presented is that the vast majority of parents prefer our Freestanding ENL program (90 + %) with occasional requests for Dual Language. This year 23 of 28 parents chose Freestanding ENL; the other 5 chose Dual Language. Therefore, our program models offered are quite well aligned with parent requests. We currently have a Dual Language class on five of our six grade levels, which basically accommodates the requests made for that model.

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.

At PS 173 we utilize two programs to provide ENL services in the most effective formats possible for our students. These include the Freestanding ENL program in grades K-5. The services the students receive will vary according to their mandated requirements. We also have a Dual Language program on each of grades one through five.

In the Freestanding ENL program the stand alone model is instruction designed to develop English language skills so that students

can succeed in core content courses. The stand alone model is provided to students who are at the Entering and Emerging levels. The

students are pulled out of their classroom for 180 minutes and are grouped by proficiency levels. These students also receive an

additional 180 minutes of integrated ENL instruction.

The integrated ENL model is instruction to build English language skills through content area instruction. This model is provided to

students who are at the Transitioning and Expanding levels. They receive 180 minutes of this model of instruction. In our school it is

provided by either a teacher who is dually certified (ENL and a content area) or co-teaching (pushing in) by a certified ENL teacher

and a certified content area teacher. In the integrated model the students are in the same grade but may be at varying proficiency

levels. Both methods of integrated ENL instruction include content area subject matter and English language development using ENL

strategies. We also provide all former ELLs up to 2 years after exiting ELL status 90 minutes of integrated ENL.

- b. TBE program. *If applicable.*

The TBE program is not offered in our school.

- c. DL program. *If applicable.*

The Dual Language program provides instruction in reading, writing, math, and social studies in English for half of instructional time and in Chinese (Mandarin) for half of the instructional time. The instruction taught in the English portion of the Dual Language program provides the mandated integrated minutes for the ELLs in the class.

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)?

To ensure that the mandated number of instructional minutes are provided according to proficiency levels in each program the ENL teachers plan their schedules according to the individual mandated times for each ELL student. We provide a combination of stand alone and integrated ENL instruction in order to make sure that each student is receiving at least the minimum amount of services required by the state. Those requirements are:

Entering: 180 mins. stand alone and 180 mins. integrated

Emerging: 90 mins. stand alone and 180 mins. integrated and 90 mins. either stand alone or integrated

Transitioning: 90 mins. integrated and 90 mins. either stand alone or integrated

Expanding: 180 mins. integrated

Commanding: 90 mins. integrated

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.

Content area instruction is aligned with the CCLS and taught to ELLs using a variety of ENL methodology. Academic language and content area vocabulary are developed concurrently with linguistic instruction. ENL teachers use the Scope and Sequence in Social Studies and Science to align ENL instruction with content area instruction. ENL teachers use multiple entry points when teaching groups with varying proficiency levels in order to differentiate the lessons to meet individual student's needs. ENL teachers are trained in Maryann Cucchiara's method of teaching ELLs by using complex texts and sentences to teach content and academic vocabulary simultaneously with grammar. We also use National Geographic's REACH program which also imbeds language structure and content into one program. Both REACH and Maryann Cucchiara's programs have a strong emphasis on non-

fiction reading and writing and are aligned with the CCLS. We utilize other TESOL techniques such as Total Physical Response and the use of visuals help students to conceptualize the information they need to learn. Classroom teachers scaffold academic language in order to support student participation in content area lessons. Comprehension is enhanced through the use of technology, especially the SMARTBoard. There is ongoing articulation between the classroom and ENL teachers in order to provide simultaneous support. Classroom teachers receive training and support throughout the year to enrich their knowledge of ENL methodology in order to further second language acquisition.

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

Not applicable

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year in a variety of ways.

In the beginning of the school year we look at the breakdown of scores on the 4 modalities of the NYSESLAT that was administered in the previous Spring. Based on these scores we can see where the strengths and weaknesses lie in our current ELLs. We use this data to drive our instruction. Throughout the year we use a variety of assessments including pre and post assessments, and informal and formal assessments. Some of the assessments are teacher made that are tailored to the specific unit or lesson being taught. Others are assessments made by the programs we use, such as the REACH program. We include the different modalities throughout these assessments to ensure that we are getting an accurate evaluation of the student's growth and needs areas. The students are informally assessed continuously and formal assessments are administered at the end of each unit of study.

