

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q184

School Name:

P.S. 184 FLUSHING MANOR

Principal:

ANNA DIMILTA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Flushing Manor School School Number (DBN): 25Q184
Grades Served: Pre-K through 5
School Address: 163-15 21st Road, Whitestone, NY 11357
Phone Number: 718 352-7800 Fax: 718 352 0311
School Contact Person: Anna Dimilta Email Address: adimilt@schools.nyc.gov
Principal: Anna Dimilta
UFT Chapter Leader: Karen Cohen
Parents' Association President: Jasmine Galia
SLT Chairperson: Grace Lee-Sim
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Mr. Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, L.I.C. N.Y. 11101
Director's Email Address: Lpender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anna Dimilta	*Principal or Designee	
Karen Cohen	*UFT Chapter Leader or Designee	
Jasmine Galia	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Grace Lee-Sim	Member/ Assistant Principal	
Noelia Guzman	Member/ Teacher	
Effie Milatos	Member/ Teacher	
Helen Drakoulis	Member/ Parent	
Diana Lew-Chi	Member/ Parent	
Alex Tarquinio	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bonnie Honya	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 184, the Flushing Manor School, is located in the Whitestone section of Queens, New York. This Pre-K-5 elementary school serves a population of approximately 525 students from culturally diverse backgrounds. The school serves as an integral part of community life for the students and their families. Pride in the students' accomplishments is evident in the prominently displayed student work throughout the building and through a variety of school-wide celebrations. The student body consists of 50.0% white students, 35.0% Asian students, and 13.0 % Hispanic students. Approximately 16% of the students are Special Education with Individualized Education Plans (IEPs). All students with IEPs receive the full continuum of services as needed, with ICT, combination push in and pull out Special Education Teacher Support (SETSS), and related services such as speech and language, occupational and/or physical therapy and counseling. English Language Learners, 8.0% of the total student population, receive mandated services according to the requirements of Language Allocation Policy. Only 31.0% of our students qualify for free lunch.

At P.S. 184 we are a dedicated community of learners. Our school motto is "Learners for Life". Our mission is to provide our students, with an atmosphere where school staff and families work together to support them in meeting the rigorous challenges of academic life while simultaneously nurturing and highlighting their individual strengths and talents. Through authentic, real life connections, our students will become lifelong learners able to function successfully as responsible and caring individuals in a global society and they will be able to make a variety of positive contributions to the modern world around them. This year our very proud community had much to celebrate.

- According to the Framework for Great Schools report released in June of 2015, we have scored 87 or higher out of 100 points in five of the six areas including Rigorous Instruction, Supportive Environment, Teacher Collaboration, Effective Leadership and Trust. The area of focus is Family and Community Ties with a score of 69 out of 100. Though our school survey responses from parents are very positive it seems to be the actual percent of those who responded that weakened our data. We continue to set goals in all of the Framework Areas, with Family and Community Ties an area of focus for this school year.
- Our Quality Review data (March 2015) indicated our school was Well-Developed in four out of five indicators including Curriculum, Assessment, High Expectations, and Teacher Teams. Curriculum was our area of celebration. Only Teacher Pedagogy was rated as proficient and was deemed as an area of focus. This year we are focusing on improving pedagogy through the focused use of assessment data to further drive instruction.
- Our School Survey results showed that we were the number one school in the district in terms of trust, collaboration, school leadership, and providing a safe and nurturing atmosphere combined.
- Additionally, this year the NYS education department identified P.S. 184 as a Reward School for 15-16 because of the level of performance of our students on NYS exams. Additional analysis of NYS data performance follows below in connection to a description of our instructional focus.

Our instructional focus is to ensure the transfer of learning to independent rigorous tasks aligned to the CCS, through the use of Authentic Literacy and Learning. This year we will encourage a focus on productive struggle and assessing success on meaningful independent tasks. We are also going to build on our success of implementing enrichment clusters in our school. Our staff will continue to receive Professional Learning opportunities in the Renzulli Schoolwide

Enrichment Model and teachers and children in the upper grades will once again select and participate in interest-based clusters allowing them to discover talents outside of academic areas.

Data on NYS ELA assessments is complex in that the percent of students meeting or exceeding the standards level dropped slightly for the entire school population in ELA (by 1 percent), closer analysis reveals a drop in the number of students performing far below standards (level 1) and a rise in the percent of students exceeding the standards. We can attribute this to regular targeted instruction with low level students and a curriculum that fosters high engagement in more reality based tasks, for our higher level students.

Our focus this year is to engage the entire population equally in providing appropriate scaffolds, particularly students who may be meeting standards or falling just below, to make progress in this area. To that end, we will be examining closely the progress students are making on independent rigorous task performance. We will continue to celebrate students' quality work and individual strengths through curriculum celebrations, and Student of the Month Assemblies.

Despite a small budget, due to limited school size and non-title I status, P.S. 184 prioritizes enrichment and the arts. We continue to have a full time visual arts teacher who serves all Pre-K-5 classes and our students participate in theater opportunities and music appreciation through classroom exposure. Our students are involved in Dancing Classrooms and Citi-Center Dance. Both programs foster a sense of respect, pride and improve self-esteem for our students. Students learn how to treat each other as equals, learn respect, and take great pride in their performances throughout the year. We strongly believe in providing opportunities for all of our students to shine. Our PTA contributes to approximately 1/3 of our Arts Residency budget. Support from the community has also come from grants from the City Council and Flushing Town Hall a cultural arts center in our area. This year a new partnership has been forged with the senior center and our young second graders will work to create a mural with the seniors that will be displayed in our school. We have also become a PE Works school to improve the quality and consistency of our Physical Education Program.

Based on parent, teacher and student feedback, the thing that most stands out about our school is that we are a unique community of learners. All stakeholders communicate constantly and are responsive to one another, always acting in the best interest of the children, even when it means going above and beyond. We work together in order to make sure that each person, whether child or adult, is reaching his or her maximum potential and feels comfortable enough to take risks that result in new learning. As our motto states we are truly "Learners for Life!"

