

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **26Q178**

**School Name:**                       **P.S./ IS 178 HOLLISWOOD**

**Principal:**                             **JENNIFER AMBERT**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: HOLLISWOOD SCHOOL School Number (DBN): 26Q178  
Grades Served: PK-8  
School Address: 189-10 RADNOR ROAD, JAMAICA, NY 11423  
Phone Number: 718-464-5763 Fax: 718-464-5766  
School Contact Person: JENNIFER C. AMBERT Email Address: [JAMBERT@SCHOOLS.NYC.GOV](mailto:JAMBERT@SCHOOLS.NYC.GOV)  
Principal: JENNIFER C. AMBERT  
UFT Chapter Leader: MARY VACCARO  
Parents' Association President: DINYEAN ADGER/KAREN ODAIRA  
SLT Chairperson: ROTATING CHAIR  
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, Rm. 129, Bayside, NY 11364  
Superintendent's Email Address: Dgiunta4@schools.nyc.gov  
Phone Number: 718-631-6943 Fax: 718-631-6996

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, L.I.C, NY 11101  
Director's Email Address: [LPender@schools.nyc.gov](mailto: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)
Jennifer C. Ambert	*Principal or Designee	
Mary Vaccaro	*UFT Chapter Leader or Designee	
Dinyean Adger	*PA/PTA President or Designated Co-President	
Dorothy Beck	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Frederick Gunzel	CBO Representative	
Paul Seo	Member/Staff	
Cristina Peters	Member/Staff	
Karen Odaira	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daniel Dubei	Member/ Parent	
Tanweer Ansari	Member/ Parent	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

According to our 2013-2014 school survey, 99% of parents feel that they are welcome at PS/IS 178Q. This is a special and unique feature of our school. Our school environment has been described as "warm and welcoming," where everyone is happy coming to school every day, which is in line with our mission statement of ensuring that all constituents contribute to the school's success and maximize our students' potential. Throughout our school, one will notice a respectful culture of learning. When walking through the building, the tone set forth by the students is one where they want to succeed, volunteer and take pride in their work. Students have high expectations for themselves and can articulate the purpose, impact of their learning and how it is contributing to their future success.

One of our newer acronyms has been SCEWP which refers to the academic and personal behaviors:

Self-Regulation, Collaboration/Communication Skills, Engagement, Work Habits/Organizational Skills,

Persistence/Perseverance. Our students have taken ownership of these academic and personal behaviors and they carry through into all other aspects of school and personal life. As a result, students are taking greater responsibility for their own learning. Students can articulate their strengths and areas in need of improvement, as well as their goals and learning targets. Students can self-reflect and also provide feedback to a peer, while incorporating their teacher's feedback as well.

Our school provides Clear Expectations for all. Teachers provide their students with clear expectations by explicitly and implicitly modeling habits of proficient readers, writers, mathematicians, researchers, artists and scientists. Clear expectations are evident when walking into classrooms through the lessons that are observed and through the environment by way of process charts reflective of the current unit, accountable talk conversation starters and stems, assessment portfolios and the way in which students conduct themselves in groups. Similarly, the administrative cabinet models clear expectations for our faculty through regular email correspondence, regular feedback to and from colleagues, faculty professional development, one-to-one or small group conferences, written reports and through coaching.

Our school's mission is "As educators, we believe that all children have the ability to meet or exceed standards by being part of a nurturing educational environment that challenges students to reach their full potential. At the Holliswood School, we promote an environment that encourages open communication among all constituents, where every staff member, student and parent is a proactive participant in contributing to the school's success. Our goal is to cultivate a haven where students are empowered and recognized for their unique abilities."

Our school is comprised of approximately 540 students in grades Pre-K to 8, 4% ELLs, 9% IEP Students, 30% Free Lunch Eligible, 17% Asian, 8% Black, 14% Hispanic, 60% White and 1% Other. In order to prepare our elementary students for middle school, we embed the SCEWP skills into the curricula and likewise, in order to prepare our middle school students for high school, we focus heavily on SCEWP skills in advisory and through selection of materials for our middle school students. Our school focuses heavily on each of the elements from the Framework for Great Schools. Over the past year, we made the most progress on raising the level of student-to-student discussion and creating structures to foster student ownership throughout our school. This was a result of a strong emphasis on our Instructional Focus last year (Raising the Level of Student-to-Student Discussion) and the prior year (Evidence in Argument).

Last school year, our school worked to address all of the elements of the Framework for Great Schools, with special attention to "Supportive Environment." As articulated above, it was essential to continue to develop a supportive environment in our Pre-K to 8 School. We also focused heavily on "Strong Family-Community Ties." Therefore, students, staff and parents/guardians worked arduously to ensure community support and community involvement. For example, our Student Council and National Junior Honor Society Members contributed their efforts to bring the community into our school on events, such as Multi-cultural Night.

This year, we would like to focus on "Rigorous Instruction," as the feedback from our Quality Review and school walkthroughs highlighted the need for improvement in pedagogy and instruction. We would like to amplify the level of academic rigor in every classroom and throughout the school.

## 26Q178 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	524	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	4	# SETSS	5	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	4	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	1.2%	% Attendance Rate		94.8%
% Free Lunch	30.4%	% Reduced Lunch		11.1%
% Limited English Proficient	3.9%	% Students with Disabilities		9.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		7.4%
% Hispanic or Latino	13.7%	% Asian or Native Hawaiian/Pacific Islander		17.4%
% White	60.0%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	41.1%	Mathematics Performance at levels 3 & 4		67.9%
Science Performance at levels 3 & 4 (4th Grade)	87.5%	Science Performance at levels 3 & 4 (8th Grade)		75.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		95.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
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.

An analysis of the 2014 New York State (NYS) math data reveals that students could further develop their ability to solve math problems and construct viable arguments in mathematics. An analysis of teacher observation reports in 2013-2014 and 2014-2015 reveal the need to improve the use of higher level questioning techniques to foster effective student-to-student discourse and to raise the level of critical thinking. An Analysis of the 2014 NYS ELA data reveals that students could further strengthen their ability to read for information by citing text-based evidence to support their answers. There was an improvement of 2.91 to 2.98 on the school-wide component average for Danielson Framework Component 3b for teacher growth in the area of Questioning and Discussion, which was a result of professional development and improvements with teacher planning. According to our 2015 Quality Review report, we received a “Well-Developed” in this area: “ School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and strategically integrate the instructional shifts. Rigorous habits and higher order skills are emphasized in curricula and academic tasks, and are embedded in a coherent way across grades and subjects. The school’s use of engaging and rigorous curricula for all learners, including ELLs and students with disabilities, results in coherent instruction, where students demonstrate their thinking across grades and subject areas while promoting college and career readiness.”

Strengths: The key data points below highlight the impact of our strengths:

} Quality Review Finding 2014-2015: Teachers create and annotate their units of study which include higher order guiding questions and reflect the standards to push student thinking. They utilize “I can...” statements to familiarize themselves with the learning target, increase student comprehension and ownership of learning.

} Quality Review Finding 2014-2015: Teachers collaborate on a daily basis resulting in school wide planning and implementation of assessments, tasks, rubrics, protocols, and extensions for all students.

Needs: Although our instructional priority for the 2014-2015 school year was to improve student skills in using text based evidence to support logical inferences drawn from text and arguments made during discussion in literacy, mathematics, and other content areas resulting in an increase in the number of students who display mastery of the skill as measured by formative and summative unit-based assessments and other benchmark assessments, evidence has shown that we have made significant progress, but have not mastered the skill to date.

Key data points below highlight some of the impact of our challenges:

} Quality Review Finding: 2014-2015: It was noted by the reviewer that students were in flexible groups with unique scaffolds, however, multiple entry points were not strategically integrated.

} Quality Review Finding: 2014-2015: Depth of Knowledge Level III or IV questions need to be more consistent throughout the vast majority of the classrooms.