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

We differentiate instruction for our ELL subgroups in the following ways:

a) SIFE: Although we do not presently have any SIFE students, if we did we would give the NYSITELL and upon findings formulate a

student specific plan for intense support. Being at least two years behind academically we would focus on the skills of language

acquisition in an authentic learning environment. ENL teachers would work very closely with classroom teachers to provide intensive

instruction with all ENL teaching strategies and scaffolding.

b) Newcomer: ELLs who are new to the country need intensive instruction in all modalities. During the stand alone component of

instruction there will be more emphasis on grammar and sentence structure. During the integrated component, the ENL teacher who is

pushing in can pull a small group of newcomers and scaffold the content and vocabulary being taught in the classroom. One example is by using visuals and linguistic frames to make the content more accessible.

c) Developing: ELLs in school less than three years but more than one will have to take the ELA. Therefore, vocabulary, grammar,

reading, and writing skills will be emphasized. ENL Teachers use on-line ENL interactive learning programs to familiarize them with

the type of questions they will encounter on the ELA. Both standalone and integrated instruction will reinforce their content and language learning at their respective grade levels.

d) Long Term: Students receiving service for 4-6 years will usually show evidence of a particular area of need that is preventing

them from passing the NYSESLAT. We provide intensive focus on those areas including but not limited to the provision of ENL support beyond their mandated requirements. We also recommend that they attend our afterschool ELA test preparation club.

e) Former ELLs – up to 2 years after exiting ELL status: Former ELLs in our school will receive 2 years of support services. They will

receive 90 minutes of integrated ENL instruction to provide additional support. In addition, they will receive testing accommodations

for 2 years after passing the NYSESLAT.

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

We have not had any requests for students to be re-identified as ELL or non-ELL so far, but if we received a request from a parent we would follow the steps outlined in the ELL Policy and Reference Guide for Re-Identification of ELL status. The process would be followed and managed by a qualified and trained pedagogue (Joanne Wang or Rhea Newman). We would ensure that academic progress is not adversely affected by working with the classroom teacher and ENL teacher to make them aware of the re-identification. For a student who is re-identified as a non-ELL, the classroom teacher would continue to monitor the students English language acquisition and use scaffolding strategies to give extra support where necessary. For a student re-identified as an ELL, the ENL teacher would pull out or push in to work with the student to make sure that their academic progress has not been affected.

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?

Special education and ENL teachers, as well as service providers, employ a vast array of instructional strategies and grade level materials to both provide access to academic content areas and accelerate the English language development of ELL-SWD students.

In math, differentiated workbooks are used to provide different approaches to master topics, along with manipulatives which provide for hands-on and visual practice. Curriculum software programs projected from Smartboards facilitate interactive learning and foster increased student engagement. Grade level literacy units of study and lessons, along with comprehensive classroom libraries including numerous picture books provide materials appropriate to meet diverse interests, learning styles and ability levels, as well as IEP goals.

Decoding and word work is supported by highly effective programs such as Words Their Way, and listening centers work on matching print to speech. Social studies materials include geography packets with visual cues, Scholastic News on Smartboards,

picture cards and vocabulary. Science involves hands-on, multi-sensory inquiries and includes review and repeated activities when

required. Technology provides access to Brainpop, My Capstone Library, and a variety of interactive reteaching and engaging activities.

Speech teachers provide valued support to classroom instruction in many manners. Vocabulary intervention takes the form of three

tiers: tier 1 is commonly used words, tier 2 is highly functional, and tier 3 focuses on content area words. They use wordless books

with pictures for sequencing, interactive writing, practice patterns in sentences, scaffold word learning across modalities and contexts, self talk strategies, and oral language practice to encourage classroom discussion. Additional scaffolds integrated throughout the school day include: thinking maps and other graphic organizers, rhymes, poems, charts, songs, journal writing, Rosetta

Stone, tiered word walls and TPR (total physical response).

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?