25Q184 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	516	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		3.6%	% Attendance Rate	95.7%
% Free Lunch		35.7%	% Reduced Lunch	11.6%
% Limited English Proficient		7.9%	% Students with Disabilities	15.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	0.6%
% Hispanic or Latino		13.6%	% Asian or Native Hawaiian/Pacific Islander	33.9%
% White		50.1%	% Multi-Racial	1.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.83	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	9.55
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		49.8%	Mathematics Performance at levels 3 & 4	68.6%
Science Performance at levels 3 & 4 (4th Grade)		93.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	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.

Quality Review Data:

Curriculum was area of celebration

Assessment High Expectations and Teacher Teams were also rated Well-Developed

Teacher Pedagogy was Proficient

Framework for Great Schools Report:

Indicated Rigorous Instruction was in highest range with 89 points out of 100

Scores above 90 on Collaborative Teachers Effective School Leadership and Trust

Scores above 85 in Rigorous Instruction and Supportive Environment

Focus area was indicated with a score of 69 in Strong Family and Community Ties however this same component on the School Survey earned 87% indicating some strength in this area as well.

Other focus areas continue to be rigorous instruction and supportive environment

School Survey:

Highest rated school in the district with only participation from parents and community being an area of focus

NYS Exam Data:

2015 NYS ELA indicates a decline of 1.2% in school performance.

2015 NYS Math data indicates a decline of 2.5%

Closer analysis indicated increase in the percent of level 4’s across the school and on certain grades this was actually doubled in both ELA and Math. Additionally there was a decline in % of level 1’s

NYSESLAT Data (only 8% of population participate)

71.8% of students made progress on the NYSESLAT with 46.2% of the ENL population reaching the commanding level, this indicates scaffolding for ENL students are in place that support growth and progress.

Tying to the goal of rigorous instruction is the data around the percent of level 3 students dropping slightly. This concern will be addressed by the goal below.

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, 85% of all students will demonstrate progress in the ability to transfer learning to meaningful independent tasks incorporating reading/writing and aligned to common core standards and college and career readiness as per established rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administrators and lead teachers will participate in professional learning and support meetings provided by the DOE, Borough Field Support ((BFS) and District as well as Learning Partner Program (LPP) Meetings and visitations with host and partner schools.</p>	<p>Principal, Assistant Principal</p>	<p>September-June (ongoing)</p>	<p>Borough Field Support, NYC DOE presenters Principal, Assistant Principal, Model Teachers, Principal, Assistant Principal,</p>
<p>Collaboration in a trusting manner will drive ongoing reflection and revision of balanced literacy reading/writing units in grades K-5 will emphasize process over product through the use of thinking maps and will ensure the presence of a real world connection to authentic circumstances/literacy resulting in rigorous work products. The development of meaningful independent tasks structured into every lesson, interim tasks throughout the units and concrete aligned summative tasks at the end of units</p>	<p>All Pedagogical staff including Classroom Teachers of grades K-5</p>	<p>Sept-June ongoing Monday afternoons and Chancellor’s days, LPP dates</p>	<p>Model Teachers, Instructional Lead Teachers, Highly Effective Teachers</p>

<p>will allow more meaningful progress monitoring in the form of frequent formative, interim, and summative data. This data will drive the instruction and scaffolding for upcoming lessons.</p> <p>Additionally, trusting teacher teams will participate in ongoing reflection and revision of writing units to align with newly released scope and sequences in the content areas of science and social studies, including writing for authentic purposes and audiences.</p> <p>School wide Professional Development in the following areas:</p> <ul style="list-style-type: none"> -Thinking Maps protocols and uses for year 2 implementation - Transfer of learning - Authentic Literacy - Danielson Framework-engaging students and questioning and assessment - Analysis of data to focus instructional next steps -Balanced Literacy-Guided reading, Reading Clubs (Formerly Book Clubs) -Renzulli Enrichment Model - In addition, staff members will select professional development teacher led study group topics as per needs assessment. Study groups will be around authenticating process in science, social studies math, the use of technology and how to support special populations- autism, SWD and ELL students. This will be done in a trusting collaborative manner. -New teachers will engage in mentoring activities and collaborative planning with trustworthy colleagues. -Model teachers will begin to bring Learning Partners Program work to life by setting up their classrooms as 	<p>All Pedagogical staff including Classroom Teachers of grades K-5</p>	<p>Sept-June ongoing Monday afternoons and Chancellor's days, LPP dates</p>	<p>Principal, Assistant Principal,</p> <p>Model Teachers, Instructional Lead Teachers, Highly Effective Teachers</p> <p>Borough Field Support</p>
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lab sites demonstrating best practices and incorporating work with other schools in rigorous task development and alignment.			
-Incorporating intentional blocks of time devoted to research-based balanced literacy practices as follows:	Grade K-5 students	Sept.-June Ongoing During literacy periods	Classroom Teachers ENL and Special Education teachers
-Continue implementation of shifts in literacy using grade level text resources as well as Ready Gen resource to provide engaging instruction with assessments and scaffolding used as necessary	Grade 2-5 students	Sept.-June Daily AM entry 8:10 - 8:25	
-Schoolwide Independent reading time, (DEAR)	Grade 2-5 students	Daily during STAR period	
- Grade-wide Reading Clubs (formerly book clubs) will continue with revision and emphasis on questioning and transfer of learning. During these blocks of time, the specific needs of our SWD and ENL students will be met by a variety of providers. SETSS teacher, ELL teacher, cluster teachers, classroom teachers Instructional level texts will be provided. AIS instruction will also take place during this time using elements research based programs such as Wilson program, Foundations Program as well as guided reading. The use of authentic literacy practices to build in opportunities for high level rigorous conversations addressing speaking and listening skills as well.	Grade Pre-K-5 Students	Daily STAR period-9:44-10:20 in cycles based on data collection	Classroom Teachers
-Computer based software such as Imagine Learning, Reading Tracker, RAZ kids and Brain-Pop may be used to target SWD, ENL or Rtl students, or students in the bottom third as well.		October 2015 – June 2016 Weekly	Classroom, Cluster, ENL and Special Education Teachers, STH literacy provider, Technology integrator
- Words for Life Program: Research shows that vocabulary development is crucial in supporting comprehension. This schoolwide program is designed to embed an intentional vocabulary component for all grades PreK-5. This program involves grade teacher team selection of academic vocabulary from all content areas for weekly and biweekly distribution. Students are held accountable for using the words	Grade K-1 All Grade 2-5 students	Daily during STAR period October 2015 through April	