**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, 100% of students will improve their skills in using text-based evidence to support logical inferences drawn from text and arguments made during discussion in literacy, mathematics and other content areas resulting in an increase in the number of students who display mastery of this skill as measured by a 0.5 increase on students' overall score on end of unit assessments.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Facilitate a series of professional development and parent workshops regarding teaching scaffolding strategies to support learners in literacy, particularly students with disabilities (SWDs) and English language learners (ELLs), in support of strengthening</p>	<p>Teachers/Students/Parents</p>	<p>Sept.-June/monthly</p>	<p>Administration/Coaches/Staff Development Committee/Borough Support Specialists )</p>

the other content areas in service of this goal.			
Facilitate a series of professional development and parent workshops regarding teaching discussion techniques and citing evidence in argument in literacy, in support of strengthening the other content areas in service of this goal.	Teachers/Students/Parents	Sept.-June/monthly	Administrative Cabinet/Staff Development Committee (SDC)
Facilitate a series of professional development and parent workshops regarding Socratic Seminar method.	Teachers/Students/Parents	September/December	Administration/Social Studies Teacher/SDC
Facilitate a series of professional development and parent workshops regarding strengthening turn and talk routines in alignment with the Common Core Standards.	Teachers/Students/Parents	September/December	Administration/Coaches/Staff Development Committee/Borough Support Specialists

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use Strong Schools and Strong Communities funding (i.e. per diem funding to cover substitutes for teachers attending professional development, per session funding for teachers, counselors and supervisors, funding for coaches, OTPS funding: software, hardware, books and materials). We will utilize Fair Student Funding to fund School Messenger (parent communication) and OTPS purchases (materials, advertisements, software, hardware) to strengthen our programs.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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, the impact of the professional development on teacher practice will be measured through observation reports and a 0.2 increase on school-wide component averages using Advance and the Danielson Framework. The school-wide component average for teacher performance based on the Danielson Framework for Teaching rubric will be used as a benchmark measure to indicate school progress toward this goal.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

After an analysis of Online Occurrence Reports, social/emotional developmental needs of students must be strengthened. After a review of student surveys in the Fall of 2014 and surveys conducted during the 2014-2015 school year, the advisory program could be improved. As cited in the school’s 2015 Quality Review report, this was an area of celebration in which the school scored a “Well-Developed” rating: “School leaders consistently emphasize a culture of learning that communicates high expectations, provide training and have a system of accountability for those expectations. School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with parents to support student progress. High expectations result in a culture of mutual accountability, collaboration, and buy-in on the part of teachers, leaders, and families, thus creating an atmosphere conducive to the developmental needs of all students. School leaders successively partner with families to support student independence, progress and ownership of learning.” School survey data and quality review data also reveal that students are engaged in the curriculum and throughout the school. Advance data indicate high levels of student engagement as well.

### Part 2 – Annual Goal

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

By June 2016, we will strengthen and enhance school-wide opportunities for supporting students’ personal/academic behaviors by improving the advisory programs in our middle school and implementing a similar advisory program in our elementary school, resulting in a larger percent of students taking ownership for their own learning and/or applying newly learned skills to solve conflicts as measured by a 1% reduction of overall occurrences as reported by the Online Occurrence Reporting System (OORS).

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>→ Participate in the NYC Commission on Human Rights Peer Mediation Training and Program</p> <p>o Train peer mediators in grades 6 and 7 on effective conflict resolution</p>	All students	February-June	Guidance Counselor/Parent Coordinator
<p>→ Continue to strengthen the student advisory period, which is scheduled once per week for each middle school class. In the advisory sessions, teachers discuss student virtues and create service-learning opportunities, and provide opportunities to share unique experiences.</p> <p>o Utilize student advisory as a forum for students to convey immediate thoughts regarding school climate</p> <p>o Analyze previous school survey results with the students to identify areas in need of improvement</p> <p>o Provide professional development to advisors</p>	All middle school students	September-June; Daily	Dean/Guidance Counselor
<p>→ Provide a full-time dean, full time counselor, part time social worker, psychologist and prevention counselor, so that students understand they can speak to someone immediately regarding an issue</p>	All students	September – June	Principal
<p>→ Identify protocols for students to share feedback in advisory</p>	All students	November - December)	Principal/Dean/Counselor

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>We will use Strong Schools and Strong Communities funding (i.e. per diem funding to pay substitutes for teachers attending professional development, per session funding for teachers, counselors and supervisors, funding for coaches, OTPS funding: software, hardware, books and materials). We will utilize Fair Student Funding to fund School</p>

Messenger (parent communication) and OTPS purchases (materials, advertisements, software, hardware) to strengthen our programs.

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, students in grades 4-8 and staff will be surveyed regarding the advisory programs to assess the school’s progress.

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

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

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

### Part 1 – Needs Assessment

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

According to our 2015 Quality Review report, structured collaboration was a “Well-Developed” area: “ The vast majority of teachers are engaged in inquiry-based structured professional collaborations that have strengthened teacher instructional capacity and promote the achievement of the school’s goals and the Common Core Learning Standards. Teacher teams systematically analyze assessment data and student work to adjust curricula and instruction. Structured professional collaborations result in school-wide instructional coherence and increased student achievement for all learners. Teacher teamwork results in shared improvements in teacher practice and mastery of goals for groups of students.” However, with regard to teacher pedagogy, the school could improve in this area, as it was identified as an area of focus: “Teaching practices consistently provide multiple entry points for all students including English language learners (ELLs) and students with disabilities. Student work products and some student discussions reflect high levels of student thinking and participation. Students, including ELLs and students with disabilities are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products. However, multiple entry points are not yet strategically integrated and not all students are consistently demonstrating their thinking across all classrooms.” Various teaching methodologies could be strengthened, such as the use of scaffolds, to maximize student learning outcomes.

### Part 2 – Annual Goal

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

By June 2016, we will strengthen the work of Professional Learning Communities (PLCs) within our Teacher Team work by utilizing available student and teacher data in order to demonstrate a year's improvement of 0.05 on the school-wide component average for Danielson Component 3b in Advance.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will be provided with professional development at the beginning of the school year so they understand the expectations of the inquiry process. Teachers will meet in teams after school on Tuesdays and also during common prep periods for the purpose of inquiry.</p>	<p>Teachers/Professional Learning Communities</p>	<p>Oct.- May/Weekly</p>	<p>Administration/Coaches/Teachers</p>
<p>Teachers will meet every Tuesday with their PLCs and partake in a 6-week inquiry cycle:</p> <ul style="list-style-type: none"> <li>• Create, modify, or use existing common interim assessment (ReadyGen, Go Math, CMP 3, Code X).</li> <li>• Teach skills and standards that will be addressed on the assessment.</li> <li>• Administer the assessment.</li> <li>• Score and conduct an item/standard analysis.</li> <li>• Devise an action plan to address the areas where the students did not demonstrate mastery.</li> <li>• Determine the impact of the action plan.</li> </ul>	<p>Teachers/PLCs</p>	<p>Oct.- May/Weekly</p>	<p>Administration/Coaches/Teachers</p>
<p>In Professional Learning Communities (PLCs), teachers analyze common interim</p>	<p>Teachers/PLCs</p>	<p>Oct.- May/Weekly</p>	<p>Administration/Coaches/Teachers</p>

assessments (baselines, end of unit assessments, running records) and make adjustments to their lesson plans based on common trends (areas of strength and areas of deficiency). For example, when noticing that there is a specific deficiency, teachers plan small group strategy lessons. Teachers group their students in flexible groups based on strengths and areas in need of improvement.			
Teacher Teams/PLCs will utilize the school's Google Drive to document and share their findings and practices with other teams. Teacher Team members within PLCs provide one another with specific feedback on indicators within the Danielson Framework for teaching: Classroom Environment, Use of Assessment, Protocols for Student-to-Student Discussion and Higher Order Thinking Questions.	Teachers/PLCs	Oct.- May/Weekly	Administration/Coaches/Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use Strong Schools and Strong Communities funding (i.e. per diem funding to pay substitutes for teachers attending professional development, per session funding for teachers, counselors and supervisors, funding for coaches, OTPS funding: software, hardware, books and materials). We will utilize Fair Student Funding to fund School Messenger (parent communication) and OTPS purchases (materials, advertisements, software, hardware) to strengthen our programs.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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, we will monitor the effectiveness and impact of our Teacher Teams/Professional Learning Communities (PLCs) by reviewing available PLC-submitted data and student data. We will utilize Teacher Observation Report data to generate the impact of the PLC work on teacher pedagogy and practice through a 0.05 increase of the school-wide component average for 3b in Advance.
<b>Part 5b.</b> 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"> <li>• 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.</li> <li>• 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.</li> </ul>

**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><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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 <sup>st</sup> 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.