There is ongoing communication between ENL teachers, service providers, and classroom teachers. Providers make every effort to coordinate the time of their service with the classroom flow of the day to be most effective. ENL teachers collaborate with and

support classroom teachers by aligning their instruction with the standards and incorporating social studies, science and math on

each grade level. Classroom teachers provide communication sheets providing ELA and math skills to be targeted. Speech teachers

and ENL teachers push in to deliver services and support teachers within the classroom setting, sometimes co-teaching. Small group

instruction also reinforces support in areas of need.

Chart

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

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

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

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



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

Chart

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

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

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

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

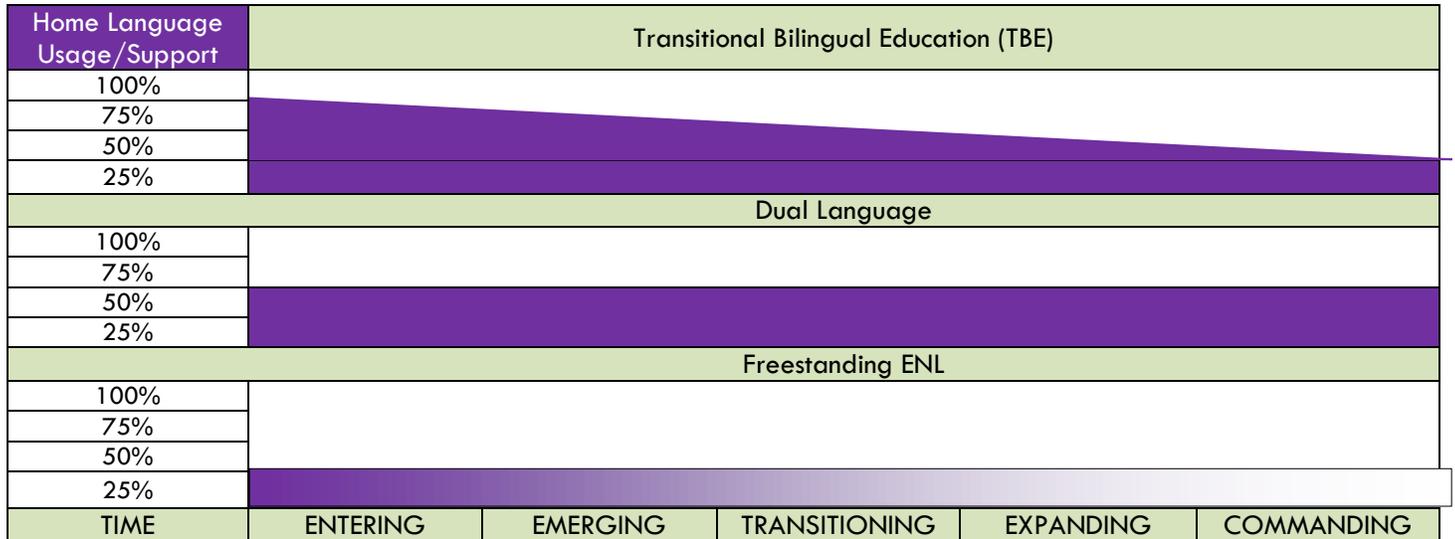


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs for ELLs in ELA, math and other content areas focus on those students receiving services for more than three years. This is the subgroup of students who have not tested out yet and for whom we have submitted a Request for Extension of Services. Because the NYSESLAT becomes increasingly more difficult as the students progress from grade to grade, these are the students who face the possibility of becoming LTEs if they are not able to test out by the end of their sixth year. Additional support for these students comes in the form of additional programs and additional instructions. Programs to provide additional support outside of the regular school day will be offered to these students either after school or on Saturdays or both (when budget or grants permit). Both programs are aimed to support language acquisition, content areas and test preparation.
- Additional instructional support in content areas including literacy, math, science and social studies will be provided via a collaborative effort among our classroom, ENL and science and math teachers, as well as our literacy coach and reading specialist. They will work together to provide more types of hands-on learning experiences, and use engaging forms of literature such as Readers Theater to improve student fluency and related reading skills. Furthermore, additional services (over and above mandated requirements) will be provided during the regular school day according to the needs specific to each student.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are pleased with the success of our current ELL program and will continue to use our initiative of clustering ELLs on the same grade level into one or two classes to enable our ENL teachers to push-in rather than pull-out when providing mandated support. It is a more cohesive and collaborative manner of delivering services. Our dual language program now in its sixth year continues on its path to produce a community of bright, hardworking, cooperative students capable of speaking proficiently in two languages. Parental support in this program continues to strengthen. Last year the first through fifth grade dual language classes performed at our Lunar New Year celebration. The finale included all five classes performing a song in English and Chinese. With the new Common Core State Standards, which emphasize increased support for ELLs, we look forward to further improvement in the years to come.
12. What new programs or improvements will be considered for the upcoming school year?
- Last year we implemented the National Geographic REACH program and we plan to continue to use and grow this program as part of the ENL instruction. We have also been using Discussions 4 Learning as a supplement to build oral vocabulary among ELLs.
13. What programs/services for ELLs will be discontinued and why?