<p>appropriately in their speaking and writing with a reward system and assessment opportunities.</p> <p>-Literacy and Interest-based learning centers providing early literacy experiences in an engaging manner while the classroom teacher addresses the needs of struggling students.</p> <p>Title III ELL Saturday Literacy Program will take place to support ELL students in attaining English speaking, listening, reading and writing skills in an interesting and engaging way.</p> <p>Literacy Assessment Strategy Program (LASP)-weekly lessons devoted to embedding reading skill practice into current curricular areas. Independent interim assessments used to support the planning of instruction using research based materials such as I Ready, Kaplan and Coach.</p> <p>School-wide Supervisory Inquiry supported by:</p> <p>Grade Level Inquiry teams and action research reflecting on teacher practice designed to raise student outcomes by meeting students at their entry points.</p> <ul style="list-style-type: none"> utilize the assessment data to differentiate instruction, identify sub-groups for targeted small group instruction inclusive of students needing enrichment <p>Study formative and summative data to identify areas of weakness and strengths for each child, including those on grade level, to help children with goal setting in major academic areas as well as social areas.</p>	<p>ELL Students in Grades K-5</p> <p>All Teachers Pre-K -5</p>	<p>2016-Saturday Mornings</p> <p>Fridays during STAR period 9:44-10:20</p> <p>October 2015-June 2016</p>	<p>Classroom, ELL Special Education Teachers, Model Teachers, STH literacy provider, Technology integrator</p> <p>K-1 Classroom and Cluster Teachers, STH literacy provider, Technology integrator</p> <p>Assistant Principal, ENL Teachers, Common Branch Teacher</p> <p>Classroom and Cluster Teachers, ENL and Special Education Teachers</p>
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<p>To increase parent involvement and engagement, parent workshops in classroom literacy as well as instructional shifts in preparation for college and career will be offered and scheduled. Some examples include:</p> <ul style="list-style-type: none"> -Foundations -Early Literacy Strategies -Reading aloud to young children -Test Sophistication and Preparation -Words For Life Program <p>A series of Parent Workshops designed specifically for parents of ELL students in how to support children at home. (Translation provided)</p> <p>Academic Celebrations (3 per year) will invite parents into classrooms to celebrate curriculum through authentic student work products. Students will share ideas and rubrics and get feedback from parents.</p>	Parents of K-5 students	Sept.-June Ongoing Tuesday afternoons	Principal, Assistant Principal, Classroom and cluster teachers and ELL and SWD teachers
	Parents of ENL students K-5	December 2015- April 2016	ENL and common branch teacher, translator
<p>Ongoing communication will continue through parent letters telephone and email communication as well as communication through our new school website with translations provided.</p>	Parents of Pre-K-5 students		
	Parents of ENL students K-5		

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.											
Principal, Assistant Principal, Model Teachers, Technology Integrator, All Teachers, Paraprofessionals,											
Materials such as: Leveled texts, Supplemental texts to support Ready Gen Resource, Computers											
Software programs-Imagine Learning, Reading Tracker, Reading A-Z, Brain-Pop											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Students will participate in weekly interim assessments, end of unit tasks, a mid-year on demand task incorporating trait based rubric and regular computer based i-Ready testing . This ongoing data will be used to monitor progress in transfer during independent literacy tasks.

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

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

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

Part 1 – Needs Assessment

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

Quality Review:

High Expectations: Well Developed which includes parent communication

Framework for Great Schools Report:

Supportive Environment high average range

School Survey Results:

99% in Supportive Environment

Highest rated school in the district overall

76% of parents responded to the survey

Teachers and parents feel the students are safe and teachers respond to their needs. Students respond well to adult guidance and school wide initiatives supporting social-emotional growth such as reward systems. Data indicates that a stronger work ethic and academic focus needs to be instilled in order to foster student progress for all.

Part 2 – Annual Goal

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

By June 2016, 100% of students in grades Pre-K- 5 will experience programs in character development and values education whereby student choices will be directly connected to academic and social successes in preparation for college and career.

Part 3 – Action Plan

<p>Guidance Team will visit classroom and facilitate class discussions to be given in an age appropriate format on the topics of child abuse and personal safety. In addition, an assembly delivered by the Child Abuse Prevention Program (CAPP), will be presented to all grade 3 students in spring 2015 and follow-up with the Guidance Counselor will be conducted. In addition, the guidance counselor will invite and schedule the “Beautiful Me” character education program to come hold small group sessions for girls in grades 4 and 5 in improving self- esteem and appreciation of self and others.</p>			
<p>Initiate school-wide Book of the Month program to encourage character development, self- esteem and multi-culturalism with books such as <u>Have You Filled a Bucket Today?</u></p> <ul style="list-style-type: none"> • All students will be given the opportunity to participate in the Student Government G.O. through the voting of class representatives, suggesting and participating in spirit days and new student initiatives such as collecting plastic bottles for recycling and collecting Toys for Tots and Food Drive. • Students and parents will be asked to fill out interest and opinion surveys which take into consideration the students’ perspectives, interests, and thoughts, this information will then be used by teachers to plan for and provide materials to personalize classroom instruction and make decisions about grouping. Integrating arts programs including visual arts, music, theatre, and dance into the curriculum to give opportunities for all students to be exposed to the arts and find success in non-academic. • Diversity will be celebrated through activities such as Respect for All Week and Multicultural night 	<p>PreK-5 students</p> <p>K-5 Students</p> <p>K-5 Students and Families</p> <p>Pre-K-5 students and families</p>	<p>January-June 2016</p> <p>October 2015- June 2016</p> <p>February 2016 and May 2016</p> <p>Spring 2016</p>	<p>Guidance Counselors, Pre-K-5 teachers</p> <p>EC Literacy Teacher</p> <p>Principal Assistant Principal Parent Coordinator, Student Council Facilitator (teacher)</p> <p>Principal, Assistant Principal, Guidance Counselors, Classroom All Teachers, PTA Committees</p> <p>Parent Coordinator, Guidance Counselors, Teachers</p>
<ul style="list-style-type: none"> • Parents will be invited to various workshops throughout the year, given by the teachers and service providers on topics such as Strategies to improve 	<p>Parents of all students in grades PreK-5</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Guidance Counselors, Classroom Teachers, PTA</p>