A review of our 2014-2015 school-wide data reveals that 36% of teachers implemented Student-led Conferences (SLCs) in Spring 2015. Based on parent, staff and student feedback, SLCs have promoted student ownership of their learning. Family attendance at SLCs in Spring 2015 was at 90% for participating classes. As cited in the school’s 2015 Quality Review report, the school received a “Well-Developed” rating with regard to establishing a culture for learning and family engagement: “ The school communicates to parents in writing on a bi-monthly basis. Grade level teacher teams create a newsletter detailing what each grade will be working on in reading, writing, math, science, and social studies and includes important reminders and tips for families at home to support student progress. Virtue of the month notes are listed and explain key skills including self-regulation and its importance. The Parent Coordinator writes a bi-monthly parent newsletter noting important parent workshops, academic supports and key calendar dates. The Principal maintains the school’s Official Facebook Page, Website, and Blog to keep parents/guardians updated. The PTA distributes a bi-monthly parent newsletter. The school provides families with monthly student goal sheets which detail progress in reading, writing, math, science and social studies. Additionally, families receive school-wide curriculum calendars detailing upcoming units of study for each subject and grade. Parents shared that workshops with guest speakers are well-attended. The workshops include topics such as fostering effective communication skills, anti-bullying strategies, iPads in the classroom, Yoga, understanding the Common Core Learning Standards, and the importance of literacy. Parent surveys are used to discern workshop success. Parent volunteers are also trained to assist in school activities including the fall festival, book fair and student-led parent conferences.”

### 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, we will improve the school environment as measured by a 1% increase in attendance at family engagement events, and by demonstrating a 2% increase in teachers implementing Student-Led Conferences (SLCs).

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide additional professional development on implementing Student-led Conferences to faculty .	All Staff	September-October; February	Administration/Coaches
Survey parents regarding effectiveness of family engagement events .	All Parents/Guardians	Sept.-June/Three Times/Year	Parent Coordinator
Survey teachers regarding family engagement activities and SLCs .	All Teachers	Sept.-June	Administration
Continue to implement coffee with the principal events on a variety of topics in order to foster stronger relationships with parents/families.	All Parents/Guardians	Oct.-May/Quarterly	Administration; Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use Strong Schools and Strong Communities funding (i.e. per diem funding to pay substitutes for teachers attending professional development, per session funding for teachers, counselors and supervisors, funding for coaches, OTPS funding: software, hardware, books and materials). We will utilize Fair Student Funding to fund School Messenger (parent communication) and OTPS purchases (materials, advertisements, software, hardware) to strengthen our programs. PTA funds will support school-wide events and residencies for students, as well as PTA meetings.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> 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 December 2015, we will measure the number of participating teachers who implemented SLCs in November 2015 and we will survey parents, students and staff for their feedback. By the end of March 2016, we will compare the number of participating teachers who implemented SLCs in March 2016 and we will survey parents, students and staff for their feedback.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who are not reading or writing at grade level .	<p>Small group instruction in grades K-8</p> <p>Lower Grades – (Words Their Way, Ready Gen, Lexia, Focus on Fluency, Earobics, sight word review, Foundations, Wilson, Balanced Literacy – Guided Reading, Small Group Strategy Lesson, Close Reading, Interactive Reading, Interactive Writing, resources from Teacher’s College Curriculum)</p> <p>Upper Grades – comprehension strategies through Shared, Guided and Close Reading; Wilson Program;</p> <p>Vocabulary: Words Their Way; Small Group Strategy Lesson, resources from Teacher’s College Curriculum</p> <p>After School Program (January-March) – Grades 3-8 small</p>	small group, one-to-one	during the school day and after school

		group instruction for targeted students.		
<b>Mathematics</b>	Students who are not performing at grade level .	<p>Small group instruction in grades K-8</p> <p>Lower grades – manipulative/game based review, math journals, remedial components of Go Math/CMP3 Math (re-teach lessons), with a focus on number sense, geometry and measurement; small group strategy lessons</p> <p>Upper grades – manipulative/game based review, math journals and remedial components of remedial components of Go Math/CMP3 Math focusing on algebra, statistics and probability and geometry; First in Math; small group strategy lessons</p> <p>After School Academy – Grades 3-8; small group instruction for targeted students- January to March</p>	small group, one-to-one	during the school day
<b>Science</b>	Students who are not performing at grade level .	<p>Small group instruction for students in grades 6-8: Lab/inquiry skills, content area reading, writing and note-taking with a focus on Science</p> <p>Small group guided instruction for</p>	small group, one-to-one	during the school day and after school

		students in grades 1-5: guided reading, project-based.		
<b>Social Studies</b>	Students who are not performing at grade level .	Small group instruction for students in grades 6-8: Content area reading, writing and note-taking with a focus on Social Studies.  Small group instruction for students in grades 1-5: guided reading, project-based.	small group, one-to-one	during the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on Online Occurrence Reporting System (OORS) and teacher/dean/admin. referrals, students are identified.	One-on-one or small group sessions on an as needs basis	small group, one-to-one	during the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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.
N/A

#### **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).
N/A

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

The School Team works closely with new families on transitioning from early childhood programs to our elementary school. A new parent orientation and school tours are scheduled where parents become aware of school policies, upcoming workshops, curricula and any pertinent information. The Parent Coordinator works directly with families to encourage the home-school connection. The Pre-K social worker and school counselor work together to assist students who are transitioning from informal programs into a formal school setting. The Pre-K teachers and paraprofessionals attend professional development on social-emotional learning for early childhood students and strengthen the support structures that are established between the school and the families at home. Teachers identify whether students who are not meeting standards behaviorally or academically require early intervention services. If necessary, students are provided with at-risk services. Teachers attend weekly and monthly professional development to stay abreast on best practices and effective structures. Our ESL coordinator provides a workshop to families on ESL policies and procedures. The sharing of records and information is handled by the Pupil Accounting Secretary, who contacts the child’s previous school to obtain all related data regarding each student.

**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.

A Measures of Student Learning (MOSL) Committee is established every year, which comprises of teachers and administration to select appropriate and multiple assessment measures. By early September, the MOSL Committee selects all interim and long-term benchmark assessments for every grade throughout the school.

A Staff Development Committee (SDC) is established every year, which comprises of teachers and administration. The SDC is responsible for surveying teachers regarding the professional development opportunities they would like to see implemented in the school. The SDC then plans the professional development calendar with the principal. The professional development is based on available school-wide data, such as the Quality Review, The School Quality Guide, School Survey, Teacher Observation Data, as well as student assessments .

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	Column B

			Verify with an (X)	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			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 178Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/IS 178Q 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

PS/IS 178Q, 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 1<sup>st</sup> 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>PS/IS 178Q Holliswood</u>	DBN: <u>26Q178</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</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:

-  
An after school program will take place every Friday for two hours (2:20-4:20pm) for ELL students who are in need of additional support in English Language Arts (ELA) in grades 3-8, as well as those who are in need of additional support in mathematics in grades 3-8. Program begins 1/15/16 and will end on 6/17/16. Two teachers (one ENL and one dually certified ENL/Common Branch) will teach two targeted groups of students (10 students per group), respectively (Grades 3-5 and Grades 6-8). Teachers will utilize materials from the Engage NY and NY Ready Curriculum, which are supplemental to our regular ELA and Math Curriculum. Students will engage in project-based tasks to support their vocabulary and academic language acquisition. Teachers will use scaffolds to guide students in understanding the complex texts accessible through Engage NY and NY Ready. In math, students will engage in dissecting math problems by deconstructing text using NY Ready.

-  
An after school program will take place every Wednesday for two hours (2:20-4:20pm) for ELL students who are in need of additional support in ELA in grades one and two. The program begins on 2/3/16 and ends on 6/22/16. One teacher will teach one group of ten students. Teacher will utilize supplemental materials, including vocabulary APPs using IPADs, educational software and ESL scaffolding strategies to support instruction.

## 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: \_\_\_\_\_ The school offers professional development for Title III teachers through Monday professional learning time. A series of sessions based on the Danielson Framework are scheduled to provide professional development to all teachers. Additional trainings are offered borough-wide and citywide. One teacher (ENL Teacher, Flor Palma Stuckey) will receive training at borough-based and Citywide Professional Development sessions once monthly. ENL teacher will participate in in-house training on Danielson 3b: Questioning and Discussion (Three-part series @ 1 hour each), Danielson 3c: Engaging Students in Learning (Two-part series @ 1 hour each), Using Scaffolds to Support Student Learning for ENLs (1 session @ 1 hour each), Vocabulary and Language Training (1 session @ 1 hour each), Foundational Literacy Skills (1 session @ 1 hour each); and other onsite PD. Borough-based training (Facilitated by ENL Support Specialist) includes Using Assessments, ENL Training for New and Continuing Teachers; NYSESLAT Training; ENL Compliance Training. Professional development funds will be used to attend CEI's three-part training on Vocabulary and Academic Language (approximate cost: \$200/day).

### 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: Parent workshops and translation services will be available for ELL parents to impact higher achievement, such as a parent orientation during the ELL identification process (November 24, 2015) facilitated by the Parent Coordinator and ENL Coordinator. Topics include the initial interview for the home language survey, program offering orientation and strategies to support ELL student achievement (Two sessions - Fall 2015: 9/16/15, 11/24/15; Spring Sessions will be held 3/17 and 5/17). Parents will be notified via flyers, which are backpacked home and circulated on the school's Facebook page. Each parent session is approximately one hour.