- We do not plan to discontinue any of our ELL programs or services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are provided equal access to all school programs by their placement in general education classrooms, and by attending all specialty classes such as physical education, music, art, technology, and science along with the rest of their classmates. They also participate in all school afterschool programs, band, ballroom dance, glee club, school performances, violin, sports teams and Citizen of the Month Assemblies. All programs that take place during and after school time are inclusive of ELLs. Letters and notices that go home about these programs are provided in the home language of the ELLs. The after school programs consist of mini-clubs that provide enrichment in a variety of areas that enhance language and vocabulary for all ELLs. We have mini-clubs in test preparation, chess, sports, cooking, science, etc. In addition to the clubs we provide extra academic support to ELL students using Title III funding.
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 instructional materials including technology used to support ELLs include but are not limited to:
- Smartboards-used for all subgroups to provide curriculum content and visuals.
 - Desktop computers-used in the classrooms for research and for use of Rosetta Stone Language Learning.
 - Document Cameras-used for all subgroups to display exemplar student work, shared writing, close reading.
 - Netbook/Laptops-used in the classroom for research as well as for use of Better Chinese software.
 - Rosetta Stone Language Learning Success-used in the classrooms for further enhance students' understanding of the English language.
 - The Oxford Picture Dictionary for Kids-used in Dual Language classes as well as for beginner, intermediate and advanced subgroups for use during writing and speaking.
 - Foreign language glossaries for Math and Science-used in the upper elementary grades to gain understanding of content and vocabulary.
 - Math for the Real World
 - Phonics for the Real World
 - SRA Photo Library-used to further enhance vocabulary through the use of visuals.
 - Better Chinese Books on Software-used for all Dual Language students to further enhance their understanding of the language.

- Teachers College Reading and Writing Units of Study-used in the classroom for all subgroups-differentiated by need.
- Big Books-used in lower elementary grades for comprehension, grammar and vocabulary.

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

Home language support is provided in each program model. Dictionaries, content area glossaries, and texts are available in the students' native languages whenever possible to scaffold transition to higher levels. To the extent possible ENL classrooms contain books in our students' native languages, and ENL teachers deliver limited instruction in native languages to support understanding in content and informational areas.

In our Dual Language classes instruction is delivered equally in both languages throughout the entire week. Materials used in the Dual Language classes are content specific books in social studies and science, fiction and nonfiction texts.

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

All required services and resources correspond to our ELLs age and grade levels. For lower grades we provide more visual and hands-on resources. For higher grades the focus is more on reading and writing exercises and materials. If an upper grade student cannot read we provide picture books that correspond to grade appropriate content, but emphasize pictures and more simple text.

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

We use Title III funding to plan a week of orientation for newly enrolled ELL students shortly before the beginning of the school year. It includes a walkthrough of the building, an introduction to some of the teachers, and a question and answer session for parents. Our goal is to acclimate the students to our school environment so that they are comfortable and familiar with the setting on opening day.

19. What language electives are offered to ELLs?

We do not offer any language electives to our ELLs.

20. For schools with dual language programs:

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

Our Dual Language program instructional time is divided equally between English and Mandarin. The students are integrated all day. Content areas are not taught separately. Instruction is separated by time and teacher, and both languages are taught simultaneously. We follow the side-by-side model and teachers alternate days with the classes (one day English instruction, the next day Chinese).