<p>Literacy, Encouraging Life Long Readers, Internet Safety, and Test Sophistication to inform and help parents to support their children at home.</p> <ul style="list-style-type: none"> • Parental outreach events include scheduled PTA meetings in November 2015 where laws and procedures for mandated reporting will be addressed. In addition, handouts will be distributed to parents regarding various outside support agencies. Additionally, the Guidance Counselor provides specific counseling resources to families upon request. • Parents are invited to special classroom academic celebrations (a minimum of 3 per year) designed to highlight and display student work and share information about the current curriculum unit and its connection to college and career. • Parents will be able to access information on the school’s website containing information pertaining to school events, policies, as well as, pages devoted to each grade with information regarding the month’s current unit of study, projects, and messages from the teacher. • Increase outreach to non-English speaking parents and guardians through school notices translated into different languages. 			Webmaster, DOE Translators

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Principal, Assistant Principal, Model Teachers, BFS staff, Classroom Teachers, Cluster Teachers, ENL and SETSS Teachers, Guidance Counselors, Parent Coordinator • Curriculum Resources (Ready Gen and Go Math), Online resources Imagine Learning, Reading Tracker, Brain-Pop, Thinking Maps Binders 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Mid Year Parent and Student Surveys and documents regarding guidance issues will be analyzed and results summarized to determine impact.

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.

Quality Review:

Teacher Teams were rated Well-Developed

Teacher Pedagogy rated Proficient

Framework for Great Schools Report:

Collaborative Teachers in highest range and received 97 out of 100 points

School Survey:

Teacher Collaboration (98% overall)

96% of teachers indicate that they trust one another and the principal

These results indicate strength in teacher teams and teacher relationships with one another and school leadership. A focus is to continue to support and empower teachers to be involved in decision-making and develop leadership skills.

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, 100% of teachers will participate in self-selected Professional Development opportunities aligned to individualized teacher goals based on MOTP data and walkthrough feedback resulting in improved teacher pedagogy.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Professional Learning Opportunities including the following: <ul style="list-style-type: none"> - teacher-led study group cycles based on interests/needs survey -needs according to data based on teacher observation data from SY 14-15 and ongoing observation feedback using the Danielson Framework. <p>Examples include: Encouraging Authentic Math Discussions involving critical thinking, Integration of Technology, Exploring Danielson, Hands on Science, Building student vocabulary, and Differentiating Instruction to Meet the needs and increase engagement of SWDs. Connection of sessions to inquiry and problems of practice.</p>	<p>All Pedagogical staff</p> <p>New Teachers</p> <p>Select Teachers as per UFT contract</p>	<p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Model teachers, Lead Teachers, Classroom and cluster ELL and Support Service teachers.</p>
<ul style="list-style-type: none"> • New teacher professional learning sessions held by lead teachers and mentors in a trusting environment, in content such as: <ul style="list-style-type: none"> -The tenure process -Managing student behavior -Communicating with parents 	<p>Instructional Lead Teachers per grade</p>	<p>August 2015-June 2016</p>	<p>Principal, Assistant Principals, Mentors</p>
<ul style="list-style-type: none"> • Formation of CPL (Curriculum and Professional Learning) Team consisting of trusted staff members that will hold regular meetings to brainstorm, evaluate, discuss current professional learning 	<p>All Teachers K-5</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal</p>

<p>sessions and take into consideration, feedback and needs of staff in order to plan for future professional development sessions.</p> <ul style="list-style-type: none"> Maintenance of CPL Team consisting of trusted staff members across grade levels that will hold regular meetings to share ideas, collaborate, and work to align the curriculum to implement the school’s instructional focus of infusing Authentic Literacy in order to improve the transfer of learning. Also to plan for modified instruction, based on assessments and differentiate activities to meet students at their entry points. Teachers participate in inquiry teams and action research reflecting on teacher practice, analyzing student work, and using the data from schoolwide assessments including State exams, baseline assessments, as well as, formative Interim and summative classroom assessments to drive instruction in order to improve teacher practice and raise student outcomes. This will be done in a trusting manner. Teachers will actively and voluntarily participate in classroom inter-visitations to model teacher labsite classrooms as well as classrooms that incorporate highly effective practices and share those best practices in order to improve teacher practice and raise student outcomes. This will be done in a trusting environment. Grade level teams are given two to three common planning periods, as well as, one after-school collaboration time per week to work together to plan, analyze student work from independent task assessments, then share and plan instructional techniques, and modify instruction, to support transfer. 	<p>All Teachers K-5</p> <p>Classroom Teachers</p> <p>Instructional Lead Teachers</p>	<p>September 2015-June 2016</p> <p>October 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Model Teachers, Instructional Leads,</p> <p>Principal, Assistant Principal, Lead Teachers</p> <p>Principal, Assistant Principal, Model Teachers, All Teachers</p> <p>Principal, Assistant Principal, Model Teachers, All Teachers</p>
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<ul style="list-style-type: none"> Grade level teams will collaborate with ENL and Special Education Teachers to consider needs of special populations in planning, sharing, and revision of the curriculum in order to align it to best practices and the school's instructional focus of transferring learning to independent tasks. Lead teachers will be selected to attend BFSC meetings in mathematics, ELA, ENL, and Special Education. These teachers will reflect with administration to share materials, teachings, and information gained from these meetings with the staff and adjust the learnings to fit with the school mission and focus. 			Borough Field Support,Principal, Assistant Principal
<ul style="list-style-type: none"> Upkeep and maintenance of newly created school website includes grade pages whereby grade level teams, work collaboratively in a trusting manner to provide monthly updates for parents regarding homework, curriculum and upcoming trips and events. 	Parents of K-5 students	September 2015-June 2016	All classroom teachers K-5, PTA Webmaster