Parents of ELLs and other parents are invited to monthly workshops on the following topics, co-facilitated by the Parent Coordinator, Principal or AP, and Lead Teachers: Accessing your NYC Schools Account (9/16/15); Traffic Safety (9/16/15); Middle School Transitioning (10/6/15); Student-Led Conference & Student Ownership Workshop Coffee with the Principal(10/7/15), Creating and Sustaining a Caring Community (10/20/15); Buidling a Relationship with Your Child's Teacher (11/10); STEM/STEAM Coffee with the Principal (12/16/15), Raising Culturally Competent Children (12/22/15); Merging Visual Arts and Technology (1/12/16). Again, translation is available at all parent events. The school website is also available in all translated languages.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$7,662</u>	<u>After School ENL Program (Wednesday sessions: 1 Teacher x 2 hours/week x 18 weeks @ per session rate of \$52.48/hour = \$1,889.28</u> <u>After School ENL Program (Friday sessions: 2 Teachers x 2 hours/week x 21 weeks @ per session rate of \$52.48/hour = \$4,408.32</u> <u>Teacher Attendance at Before and After School Parent Events: September - June 2016 26 hours @ \$52.48/hour = \$1,364.48</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>\$1,000</u>	<u>External professional development sessions as provided by ESL experts, such as Margarita Calderon or private universities (other PD TBA ongoing throughout the year).</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$1,000</u>	<u>Supplies (e.g. printing paper, writing paper, pens, pencils, markers, highlighters, post-its, notebooks), materials (e.g. rulers, calculators, dictionaries, thesaurus, vocabulary cards, sight word cards, sight word bingo, sentence strips), supplemental books (phonics, Foundations)</u>
Educational Software (Object Code 199)	<u>\$1,240</u>	<u>Software are used to support ENL instruction (Reading A to Z, Lexia, Rosetta Stone etc.)</u>
Travel	<u>\$100</u>	<u>Parking and travel expenses at professional development sessions (receipts filed at the school).</u>
Other	<u>\$198</u>	<u>Snacks at parent activities related to Title III</u>
<b>TOTAL</b>	<b><u>\$11,200</u></b>	<u>_____</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 <b>26</b>	Borough <b>Queens</b>	School Number <b>178</b>
School Name <b>The Holliswood School</b>		

### 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 <b>Jennifer C. Ambert</b>	Assistant Principal <b>Paul Seo</b>
Coach <b>Lauren Kienle, Literacy Coach</b>	Coach <b>Janet Marmo, Math Coach</b>
ENL (English as a New Language)/Bilingual Teacher <b>Flor Palma-Stuckey</b>	School Counselor
Teacher/Subject Area <b>Bonnie Imperatore, Sp.ED</b>	Parent <b>ENL Student Parent</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Phyllis Corley</b>
Related-Service Provider <b>Stephanie Halvax, Speech</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	564	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	38	<b>Newcomers</b> (ELLs receiving service 0-3 years)	20	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	20			4			0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		0	1	1										0
Chinese		0	1											0
Russian	1	4	4	1	0	1	1							0
Bengali			0	1										0
Urdu				0	1									0
Arabic							1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	1												0
Albanian				1		1								0
Other	2													0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	3		1	1										0
<b>Emerging</b> (Low Intermediate)			3											0
<b>Transitioning</b> (High Intermediate)	1		1											0
<b>Expanding</b> (Advanced)		5	1	3	1	2	2							0
<b>Commanding</b> (Proficient)		7		2		1	2	1	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 PS/IS 178Q utilizes TCRWP to assess early literacy skills of ELLs. TCRWP data reveals that our ELLs' oral reading rate, phonemic awareness, letter and sound recognition, and reading comprehension skills are below grade level. This data helps to inform the school's instructional plan by helping us frame a common goal to support all English Language Learners during their language acquisition and helps them develop appropriate literacy skills. At PS/IS 178Q, the school leadership and the teachers are using assessment results to plan for individual and group assignments with varying levels of instructional work. Teachers receive professional development on best practices to teach reading and writing, following the Ready Gen and Scholastic Code X Common Core Curriculum with a Balanced Literacy Approach. ENL Teachers implement balanced literacy, mirroring the work of the classroom teacher. Classroom teachers work with ELL students in small groups to target next steps in reading comprehension through documenting writing conferences. One of the resources used for newcomers is material from Great Source Education Group – Access: Building Literacy Through Learning, which includes the use of visual aides and interactive games.  
 Our success is measured primarily by the benchmark reading level reached by students during their periodic assessment window. This data proves that ELLs progress up to three reading levels by the end of the school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data from the NYSITELL reveals that students in the early elementary grades scored at more advanced levels, whereas upper elementary students score at a beginner/entering-emerging proficiency levels. In 2015, data patterns show students' proficiency levels decline to entering proficiency levels. Data patterns across NYSESLAT performance levels for all grades, including middle school students, show the effectiveness of our program in which the majority of our students demonstrate a level of commanding. All students show progress to a higher level or stays the same. Data from the NYSESLAT also reveals that students score higher on the listening/speaking modalities than in reading/writing. The patterns of proficiency across the four modalities affect instruction. NYSITELL and NYSESLAT analyses are used to tailor instruction and identify next steps. All ELLs have access to coherent programs, as well as rigorous instruction in all subject areas. This will allow each ELL to meet the high standards set for all students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PS/IS 178Q uses information from Annual Measurable Achievement objectives as a tool to gather data to see if any necessary changes need to be made in our program. AMAO tool 1 shows student progress across all grades. AMAO tool 2 shows the effectiveness of our program as can be seen from our data, almost 50% of the ELL population scored a commanding level of proficiency.

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?

See response for question #2

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

Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for a small group of students. These students are targeted as they are not responding to Tier I instruction and interventions. Students who receive Tier II interventions also continue to receive Tier I instruction and intervention. The interventions are designed to remediate students' basic academic skills. Tier II interventions take place during Literacy instruction. Guided reading and small group strategy lessons are examples of our Tier 2 interventions. These interventions, provided in the classroom, enable teachers to target those students experiencing difficulty mastering a specific skill or concept. These groupings are flexible and can be modified depending on the need. The school uses various resources as Type II interventions for reading. Some resources included:

Lower Grades: TCRWP assessments for progress monitoring, Ready Gen, Lexia, Focus on Fluency, Earobics, sight word review, Foundations Wilson, Balanced Literacy/ Guided Reading, Small group strategy lessons, conference notes, student work samples, reading logs, books on tape, available technology such as Lexia Software, Ready A to Z, iPad II Apps, Rosetta Stone and Typing Pal.

Upper Grades: Interim assessments for progress monitoring, TCRWP assessments, Fountas and Pinnell, comprehensive strategies through Shared and Guided reading, Wilson Program, Vocabulary: Words Their Way; Small group strategy lessons, Grades 3- 8 group instruction for targeted students, conference notes, student work samples, reading logs, books on tape, available technology such as Lexia Software, Ready A to Z, iPad II Apps, Rosetta Stone and Typing Pal.

All "At-Risk" students receive high quality Tier II interventions. Interventions are provided by teachers and or service providers who:

- Meet to develop an intervention plan that addresses the learning needs of each identified student in Tier II
- Administer assessments to target proficiency levels.
- Analyze student assessment data to monitor student progress and to determine the need for additional intervention or a change of intervention.

Tier III interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations. More intensive interventions are achieved with a smaller student-teacher ratio, a longer duration of instruction, detailed attention of individual learning with more frequent progress monitoring. Students in Tier III instruction continue to receive core instruction. Tier III instruction occurs during the literacy block.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- At PS/IS 178Q students in freestanding ESL programs receive all instruction in English with native language support. ALL teachers take into consideration the ELL student's level of proficiency when coming into the classroom. Teachers provide academic content-area instruction in English using ESL methodology and instructional strategies. Daily classroom instruction is data driven and students are grouped according to their needs. As noted above, groups are designed to remediate students basic needs. These small groups enable teachers to target students with difficulty mastering a specific skill. These sgroups are flexible and can be modified at any time. The data used to drive instruction comes from NYSITELL, NYSESLAT, TCRWP results; pre- and post- assessments, informal and formal assessments, confernece notes and student work samples. Native language support is also considered into daily instruction by supplying students with bilingual dictionaries, texts, native language classroom libraries, technology enrichments in the native language, or the buddy system; with same language grouping if possible. By supplying students with native language supports, teachers note it accelerates the literacy gains in both the native language and English. Fostering confidence into any lesson.
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?