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All ENL teachers are trained in and participate fully in all professional learning as the rest of the school staff. In addition, there will be times when ENL teachers will be asked to present on ENL strategies and understanding multi culturalism to teachers of ELLs as well as the whole staff. ENL teachers also attend workshops that pertain to instructional practices geared for ELLs. Such training is given by District , Borough and the Office of ELLs at Central.
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?
- See response to #1.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
There is mandated articulation between elementary and Middle school personnel before ELLs transition to the next school. ENL teachers will be given time to explain the process to their students (as well as their parents) before exiting elementary school.
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.

Administration, all licensed ENL teachers, and common branch teachers pursuing ENL certification attend workshops presented by the Office of English Language Learners as well as Columbia Teachers College, and then turnkey their training to staff at grade level and faculty meetings. These presentations both serve to enable staff to assist ELLs as they transition from our school on to middle school, as well as provide the minimum 7.5 hours of ENL training for all staff requirement. An example of Professional Development and workshops for ENL teachers are:

1. A series of ENL workshops that focused on "Literacy, Language and Content in Teaching ESL"

Presenter- MaryAnn Cucchiara

The dates of these workshops: 11/5/14, 3/10/15

P.S. 173 was used as a labsite on grades one through five. With Maryanne Cucchiara's assistance, teachers were able to utilize the strategies she highlighted.

Specific activities that have grown from these professional development opportunities are as follows:

-The focus of vocabulary (tier two words) through use of vocabulary cards, TPR, talk it out, act it out, using word arrays.

Teachers also use strategies of sentence deconstruction and reconstruction and identifying the landing sentence, which could be complex, compelling and compound. It is through identifying the landing sentence that the essential questions are answered.

Records are maintained on professional development through meeting minutes and turnkey training. Teachers maintain student records of growth through planning and conference notes.

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?

Parents of ELLs meet several times throughout the year (in addition to the 4 mandated Parent/Teachers Conferences) to talk about student progress as well as school and home support for the students. Other topics at these meetings includes State assessments, as well as individual teacher's testing policies. These meetings are mostly scheduled at the beginning of the school year and again in mid year and before the school last marking period.

Records for individual meetings with ELL parents and outreach for meetings, phone calls and letters are accommodated by ensuring that the meetings include a translator from the school staff or from Language Access services. Records are kept in both the home language for the parent and in English for the school staff records.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. School notices for parent meetings and workshops are translated into other languages for our non-English speaking parents. If needed, we offer translation to parents by other parents at our PTA meetings. Many of the ELL parents participate in several workshops/activities, such as It's My Park Planting Day and PTA Arts & Crafts Night, because these are hands-on activities that do not require verbal instruction. We have had ELL parents volunteer to teach a craft from their native culture at the Arts & Crafts Night, such as Origami. We have also sponsored a Family Picnic night at our last PTA meeting of the school year, at which parents from the school bring in food from their family's country of origin to share with other parents. These activities are not just for ELL parents to enjoy, but foster a sense of community between ELL parents and non-ELL parents by the inclusion of respect for each other's cultures and customs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school has a partnership with the following organizations that offer parent workshops several times a year :
 1. Teachers College at Columbia University
 2. St. John's University
 3. Kuei Luck Learning Center, A Community Based Organization(CBO)
5. How do you evaluate the needs of the parents?

ELL parents are identified through the Home Language Survey. With this information, the Parent Coordinator and the ENL teachers are able to ensure that translated copies of all DOE booklets and flyers are provided to parents. This includes Achieve NYC, photo permission slips, Parents' Bill of Rights, Discipline Code, and NYC School Accounts.
6. How do your parental involvement activities address the needs of the parents?

There are numerous and varied opportunities for the parents of all of our students to become and remain actively involved with our school. Parent involvement directly correlates to student academic achievement. All parents are asked to join the PTA, a group that holds monthly meetings with guest speakers (often our teachers or administration) whose presentations are usually about ways that parents can help their students succeed in school. There are fundraisers, movie nights, and after school performances that occur continually throughout the school year. For non-English speaking parents, translators are usually in attendance so they can understand the content presented at workshops. Parent workshops are given both during school hours and in the evenings. Our Parent Coordinator also reaches out to parents to see what topics of interest they would like to learn more about. Bi-monthly meetings for the parents of our dual language students are held to provide information and updates as well as provide a feeling of camaraderie among them.