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> Principal, Assistant Principal, Classroom Teachers, Cluster Teachers, Model Teachers, Lead Teachers, ELL and SETSS Teachers Curriculum Resources (Ready Gen and Go Math), Online resources purchased with software monies such as Imagine Learning, Reading Tracker, Brain-Pop, Thinking Maps Binders 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Post Professional Learning Reflection sheets and surveys distributed to teachers mid-year as well as Advance data after two walkthroughs will gage the progress towards this goal.

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

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

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

Part 1 – Needs Assessment

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

Quality Review:

High Expectations rated Well Developed

Pedagogy rated Proficient

Framework for Great Schools Report:

Effective Leadership earned 97 out of 100 points

School Survey:

Trust

School Leadership

Advance data report

Indicates increase in ratings of effective and highly effective components and domains associated with engagement and assessment

1/3 of all teachers received a highly effective rating on their MOTP only 5 % of teachers were highly effective in their MOSL data

Part 2 – Annual Goal

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

By June 2016, 80% (23/29) of pedagogues in grade K-5 classrooms will demonstrate improvement in class assessment data as measured by rubric based scores on the NYC Performance assessments in ELA resulting from increased and appropriate use of assessment data from independent task performance in order to drive instruction throughout the school year.

		October 2015-April 2016	
<ul style="list-style-type: none"> Supervisors will participate in formal and informal collection and analysis of assessment tasks/practices and student work and teacher feedback to examine impact and provide focused next steps for teachers in providing appropriate feedback to students in a trusting manner for all teachers including those of SWD and ENL students. Teachers will respond to feedback about assessment practices and tasks. <p>Supervisors will participate in walkthroughs for the purpose of providing actionable feedback aligned to instructional focus of using Authentic Literacy to support transfer of learning</p>	All K-5 Teachers	September 2015-May 2016	Principal, Assistant Principal
Principal will provide professional learning opportunities for teachers regarding the essential components of the Framework and how those components relate to authentic literacy practices and heightening student engagement, resulting in transfer of learning.	All Teachers K-5	August 2015-June 2016	Principal, Assistant Principal, Model Teachers
<ul style="list-style-type: none"> Building Leaders will focus on supervising and supporting specific grade levels (Pre-K-2) and (3-5 and clusters) in order to properly assess curriculum and lesson structure in relation to student learning and teacher data. 	Principal, Assistant Principal	December 2015-May 2016	Principal, Assistant Principal
<ul style="list-style-type: none"> Principal will build capacity by creating and providing opportunities for teachers to build leadership by selecting Instructional Leads and Model Teachers to support teachers in implementing best practices in a collaborative trusting manner. 	Members of various committees and teams, lead teachers	August 2015-June 2016	Principal, Assistant Principal
<ul style="list-style-type: none"> To participate in ongoing meetings and conversations with the Borough Field business manager in order to effectively align budget to support teachers in this work. (Galaxy) 	Principal, Assistant Principal	August 2015-June 2016	Borough Field Budget Specialist
<ul style="list-style-type: none"> To provide communication with parents around the importance of productive struggle and independent 			

task performance through parent letters, workshops and the school website	Parents of students in K-5	2 -6 times per year	Principal, Assistant Principal
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
DOE Staff, District Superintendent Staff, Borough Support Center, Principal, Assistant Principal											
Professional Books and Technology Resources											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Mid-year (January) review of student performance and classroom data on rigorous independent tasks as per specific traits on NYC performance assessment rubric in ELA to ensure that at least 60% of students have made progress at this time
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.

Quality Review:

High Expectations rated Well-Developed

Framework for Great Schools Report:

Strong Family and Community Ties earned 69 out of 100 points however the School Survey percentage was 87% making this a complex area

School Survey Report:

Parents indicate high satisfaction with trust and safety in school and participate regularly in outreach by staff to support student learning however the actual percent of parents who participated in the survey was lower than expected 76%.

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, 100% of parents and guardians will be provided with regular, ongoing opportunities to attend workshops related to their interests and needs resulting in increased knowledge of life skills and areas to enrich their own lives and ultimately the lives of their children resulting in academic success and college and career preparedness.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parent Workshops designed to support parents in a trusting manner will be offered and scheduled on Tuesday afternoons and evenings as follows:</p> <ul style="list-style-type: none"> • Instructional Focus, Authentic Literacy, transfer of learning and data offered by administration • Parent Workshops specific to grade level academic curricula, including common core and college and career readiness skills will be offered by grade level teams • Parent Workshops designed to support parents of students with disabilities (SWD) and English Language Learners (ELL) content specific • Parent interest and needs surveys distributed twice a year to gauge needs of the parent community • Inviting parents to conduct sessions for one another in the high interest high need areas in a trusting manner • Work closely with the PTA to arrange workshops through community organizations 	<p>PreK-5 parents</p>	<p>September 2015-June 2016 Ongoing</p>	<p>Principal, Assistant Principal, Model Teachers, Technology Integrator, Classroom Teachers and Cluster Teachers</p>
<p>Curriculum Celebrations designed to celebrate student work and highlight instructional practices will be scheduled for each grade a minimum of 3 times per year. Parents and family members will feel valued and this will support an environment of trust</p>	<p>Pre-K 5 Parents and Family Members</p>	<p>September 2015-June 2016</p>	<p>All classroom teachers K-5, PTA Webmaster</p>
<ul style="list-style-type: none"> • Evening PTA Meetings will include information on curriculum, instruction, budget and school happenings. The principal assistant principal and staff members will deliver a message of transparency on all matters building a sense of trust. 	<p>Pre-K-5 parents and family members</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principal</p>