N/A

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

At PS/IS 178Q, we evaluate the success of our program for ELLs by monitoring English language Proficiency with NYSITELL and NYSESLAT results through AMAO tool, English Language Arts, Math state exams, standardized tests, and any measures related to meeting state or local school reform goals. Teachers compare results to prior years and assess whether they have met their proficiency goals. Furthermore, teachers work together to develop professional learning goals in order to better support our ELLs.

## 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.

When a family comes in with a new registrant, our ENL teacher or a trained pedagogue is called into our office to conduct a parent and student interview in English and/or in the parent's preferred language; if available. If there is no available personnel who speaks that particular language, over the phone interpretive services are utilized. A Home Language Identification Survey is completed by ENL teacher or trained pedagogue during the interview process. If a home language other than English is noted, a HLIS in their native language is provided as well. Contingent upon the information on the Home Language Survey and interview with parents and student, ENL teacher administers the NYSITELL within the first ten days of initial enrollment. Furthermore, all students whose HLIS indicate Spanish and are identified as ELLs are administered the Spanish Lab during the ten day testing window as well. If a family comes in to register a DOE re-entrant student after two school years, ENL teacher follows same procedure for identification. If the re-entry student has an IEP, ENL teacher conducts a in-depth interview and reviews student work. ENL teacher then meets with the Language Proficiency Team to go over IEP and determines whether student should be administered the NYSITELL. The Language Proficiency Team includes the ENL Teacher, Assistant Principal, School Psychologist, Special Education Coordinator, and students' parents. If LPT decides student should be administered NYSITELL, ENL teacher will continue with administration process. If LPT decides student should not be administered NYSITELL, the decision is sent to school principal with gathered evidence for review. Once school principal makes her determination for NYSITELL administration; ENL teacher administers NYSITELL if decision is to administer exam. If decision is agreed with LPT decision, school principal sends all evidence to district superintendant for final decision. ENL teacher follows appropriate procedure according the final decision.

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).

ENL teacher will collect and look at data from Home Language questionnaire such as age of arrival, and years of schooling at time of arrival. ENL teacher closely monitors students' written work in all content areas.

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).

As noted above, ENL teacher conducts the same new student registration procedure; properly completing a HLIS, along with a parent and student interview. If the newly enrolled student has an IEP, the ENL teacher conducts a more in-depth interview with the student and reviews their student work. The ENL teacher then holds a Language Proficiency Team meeting in which the student's IEP and work is reviewed; LPT comes to an agreement whether student should or should not be administered NYSITELL, and a Language Proficiency Team NYSITELL Determination form is completed. Our LPT includes the ENL teacher, Assistant Principal, School Psychologist, Special Education Coordinator, and student's parents. If LPT decides student should be administered NYSITELL, ENL teacher will continue with exam administration process. If LPT decides student should not be administered NYSITELL, the Language Proficiency Team NYSITELL Determination form decision is forwarded to school principal along with gathered evidence for review. Once school principal makes her determination for NYSITELL eligibilty, ENL teacher administers NYSITELL; if decision disagrees with LPT's decision. If Principal's decision agrees with LPT decision to not administser NYSITELL, school principal sends all evidence along with Language Proficiency Team NYSITELL Determination form to district superintendant for review and she makes the final determination whether or not the student is or is not eligible for NYSITELL administration. ENL teacher follows appropriate procedure according to superintendants final decision. If decision agrees with LPT, the identification process is complete and ENL teacher notifies parents of decision within three school days. In the case the school's Superintendent disagrees and believes student is elegeble to take NYSITELL, ENL teacher administers NYSITELL within five school calander days, and parents are notified of test results. This process is all conducted within the twenty school calander day window.

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.

PS/IS 178Q ensures that all entitelment and non-entitlement parent notification letters are distrubuted within five school days after NYSITELL score is scanned and determined by having all parent notification letters in English; along with a variety of languages

printed with school letterhead readily available for distribution. Parent notification letters distributed are also correspond to parents preferred language. Once a student's exam has been scanned and scored, ENL teacher automatically writes up their entitlement and non-entitlement letter and is sent home. Parent notification letters are sent within one day of testing and scanning. ENL teacher also keeps a record spreadsheet with students name indicating letter was distributed. Copies of these letters are securely kept in the students cumulative file and in a secure school file by ENL teacher.

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 informed that they have the right to appeal ELL status within forty-five days of enrollment during parent orientation and/or via letter stating their right and procedure in doing so. Translation interpretation service is used for parent orientation and letter translation. As noted above, all parent notification letters are kept in student cumulative file and office copies are retained.

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.

The structure at our school to ensure that parents understand all three program choices are as followed: If a student receives a NYSITELL score indicating a need for ENL service, parents are promptly notified with an entitlement letter within five days of enrollment. Parents are invited to attend an in-school parent orientation, in which information is presented in their preferred language regarding the programs available to them via orientation video. The parent orientation video explains in detail all three programs and options. After viewing video and having Q&A with ENL teacher, parents are presented with a Parent Survey and Selection Form indicating their program choice. Parents can choose to complete survey at orientation or they can choose to take it home if more time is needed. Parents are made aware of due date of Parent Survey and Selection Forms, and the importance of this due date. Parents are also notified that if Parent Survey and Selection Form is not received by given date, student is placed in a bilingual program if offered by school, otherwise they are automatically enrolled in ENL classes. In the event ENL Teacher does not receive form, parents are contacted in order to ensure selection choice is received within the given ten day window time frame. If parents are unable to attend the orientation they are provided with a link in which they are able to access the orientation video in their native language. If absentee parents do not return surveys by the indicated date, the ENL Teacher will contact parents and request the return of forms or set up a meeting to assist parents in successful completion of forms. ENL teacher keeps record of a parent program choice of TBE/DL programs, parents are notified if a program at our school becomes available. Parents receive a Programs Selection form stating the program their child has been placed in according to their selections. Completed Parent Survey and Program Selection forms and copies of entitlement letters are placed in cumulative folders with office copies retained. Translation and interpretation services are used as needed during parent orientations.

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.

ENL teacher keeps record of all Parent Surveys and Program Selection forms. If surveys are not returned a day prior to indicated date, ENL teacher contacts parents by phone and requests the return of forms or sets up a meeting to assist parents in successful completion of forms. ENL teacher will remind parents of TBE/DL programs being default programs if no form is returned; if no TBE/DL program is available at our school, student is put into our ENL program. If a Parent Survey and Selection form is not received, parents will receive a Default Program Placement Letter indicating the default program our school offers. Our school monitors parent choice by monitoring ELPC screen in ATS. All parent outreach/letters are conducted in the parents preferred language.

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

As noted above, ENL teacher keeps track record of all Parent Survey and Program Selection forms. ELPC is entered in ATS, ENL teacher keeps record of all students in ATS and program choice selections entered or missing. All Parent Survey and Program Selection forms are copied and stored. Original copies are filed in students cumulative file and office copies are retained.

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

ENL teacher is responsible for ensuring that all placement parent notification letters are distributed accordingly. She also ensures parent letters are appropriate to preferred language. All copies are copied and filed in students cumulative file, along with HLIS, Parent Survey and Selection form. ENL teacher keeps a personal track record of all students and parent notification letters being distributed.

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

At PS/IS 178Q, our ENL teacher is responsible for retaining all ELL documentation for each child. Before all forms and letters are distributed, ENL teacher makes multiple copies. Original copies of all ELL-related forms and letters are maintained in the student's cumulative file, which is then stored safely in each child's classroom by classroom teacher. Copies are also retained and stored by ENL teacher and by office personnel. If school administrators and ENL teacher have access to any of these documents, they can easily access original forms in each student's cumulative file in student's classroom, ENL teacher classroom file, or office files.