In order to determine the general needs as well as the translation needs of our parents, we look at data from the following areas: ATS School Reports with Ethnic Data, New Admission Surveys, Parent Coordinator's Language Interest Survey, ELL Program enrollments, PTA suggestions, input and surveys. We look for trends as to which languages are being spoken in the homes of our ELLs, in order evaluate the needs of our parents. By getting parents involved in these activities, we broaden their school related social circles and help the staff develop a better understanding of these parents. We have been fortunate to be able to offer free Saturday ENL classes for adults in previous years, which were conducted at the same time that their children were attending a Saturday program for ELL students. The adult classes were intended to support their children's English language learning. We use engaging forms of literature such as Readers Theater to improve student fluency and related reading skills. Furthermore, additional services (over and above mandates) will be provided during the regular school day based on the specific needs of each student.

D. Additional Information

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

Paste response here:

School Name: The Fresh Meadow School

School DBN: 26Q173

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)
Molly Wang	Principal		10/20/15
Denise Gilrane	Assistant Principal		10/20/15
Jean Mendler	Parent Coordinator		10/20/15
Joanne Wang	ENL/Bilingual Teacher		10/20/15
Debbie Chow	Parent		10/20/15
Joanna Cheng	Teacher/Subject Area		10/20/15
Terri Maillard	Teacher/Subject Area		10/20/15
Kathleen Muzyka	Coach		10/20/15
	Coach		
Aimee Winick	School Counselor		10/20/15
Danielle Giunta	Superintendent		10/20/15
Ying Ying An	Borough Field Support Center Staff Member _____		10/20/15
Odalis DeJesus	Other <u>Assistant Principal</u>		10/20/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q** School Name: **173Q**
Superintendent: **D.Giunta**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.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.

Using the Parent Home Language Survey form and data from ATS, we are able to identify the different languages spoken by families of students at our school. From the data we count the number of families who would need interpretation and translation services. In addition, the Parent Coordinator sends home a letter school wide to get a more accurate count of families throughout the school who would need translation. Every piece of information that goes out to families are translated by our bilingual Chinese and Spanish teachers. Oral translation is also provided by bilingual teachers and some members of PTA at parent meetings. Collection of such data is done at least 10 days after enrollment and translation and interpretation services are put in place immediately to insure timely services

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.

Chinese, Spanish, Urdu, Korean, Farsi, Hebrew and Russian.

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.)

PTA Year long Calendar of events -September Opening Day
Principal and Parent Coordinator's welcome letter -Opening Day/September
Grade level newsletter - End of month starting in September - May
All DOE announcements such as school closing, parent/teachers Conference day - September-June
Trips- October-June
After school programs - October - June
PTA and/or Principal's Parent workshops- October-June
All memos informing parents of pertinent information regarding curriculum and assessment - September - June

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.

Back to school Night and Parent-Teachers Conferences (Sept, Nov, May and June)
Tuesday's Parent Outreach/individual/small group meetings (September - June)
Evening workshops on various topics throughout the year (September- June)
Attendance teacher/social worker/counselor/Parent Coordinator make calls to parents throughout the year - Sept - June.

Part C: Providing Language Assistance Services

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

The translation needs in our school are taken care of by bilingual staff who gets per session pay from the Title III translation fund; As well, an outside vendor translator for the Hebrew and Russian students during the ELA, Math and Science assessments will be hired for oral translation; no written translation service is needed in this case. All other needs where there is no confidentiality involved, are done by community volunteers.

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

All of our interpretation needs are done by staff members, including our administrators. Only a very small number of cases involves on-site interpreters from over-the-phone services.

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.)

Administrators and Parent Coordinator conduct annual training at the beginning of the year with the whole staff using Language ID Guide and Language Palm cards are distributed and explained.

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

All signs in and around school are translated into the Chinese and Spanish.

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)

Twice a year (November and April), Parent Coordinator and NLT teachers conduct parent survey on the quality and availability of services.