<ul style="list-style-type: none"> • Parent Engagement Evenings and special events designed to encourage parent and family engagement and connection to curriculum. Examples include the Winter Fair, Curriculum Night, Barnes and Nobles Night, and Scholastic Book Fairs to involve parents in encouraging positive family based literacy activities. 	Pre-K -5 parents	September 2015- May 2016	Principal, Assistant Principal, All Teachers
<ul style="list-style-type: none"> • Alternating the scheduling Student of the Month assemblies for lower grade students in the evenings and upper grade mornings and evenings to meet the needs of working families thus encouraging the celebration of student achievements. This will allow our working families to feel valued and involved and will contribute to a trusting environment. 	Pre-K-5 parents and families	September 2015-June 2016	Principal, Assistant Principal, Teachers
<ul style="list-style-type: none"> • Series of evening parent workshops in a variety of topics for working families. 	Pre-K-5 parents and families	September 2015-June 2016	Parent Coordinator, outside providers
<ul style="list-style-type: none"> • Series of Saturday Parent Workshops designed for parents of ENL students to assist them in supporting their children at home and building a sense of trust among that portion of the community. 	Parents and Family members of	September 2015-June 2016	Assistant Principal, ELL teacher, Common Branch Teacher, Translator
<ul style="list-style-type: none"> • Parents as Reading Partners - (PARP) calendars are sent home and collected monthly to encourage parental involvement and reading support for students. 	ELL students in grades K-5	December 2015-April 2016	Assistant Principal, ELL teacher, Common Branch Teacher, Translator
	K-5 parents and families		

		October 2015-June 2016	Classroom teachers
<ul style="list-style-type: none"> Upkeep of website with school information provided by staff members and PTA Use of email and phone system to communicate events and special happenings 	Pre-K-5 Parents and families	September 2015-June 2016	Principal, Assistant Principal, Parent Coordinator

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.											
Principal, Assistant Principal, All Teachers, Parent Coordinator, PTA Webmaster, students											
Paper and ink associated with handouts provided at certain workshops											
Fees associated with phone system (Black box)											
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	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Review of workshop agendas and attendance records from both workshops and curriculum celebrations as well as feedback sheets collected by late January will show that 75% of parents have participated in school sponsored programs and offerings.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnell running records, Baseline MOSL results, State regulations regarding AIS services - scoring below a scale score of 299 in grade 3, below 296 in grade 4, below 297 in grade 5 on ELA State exams	Guided Reading, Imagine Learning, Reading Tracker, Close reading, repeated reading, Thinking Maps, guided reading book clubs	Small group instruction, one to one computer based instruction as needed	During the school day, Star period
Mathematics	Go Math assessments, Math Baseline MOSL results, State regulations regarding AIS services - scoring below a scale score of 293 in grade 3, below 284 in grade 4, below 289 in grade 5 on Math State exams	Guided math groups, tiered intervention Soar to Success as provided by Go Math, Think Central, Thinking Maps	Small group, one to one computer based instruction as needed	During the school day
Science	Scoring level 2 or below on the NYS Science test, In- class formative and summative assessments	Guided reading and close read of science based non-fiction, Thinking Maps	Small group instruction	During the school day
Social Studies	In-class formative and summative assessments along with AIS criteria in ELA	Guided reading and close read of social studies based non-fiction, Thinking Maps	Small group small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Information/requests from teachers and families, incident reports	Small group and individualized sessions	Small group, individual	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [P.S. 184Q], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [P.S. 184Q] will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC)

[P.S. 184Q] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 184 Flushing Manor School</u>	DBN: <u>25Q184</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: Beginner, Intermediate, and Advanced ELL students, grades K-5, will participate in an intensive Literacy program on Saturdays, from 9:00 - 11:30 a.m. The Saturday program will begin in early December and will continue until late April. Saturdays during school holidays will be omitted from the schedule. This Literacy program is above and beyond the mandated core program. This program will be conducted in English. It will be open to all ELL students (all levels) and former ELL students (less than 2 years) in grades K-5. Program will be made available to 45 students. Research shows that balanced literacy enhances learning for new language learners. Students often do not have the chance to acquire reading strategies because they are consumed with the difficult process in learning English. This results in difficulty in reading comprehension and decoding. Research also shows that children who live in homes where English is not spoken need additional assistance to catch up to grade level expectations in classroom curriculum areas.

- One licensed ELL teacher, along with a second licensed teacher, will co-teach a group of students in grades K-5 to improve literacy skills, develop language acquisition and curriculum skills. Areas of literacy to be focused on include: Read aloud with discussion, phonemic awareness, phonics (decoding as well as spelling), vocabulary development, fluency, comprehension, as well as, oral and written expression. Strong emphasis will be placed on vocabulary development and oral and written expression. This supplemental program will base instruction on Fountas and Pinnell Assessment, LABR, NYSESLAT, and information from the classroom teacher. In addition, engaging, high interest trade books, as well as, teacher adapted ReadyGen material will be used in instruction. The ELL teacher will work on modifying the instruction to meet ELL students at their entry points through the use of visuals, realia, Total Physical Response (TPR), supporting acquisition of social language (BICS) and academic language (CALPS) and other ELL strategies. The second teacher will support the students through small group instruction on literacy areas such as vocabulary development, oral, and written expression.