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.  
 First, ENL teacher checks RLER report from ATS. RLER will indicate which students are eligible to take the NYSESLAT. ENL teacher will also check with school secretary to ensure all biographical data reports are updated to ensure any new admits are accounted for if need be. Once all students are carefully accounted for, ENL teacher will make sure that the proper amount of NYSESLAT exams are ordered. Once all testing material is delivered, ENL teacher reviews that all NYSESLAT materials are received. Based on her roster and RLER data, ENL teacher will create a NYSESLAT student roster and student checkoff list with each section to ensure all students are properly accounted for each section of the exam. When testing window begins the speaking section is administered individually. Then, students are pulled and grouped according to their grade levels (each level of the NYSESLAT covers two grades; e.g., K and 1, 2 and 3, etc.) and are given all other sections of the NYSESLAT. Lastly, if there are any absentees, ENL teacher will test absentees during make-up dates within given time frame.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
 During the beginning of the school year, the ENL teacher receives NYSESLAT reports and carefully monitors and checks these results by comparing them to RLER, and RNMR reports from ATS. Once these results are confirmed, she makes a list of all students that will receive continued entitlement letters and a list for transitioned students. ENL teacher then prints letters pertaining to each students status; along with letters in the parents preferred language; letters are then distributed by mail. ENL teacher keeps track of all continued entitlement letters distributed by checking off which parents have returned the acknowledgement receipt of the letter for continued entitlement. If ENL teacher does not receive acknowledgement letter within a certain time frame, teacher calls home and sends a second notice of continued entitlement home. Both of these parent notification letters are copied with original copies being stored in students cumulative file and copies retained by office and ENL teacher.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
 After reviewing Parent Survey and Program Selection forms from the past few years, the trend in program choices that parents have requested is the Freestanding ESL Program we offer at our school. A small number select a Transitional Bilingual Program as their first choice. Thus far, the number of parents requesting a bilingual program have not met the minimum number of students required to start a bilingual program in our school. In order to build alignment between parent choice and program offerings, we monitor parent program choice, and tally the numbers of parents that have requested a TBE or DL program if any of these requestes add up to the numbers needed to open up a TBE or DL program we would take the necessary action in order to accommodate these parent requests.

## 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.  
 PS/IS 178Q offers a Freestanding ENL program as followed: Entering and/or emerging students receive three hundred and sixty minutes of ENL instruction. One hundred, eighty minutes are conducted through standalone ENL and the other half is conducted through integrated ENL during ELA class. Transitioning students receive one hundred, eighty minutes of ENL support during intergrated ELA, if ENL teacher assesses the transitioning student struggling, ENL teacher will provide ninety minutes of Standalone ENL. These ninety minutes are flexible and ENL teacher can adjust according to students' needs. Expanding students receive a total of one hundred, eighty minutes of integrated ENL during ENL instruction, Commanding students also receive ENL support for ninety minutes during ELA instruction. Students in Standalone ENL instruction are grouped homogeneously. Whereas students who receive integrated ENL are grouped heterogeneously.
  - b. TBE program. *If applicable.*  
 N/A
  - c. DL program. *If applicable.*

N/A

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)?

After analysis of RLER and RLAT reports, our ENL teacher creates a spreadsheet with every student entitled to ENL services; including students that are commanding. Next to each student, she documents their proficiency level along with their mandated number of instructional minutes. ENL teacher then creates an ENL schedule according to information on the spreadsheet. At PS/IS 178Q, our periods are forty-five minutes long. Our ENL instructional minutes are delivered in the following model: entering and emerging students receive three hundred sixty minutes delivered through eight periods a week, students receive four periods a week of integrated ENL; transitional students and expanding students receive one hundred and eighty minutes through four periods a week of integrated ENL, for transitioning students two periods may be adjusted according to students' needs, commanding students receive ninety instructional minutes of integrated ENL, two periods a week. Integrated ENL is delivered via ENL push-in model with collaboration between classroom teacher and ENL teacher. All students receive ELA instruction through one ninety-minute block a day, five days a week. ENL instructional minutes are confirmed by entry into STARS programming, which enables ENL teacher to ensure all students are receiving their mandated minutes.
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.

The Common Core Curriculum is embedded in each of the four core content areas: English Language Arts, Mathematics, Social Studies and Science. The ENL teacher implements the common core standards and common core shifts through each program model via integrated or stand-alone ENL instruction. When the ENL teacher pushes into a classroom, collaborative team teaching is conducted, so that learning is maximized and opportunities to implement the core curriculum are presented, using a sheltered approach, students are provided access to mainstream, grade-level content. A wide variety of instructional scaffolds are implemented into each program model, such as Total Physical Response (TPR), gestures, visuals, short videos, pre-teaching vocabulary, word banks, word walls, sentence frames and sentence starters, graphic organizers, teacher read alouds, shared reading, guided reading, choral reading, think, pair, share, jig-sawing, re-teaching, mini lessons and building background knowledge. Native language support for content areas are implemented by the use of glossaries in home language, theme-related reading in students' home language, bilingual homework activities, pairing entering students with a bilingual partner, and teaching the use of cognates if native language allows. These methods are aligned with Common Core Learning Standards by allowing students to be exposed to and focus on academic language and literacy. With the use of native language supports students are capable of building onto and reinforcing skills in their native language, they will have the ability to transfer these skills into the new language. The materials used in content subjects are Ready Gen, Go Math and Code X.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are appropriately evaluated in their home language throughout the year by allowing them to use translated versions of science, social studies and math textbooks, upon availability. Math assessments are available in Spanish. Students have the opportunity to take these assessments in Spanish until the scaffold is no longer needed, this allows teachers to evaluate content comprehension in the home language. Students in grades three and up receive a translated version of Math state exams, additionally with the use of word for word glossaries in Math and Science state exams. The use of glossaries allows us to evaluate how much students comprehend in their home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through informal and formal assessments. ENL teacher evaluates if ENL standards/ language objectives are being met by informally assessing listening, speaking, and reading comprehension, during daily classroom discussions; by asking them to repeat what was just said, or asking yes or no questions, monitoring students ability to partake in choral reading, and collaborative dialogue, writing is assessed by classwork/homework assignments. Ability to listen to and follow instructions are also part of our informal assessment. Formal assessments include periodic ELL assessments twice a year, NYSESLAT practice exams, TCWRP (four times a year), and end of unit exams in all content areas.
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

PS/IS 178 presently does not have SIFE students. Our plan includes administering assessments to ensure proper placement, and an instructional plan of literacy and learning standards on par with the expectation of advancing these students. Instruction would be tailored to learning styles based on educational strengths. SIFE mandated ENL instructional minutes, RTI, small group support, differentiated instruction, extended day and after school instruction, contingent upon

funding. SIFE students receive invitations to summer school. Students who are newcomers are partnered with students who speak the same language. For newcomers, the ENL Teacher uses: Total Physical Response (TPR); visuals; realia; repetition; music; math manipulatives; graphic organizers; sound/word games; and role play, wingman. Developing students, receive an educational plan using differentiated instruction including graphic organizers, sentence prompts, sentence starters, peer tutoring, small group instruction and reading intervention will be implemented. Long-term ELLs are closely monitored, review of past educational services will help to determine what further support these students need. An educational plan using differentiated instruction, peer mentoring, small group instruction and reading resources are implemented. Former ELLs receive integrated ENL support for two years, ENL teacher ensures students are meeting grade level standards providing them with, scaffolding with the use of graphic organizers, writing prompts, feedback and self assessment. Former ELLs also receive testing accommodations ie. extended time and separate location.

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

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with ENL teacher, classroom teacher, parents, and student. Student data such as student sample work, assessments, and portfolios are also carefully assessed to ensure that re-identification decision meets student needs. Based on data and consultations with teachers, parents, and student, principal takes the necessary actions to provide additional support services to students that may have been adversely affected by the re-identification process. During this 6-12 month period, principal also decides whether determination should be reversed, she then consults with superintendent about her decision. Parents are then notified of decision in writing in their preferred language.

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?

Instruction is aligned to ENL/ELA learning standards and embeds common ENL core standards. Instructional strategies teachers of ELL-SWDs use include: visuals, realia, repetition, word walls, translated dictionaries and glossaries, bilingual texts and reading materials, music, math manipulatives, charts, graphic organizers, sound/word games, sentence frames, sentence starters, and role play. Technology is also integrated into ELL-SWDs classrooms with the use of Lexia learning program and Rosetta Stone program, Brainpop, and the use of IPADS. Other approaches are, embedding mini lessons, small groups, read alouds and guided reading, and re-teaching material are part of their learning experience. Integrated ENL by ENL teacher supports students' understanding by scaffolding academic language in content areas.

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?

The plan for an ELL identified as having special needs is to have him/her seen by teachers who provide the necessary related service(s), such as, Speech and Language, Occupational Therapy, Physical Therapy, Hearing and Vision Teacher, and SETSS. Classroom teachers and the ENL teacher will provide information on educational strategies to assist students to achieve the state-designated level of English proficiency for their grade. The ENL teacher follows the Individualized Education Plan (IEP) of any ELL student with an IEP. In addition, grade-appropriate materials that also accelerate English language learning from a variety of vendors, such as ScottForesman and Pearson are used.

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

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



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

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

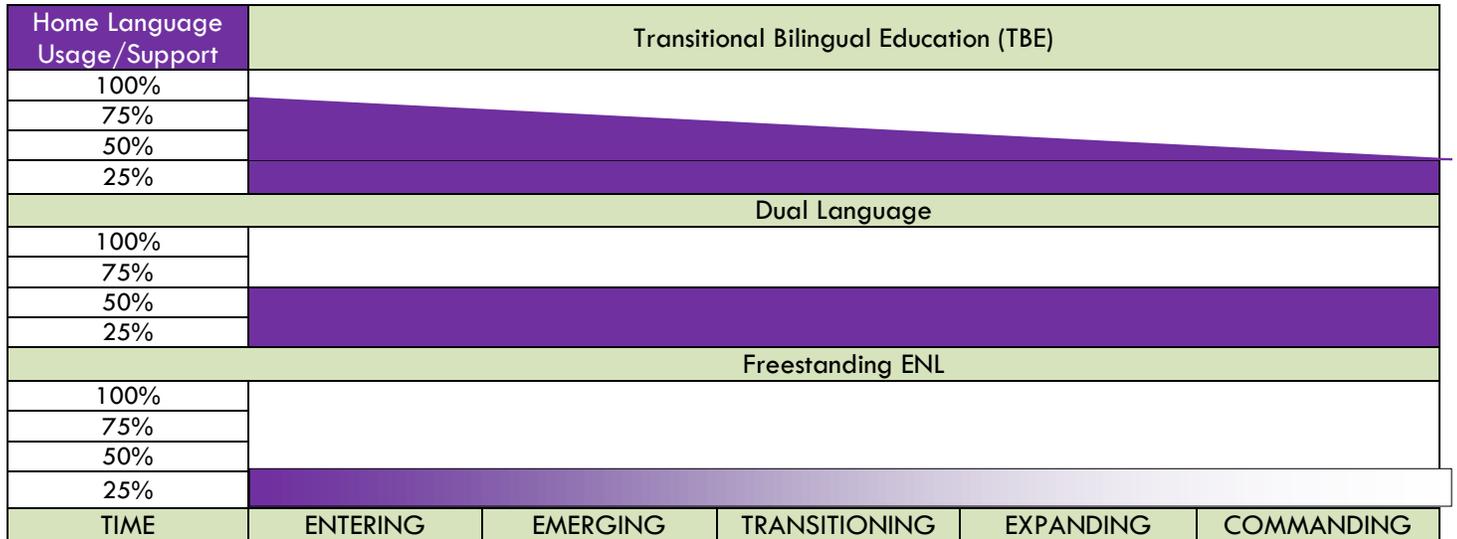


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Teachers consistently assess students, formal and informally. Students are grouped heterogenously based on their capabilities. Our interventions work by having students work in small groups based on student based data, work is differentiated based on their needs, small groups allow teachers to target students with difficulty mastering a specific skill. These groups are flexible and teachers can modify as needed. Students also receive intervention support via integrated ENL and Math coach supports. Our Freestanding ENL Program, with English only demonstrates that when minimal time away from the student's classroom is embedded, students master both content and language development quicker. The use of bilingual dictionaries and glossaries are encouraged during all content areas, ie. Math, Literacy, Science and Social Studies. Support services for our ELLs in grades three and up include ELA and Math After School Programs offered from January through March that gives extra support in preparation for statewide ELA and Math assessments. All students are encouraged to sign up for the afterschool Samuel Field "Y" Program in our school which offers students with homework assistance aswell.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. The effectiveness of our current program is measured by the periodic monitoring of our ELL students' work. As noted above, teachers assess students' performance in all content areas through pre- and post- assessments, on-going assessment, end of unit assessments, baseline assessments, state exams, conferences, student writing, and student portfolios. Students also are given the opportunity to self-assess, and evaluate whether they are meeting their goals. Based on data, students are grouped homogeneously based on their abilities. Students work in small groups and work is differentiated based on their needs. Small groups allow teachers to target students with difficulty mastering a specific skill. These groups are flexible and teachers can modify as needed. Our ENL students also receive support via integrated ENL and Math coach supports. Classroom environment also demonstrates effectiveness of our program; such as, anchor charts, word walls are displayed for all content areas. These charts are up to par and aligned with classroom instruction. These supports are also readily accessible by all students. Teachers of ELLs are made aware of their ENL students by ENL teacher communication; classroom teacher is made aware of ELL students and their proficiency levels; collaborative planning also takes place to ensure students are meeting both content and language development.
12. What new programs or improvements will be considered for the upcoming school year? New programs include purchasing software programs, such as Rosetta Stone, to improve student progress. Improvements to the program include scheduling more time for push-in ESL instruction, so that there is parallel teaching taking place within a classroom between the classroom teacher and the ENL teacher.
13. What programs/services for ELLs will be discontinued and why? Extended Day is no longer offered due to the UFT's new contract agreement.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All ELL students are fully serviced and receive the mandated number of minutes per week. Former ELL students receive testing accommodations for two years following their proficiency status on the NYESLAT. They are also serviced by an AIS teacher for additional support. ELLs and Former ELL's in the testing grades are invited and encouraged to attend the ELA and Math After School Program, which includes comprehensive preparation for the statewide assessments (ELA and Math).
- PS/IS 178 implements the following enrichment and extracurricular activities for all students, including ELLs:
- CHAMPS After School Sports Programs – for Middle school students
  - Talent Programs, including Drama, Digital Media and Visual Arts (Grades 6-8)
  - Chorus (grades 3-8) - all ELLs invited to audition
  - Debate Team (Grades 5-8 students)
  - Math Team (Grades 5-8 students)
  - Ballroom Dance (Grade 5 students)
  - Percussion (grades 1-2) – seasonal
  - Art (grades PK-8) -all students
  - Basketball (MS students) - seasonal
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. PS/IS 178Q uses the following instructional materials: Lower Grades: TCRWP assessments for progress monitoring, Ready Gen, Lexia, Focus on Fluency, Earobics, sight word review, Foundations Wilson, Balanced Literacy/ Guided Reading, Small group strategy lessons, conference notes, student work samples, reading logs, books on tape, available technology such as Lexia Software, Ready A to Z, iPad II Apps, Rosetta Stone and Typing Pal. Upper Grades: Interim assessments for progress monitoring, TCRWP assessments, Fountas and Pinnell, comprehensive strategies through Shared and Guided reading, Wilson Program, Vocabulary: Words Their Way; Small group strategy lessons, After School

Academy (Dec-March) Grades 3- 8 group instruction for targeted students, conference notes, student work samples, reading logs, books on tape, available technology such as Lexia Software, Ready A to Z, iPad II Apps, Rosetta Stone and Typing Pal.

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

At PS/IS 178Q, we offer the Freestanding ENL program with home language supports through the use of glossaries/dictionaries in home language, theme-related reading in students home language, bilingual homework activities, pairing entering students with a bilingual partner in the same language if available, and with text materials in Math, Science and Social Studies in home language if available, ENL also teaches the use of cognates if native language allows. Our ENL teacher speaks Spanish and uses it as a scaffold with Spanish-speaking students, we also have pedagogues in the building that speak Russian, Greek, Italian, and Chinese, who can be accessed by classroom or ENL teacher in the event student needs home language support. With the use of native language supports, students are capable of building onto and reinforcing skills in their native language, they will have the ability to transfer these skills into the new language.

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

PS/IS 178Q ensures all required services/resources support and correspond to ELL's ages and grade levels by placing students in the appropriate grade level according to their date of birth on birth certificate. Using a sheltered approach, students are provided access to mainstream, grade-level material and content. A wide variety of instructional scaffolds and differentiations are implemented into each program model, allowing content to be accessible to all students, including SWDs. ELLs receive ENL instruction via integrated ENL and/or standalone support by grouping students homogeneously by grade level. This ensures students are being exposed to grade level material aligning to ENL and Common Core learning standards. Instructional strategies for teachers of ELLs and ELL-SWDs use include: visuals, realia, repetition, word walls, translated dictionaries and glossaries, bilingual texts and reading materials, music, math manipulatives, charts, graphic organizers, sound/word games, sentence frames, sentence starters, anchor charts and role play. The use of technology also allows ELLs and ELL-SWDs to access grade appropriate supports.

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).

At PS/IS 178Q, we like to ensure our students and families feel welcomed into our school. Students and families are welcomed by our office personnel and ENL teacher, they are carefully explained of classlists, school arrival and dismissal times, school calendar, school breakfast and lunch available to them. They answer any questions parents may have. ENL teacher gives student a tour of our school to allow student to acclimate to his/her environment. During parent orientations, parent coordinator greets new parents, and makes them aware of parent workshops and supports available to them within our school or school district. Once students are in the classroom, newcomers are partnered with students who speak the same language if available, this will be their "wingman" until the scaffold is no longer needed. ENL teacher also makes special visits to classroom to ensure student is adjusting well to their new environment. Classroom teachers are also encouraged to use icebreakers to introduce students with newcomers throughout the school year, allowing opportunity to make him/her feel welcomed and easy.