- Assessment will include ongoing informal teacher assessment, exit slips, and frequent monitoring of student work. Portfolios will be kept for each student and the supervisor will evaluate the program on an ongoing basis. Final evaluation of the program will be based on Fountas and Pinnell, NYSESLAT, and standardized assessments at the end of the school year. We anticipate that the children participating in this program will make a gain of at least one level on the NYSESLAT due to their participation in the Saturday program. Materials for the Title III Saturday Program will include children's literature as well as workbooks related to Speaking, Listening, Reading, and Writing activities and the Imagine Learning Program for one on one and small group 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

Part C: Professional Development

- name of provider

Begin description here: A variety of Professional Development activities will be planned. Two full day sessions of PD will be planned for all Common Branch teachers and ELL teachers. A portion of professional development will take place in the form of collaborative workshops, with time set aside for classroom teachers to meet with Title III service providers, the regular ELL teacher, and the assistant principal. Tentative dates for these PD sessions are May 18th and 25th. During these sessions, staff will examine data and student work and collaborate in content area planning and identifying appropriate instructional next steps for individual ELL students. Strategies and assessments reflecting the criteria for success on the NYSESLAT will then be identified and created. Other Professional Development will be provided by the CFN Network Support Specialist, Literacy Achievement Coach and our own Lead Teacher will include close examination of CCS aligned tasks and rubrics along with examination of student work during the Monday PD sessions. Tentative dates for these PD sessions are 2/2, 3/23, and 5/4. This will drive additions and changes to curriculum maps which will include differentiated instruction for ELL students. This will provide additional professional development in supporting ELLs in meeting the demands of the CCSS.

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: Parents of ELL students are invited to participate in schoolwide events using translated documents. Additionally, parent workshops will be planned bi-weekly on Saturdays to assist parents of ELL students in understanding the instructional expectations for their children along with providing specific ways that parents can support their children's learning at home. Parents will also be invited to participate in learning along with their children during occasional Parent-child workshops sessions. Workshops will be conducted by the Title III providers and the Assistant Principal. The workshops will provide specific ways that parents can support their children's learning at home. Topics to be covered include the following: Parenting Skills, Early Literacy Skills, Imagine Learning at Home, Family Activities to Support your Child's Progress, Communicating with Your Child's Teacher. At these workshops, materials such as bilingual books and trade books and books on tape are distributed to parents. In addition, parent-child workshops will be held to assist parents in working with their children at home with questioning and homework. Workshops will be conducted by the Title III Providers and the Assistant Principal. Parents will be notified of these activities using translated flyers, emails, and telephone reminders.

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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$6,691</u>	<u>84 per session hours for two licensed teachers (one ESL teacher, one Content area teacher) at a 51.51 per hour and 45 per session hours for one administrator at 52.52 per hour including fringe. (no other Saturday program running)</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$1,120</u>	<u>7 per diem days at 167.70 for coverage of 6 teachers of ELL students to work with ELL Lead Teacher and Title III ELL teachers to learn best practices and examine data and plan instruction for students based on progress. CFN Support specialist will also be scheduled to meet with the teachers and provide focused PD in addressing Common Core Learning Standards.</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$709</u>	<u>Headphones with microphones to be used with ELL computer program, Imagine Learning to provide one on one differentiated support.</u>
Educational Software (Object Code 199)	<u>\$1,560</u>	<u>Ten licenses for Imagine Learning Online ELL computer program at 156 per license.</u>
Travel	<u>\$0</u>	_____
Other	<u>\$1,120</u>	<u>Books, materials, and refreshments to be provided for parents during parent engagement workshops.</u>
TOTAL	<u>11,200</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 25	Borough Queens	School Number 184
School Name Flushing Manor PS 184Q		

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 Anna Dimilta	Assistant Principal Grace Lee-Sim
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sara Corbett	School Counselor Brooke McHugh
Teacher/Subject Area Noelia Guzman	Parent Jasmin Galia
Teacher/Subject Area type here	Parent Coordinator Meg Baker
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	473	Total number of ELLs	40	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	38	0	2	2	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	0	0								0
Chinese	12	6	4	1	1	2								0
Russian		0	0	0	0									0
Bengali				0	0									0
Urdu			1	0	0									0
Arabic		1			1									0
Haitian														0
French														0
Korean	2			1										0
Punjabi														0
Polish														0
Albanian														0
Other	1		2	2	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 184Q uses the NYSITELL, assessments related to Foundations word study program, Fountas and Pinnell leveling system, ReadyGen performance tasks, NYC performance tasks and teacher created authentic literacy tasks to assess early literacy. This data provides insights on the following: students' ability to recognize letters, phonemic awareness, decoding skills, fluency and reading comprehension and early writing skills. Additionally, speaking and listening checklists and rubrics are introduced to students and used throughout the grades. The results determine student's reading levels and specific strengths and weaknesses in literacy. This data is used for grouping for instruction. The teacher is also able to determine the type of reading/writing instruction that will best meet the needs of the students. For example, Fountas and Pinnell reading level data is used to help teachers group their students into homogeneous book clubs, which aide in the development of reading comprehension and discussion skills. These assessment tools also help the teacher determine the students who need additional language support through use of the Imagine Learning computer program. Our data indicates that our ELL students do not perform on grade level in English Language Arts specifically in reading and writing. Our instructional program includes remediation in foundational skills with an emphasis on Wilson Foundations and guided reading practices. We emphasize vocabulary and shades of meaning in academic language with our "Words for Life" program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Through examining the data patterns across proficiency levels on the NYSITELL and NYSESLAT by grades it is revealed that the majority of our ENL/ESL students are in grades K-2. As students progress to grades 3,4 and 5 they achieve commanding level. All students with the exception of 2 currently in grades 3-5 are Newcomer ELLs. The proficiency levels in these grades range from Entering to Expanding. In grades 1 and 2, P.S. 184Q has a majority of Expanding and Commanding students. Most kindergarteners who have taken the NYSITELL have scored in the Transitioning and Expanding levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO is used to determine student placement as well as support and intervention services that the student may need based on their performance and progress. Students who do not meet AMAO 1 and AMAO 2 will continue to receive mandated ENL services. If the student is in danger of becoming a long term ELL, Rti services will be rendered and progress closely monitored by the