19. What language electives are offered to ELLs?

Our school offers Spanish as a foreign language in the middle school grades.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
All pedagogues participate in professional development every Monday per CR Part 254. Professional development are attended by all school pedagogues, principal, assitant principal, guidance counselors, school psychologists, speech therapist, parent coordinator, and office personnel. Some of the professional lerning sessions offered in the current school year are: September: Go-to Strategies/ Scaffolding Strategies, ELA/Math Item analysis, understanding the Conflict Cycle, Danielson 2d: Managing Student Behavior; October: Structured Peer Visits, Implementing a Student-Led Conference, implementing Socratic Seminars; November: Focus on Danielson 3b: Questioning and DIsccussion Strategies, Focus on 3c: Student Engagement- What is cognitive engagement?, Vocabulary Strategies, Focus on Danielson: 3d: Using Assessment in Instruction: Using Pre-and Post Assessments to inform planning, Focus on 1e: Designing Coherent Instruction, Differentiation; Planning for Small Group Instruction; December: Early Childhood Literacy Strategies and Phonological Awareness, January: Focus on Danielson 3b: Questioning and DIsccussion Strategies; February: Focus on 3c: Student Engagement; March: implementing STEM/STEAM activities; April: Implementing Close Reading and Guided Reading
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?  
Professional development offered to teachers of ELLs are borough-led professional development, as well as professional development through Fordham Univeristy on making content available for ELLs, focusing on academic vocabulary, working with ELL students using differentiated instruction, as well as UFT offerings such as ELL language skills, in which they created and analyzed lessons that support linguistic transfers. All professional learning opportunities align to the Danielson Framework for teaching and Common Core Learning Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The transition from elementary to middle school is a smooth one, as we are a K-8 school and teachers collaborate to ensure proper placement for each child. The guidance counselor assists the staff for students transitioning to high 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.  
All teachers participate in professional development and are provided the mandated hours of training. Professional development is provided to all teachers on literacy, math, social studies, science, physical education, library services, special education, music and the arts on an ongoing basis, which are aligned to the Common Core Learning Standards and Charlotte Danielson's Teacher Effectiveness Framework. Professional development is conducted in-house through staff members turn-keying, as well as by administration, coaches, universities, such as Teachers College, etc. Professional development modes vary: 1-1, whole group/grade/department; vertical and horizontal grade planning; entire faculty. Records are maintained by all pedagogues sign in at every meeting, logs are securely kept in a file by our office personnel.

### 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?

PS/IS 178Q offers parent workshops led by ENL teacher to provide information to parents regarding program goals. Parents also have the opportunity to discuss the program during ELL parent orientation. ENL teacher also conducts conferences/ meetings with parents during parent and teacher engagement time very Tuesday through out the school year. If translation is needed we use in-house, parents, or over the phone interpretation service. All parents must sign into a sign-in log, all logs are kept and handed to our parent coordinator who retains them for records. ENL teacher keeps a log of all in person meetings, phone calls and letters sent to parents.

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.

PS/IS 178 recognizes the importance of parent, family and community involvement in the education of English Language Learners. At "Meet the Teacher Night," ELL parents are informed about state standards, assessments, school and class expectations and program requirements for the freestanding ENL program. An ELL Parent Orientation is conducted for parents of new ELLs soon after NYSITELL testing of eligible students. Parents view a video in their own language, if available, before making an informed program selection. Classroom and ENL teacher meet with parents at parent teacher conferences and throughout the school year. Parent workshops are led throughout the school year, some topics included, are "Building upon my child's academic success", "How to help your English Language Learner". Parents are also encouraged to be active members of our school's PTA as well as participating in our annual multicultural fair, "coffee with the principal" and classroom celebrations.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Presently, there is an elementary school in the district that offers free ESL adult classes. Our parents are notified and invited.

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

Parent coordinator conducts a survey at the beginning of the school year, the survey displays parents' interests, opinions and needs. Parents have an opportunity to express ideas and concerns during PTA meetings, meet the teacher night and parent-teacher conferences. Parents fill out an exit slip at the end of every parent workshop, the exit slip gives us a reflection on the effectiveness of the workshop and helps us plan future workshops. Pedagogues and parents volunteer their time to offer in-house translated services to parents during workshops, translated version surveys.

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

Our activities are based on assessment of parents needs with all of the above. Administration, parent coordinator and teachers formulate workshop topics that will suit parent needs. Translation interpretation services are conducted via in-house or phone service.

### 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 Holliswood School

School DBN: 26Q178

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)
Jennifer C. Ambert	Principal		10/30/15
Paul Seo	Assistant Principal		10/30/15
	Parent Coordinator		1/1/01
Flor Palma-Stuckey	ENL/Bilingual Teacher		10/30/15
ENL Students Parents/Guardian	Parent		10/30/15
Bonnie Imperatore, Sp. ED	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
Janet Marmo	Coach		10/30/15
Lauren Kienle	Coach		10/30/15
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Stephanie Halvax	Other <u>Speech Teacher</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 26Q178**      **School Name: The Holliswood School**  
**Superintendent: Danielle Giunta**

### Before you begin, please check the following:

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

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

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

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

---

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

The data and methodologies used to assess language preferences of the parent community are Part III of Home Language Information Survey (HLIS), blue data cards, emergency contact cards, ATS Otele Reports, parent surveys, teacher surveys, input from the ENL teacher, classroom teachers, counselors, PTA, and the parent coordinator.

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.

Languages preferred by parents both in written and oral form within our school are Russian, Spanish, Hebrew, Urdu ,Arabic, Bengali, Chinese (Mandarin and Cantonese), Albanian, and Polish.

### Part B: Creating a Communications Calendar

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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.)

At PS/IS 178Q, we ensure a variety of documents are translated for our families. These documents include parent-teacher conference information, parent workshop flyers, PTA notices, traffic and safety notices, school closings, discipline codes, bill of rights, parent surveys, HLIS forms, emergency cards, common core standards, welcome parent sign at school entrance, school events (concerts, science fairs, arts festival, etc.) and central notices not already available in translated versions. Written translations are provided by volunteers, outside vendors, Superintendent's office, parents, and in-house staff. These documents are distributed to families throughout the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school conducts several formal face-to-face meetings with parents throughout the school year. These meetings include "Meet the Teacher Night," in September, parent-teacher conferences in November, March and May 2016, ENL parent workshops on November 24<sup>th</sup>, 2015 and Coffee with the Principal in October. We also include monthly PTA meetings, and various workshops on Tuesdays throughout the school year. Parents complete a form indicating their attendance to the conferences and workshops. This enables school staff to make any necessary arrangements for translation and interpretation services via in-house or out of school; at least two weeks before event date. Moreover, some anticipated informal interactions with parents include calls from the school nurse, office personnel, guidance counselor, social workers, and parent coordinator.

### **Part C: Providing Language Assistance Services**

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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.

Our school will meet identified translation needs indicated in Part B by having a student list of families that have requested written translated documents. Our office personnel periodically reviews the Adult Preferred Language Report in ATS for updates. A calendar of upcoming events is used to inform office personnel of any anticipated documents that need to be translated. Written translation services are provided by translation and Interpretation Unit, and in-house school staff.

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.

As stated above, we will meet identified interpretation needs in Part B by periodically reviewing the Adult Preferred Language Report in ATS for updated information, and by consistently monitoring upcoming events that parents might require interpretation. Interpretation services are provided by over-the-phone interpreters via the Translation and Interpretation Unit, oral interpretation service provided by outside vendor, Superintendent's Office, in-house staff, and parent volunteers.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Staff are aware of translation services and over the phone interpretation service through professional development led by our ENL teacher, staff members have access to Language Palm cards in school main office, from parent coordinator, and ENL teacher. Staff is also reminded of all the services available to them prior to "Meet the Teacher" night and parent teacher conferences via email.

#### **Part E: Providing Notice of Language Assistance Services**

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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

PS/IS 178 has posted near the primary entrance, on Radnor Road, a Welcome Poster and sign for translation and interpretation services in the appropriate languages. At the security desk is a language identification card so that non-English speaking parents may find their language and identify it for the agent. A staff member listed in the translation binder may be called for over-the-phone interpretation service and may be accessed by calling 718-752-7373 ext. 4. Parent's Bill of Rights in DOE translated languages is available at the security desk and in the parent coordinator's office, room 117.

#### **Part F: Monitoring and Quality Control**

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

Parents complete a survey in the beginning and end of the school year, which provides us with the necessary feedback to modify any services parents may need. We also gather notes and feedback from parents throughout the school year through our ENL parent workshops, exit slips, and periodic meetings with ENL parents.