classroom teacher along with the ELL teacher. If no progress has been observed, we will proceed to refer student for further evaluation. Students who do not meet AMAO 3, will continue to receive ELL services along with AIS in literacy and math targeting specific skills and strategies deemed necessary. Data from the 14-15 school year revealed that only one ELL student did not meet AMAO 3. According to the 15-16 AMAO tool, 51.16% students met AMAO 2. According to the tool, AMAO 1 status is not available at this time. Based on AMAO 2 data and important notes described in the tool, 56% of students who did not meet AMAO 2 were only 2-3 questions away from meeting the next proficiency level.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. On the state exams and the NYC performance tasks, while given the tests in both their home language and English, the majority of the students choose to take the exam in English. Only two students chose to use the home language test and those students were newcomers. The ELLs taking the tests in English performed on par with their non-ELL counterparts, mostly scoring 3s and 4s. The newcomer ELLs that took the test in their home language both scored approaching on the State Math exam.
- b. P.S. 184q does not utilize the ELL periodic assessments.
- c. The periodic assessments used in our school are the Fountas and Pinnell reading levels and the NYC performance tasks. When available, the NYC performance tasks are given in the home language. We have learned that on the whole, students are good at decoding but they still require assistance and work to comprehend what they are reading.
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](#).] P.S. 184 classes are organized by grouping ELL students according to proficiency levels and placing commanding students into classrooms with dual licensed teachers when possible. This strategic placement allows for a more efficient way to meet the needs of individual students using a push in/pull out model. Additionally, teachers of ELL students receive training and usually continue working with those students over several school years. This allows for continuity of instruction and ongoing professional growth. Small group instruction for the ELL students is provided by both the ESL teacher and the classroom teacher. Ongoing formative assessments used as part of the Ready Gen and GO Math curricula along with teacher created assessments are administered and data from these assessments is used to form Tier 2 and or Tier 3 groups as needed. Classrooms on each grade with the ELL populations are prioritized for hardware and software to support the use of Imagine Learning as a tier 3 intervention when needed. In addition, grades 2-5 have access to iReady that assesses student performance in ELA and provides individualized computer based instruction.
6. How do you make sure that a student's new language development is considered in instructional decisions?

The classroom teachers maintain student records including reading levels as well as ongoing formative assessment data in addition to grade level and schoolwide assessments. The ELL teacher also maintains student records and articulates often with classroom colleagues. Specific next steps are identified for students based on performance data from common core aligned tasks. Instructional decisions are made in collaboration with the ELL teacher as well as the teachers of ELLs upon review of this data.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Data is examined and compared to previous years performance on measures such as NYSESLAT, and when applicable NYS ELA exam. Beginning and end of year reading levels are also reviewed for growth patterns, as well as results from the NYC performance tasks. The number of ELL's does not constitute a subgroup for AYP in ELA, Math or science as the number of students enrolled and participating in testing grades is below 15.

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.

P.S. 184Q has implemented appropriate new structures to identify ELL students. An initial interview is conducted in the main office at the time of student registration, a Home Language Identification Survey, HLIS, in the appropriate translated language is provided to each parent. One of the following licensed trained pedagogues, Ms. Sara Corbett, Mrs. Grace Lee-Sim, Mrs. Anna Dimilta, provides assistance in the completion of this document. If the parent does not bring their own translator, the school will provide one if available, if not they will use the telephone translation service. At this initial interview, the licensed pedagogue asks the student age and grade appropriate questions to gauge English proficiency and reviews pertinent form questions with the parent/guardian. The home language status is then determined and entered in ATS. Parent orientation is offered to all possible ELL parents. If at this time translation is required, the school makes immediate outreach to staff, parents in the school community, and staff in neighboring schools, as well as using the Translation and Interpretation Unit of the NYC DOE. Based on the information provided on the HLIS and the initial interview, the ELL teacher determines which new registrants to the NYC school system need assessment for an ELL program. If a student has a home language other than English, but seems to not need ELL services, the trained pedagogue will conduct a more indepth interview, review report cards, and look at student work to determine if the student needs to be tested. The children are assessed with the NYSITELL by the ELL specialist Ms. Sara Corbett, within 5 days of admission into the school. Spanish speaking students who do not score commanding on the NYSITELL are given the Spanish LAB within ten days of enrollment. The ELL specialist, Ms. Sara Corbett, issues school parent letters advising parents whether the assessment indicated eligibility for an ELL program or not. Parents have 45 days after the administration of these letters to request a reevaluation of their students English language proficiency. Annually, all ELL students are assessed using the NYSESLAT during the appropriate testing period. Eligibility for continuing ELL services is determined by the results of the most recent NYSESLAT score.

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).

Although P.S.184Q currently does not have any SIFE students, these are the following steps that would be taken to identify SIFE students. Within 30 days, the ESL/ENL teacher reviews the HLIS to get more information on an ELL students' prior schooling to determine if there has been interrupted schooling. The ESL/ENL would speak with the classroom teacher and review student work to get more information of the student's ability in the content areas. Based on this data for students in grades 3-5, the oral questionnaire will be administered to get more information about that child's schooling history. The LENS will also be administered in order determine home language literacy skills.

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).

Newly enrolled students with IEPs are interviewed like all other new entrants while a trained pedagogue guides the parents in filling out the HLIS. The LPT is formed, which includes the Assistant Principal, ESL Teacher, Special Education Guidance Counselor, and parent. If the parent does not bring their own translator, a translator will be provided if available or the telephone translation service will be used. The team meets to determine whether the student with an IEP is eligible to take the NYSITELL. The LPT brings their recommendation to the principal, who ultimately decides whether this student is eligible to take the NYSITELL within 20 days. The LPT NYSITELL determination form, found in the appendix of the EPRG is filled out and given to the principal if the recommendation is that the student does not take the NYSITELL. Based on the final recommendation, student will be placed in appropriate setting/class. Student progress will be monitored and reviewed during a 6- 12 month period or as needed to ensure proper placement. During the 6-12 month period, the principal can decide to reverse the determination after consulting with the superintendent.

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

The ESL Specialist, Ms. Corbett ensures that entitlement and non-entitlement letters are printed and copies in all home languages are made for distribution. These letters are sent home with students within the five day period.

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 in the entitlement letter given in their home language that they have the right to appeal ELL status within 45 days. This will be reiterated and explained more in depth at the Parent Orientation.

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.

During the registration process, possible ELL students are identified using the HLIS form. Within 10 school days the ELL teacher provides ongoing orientation sessions for families of new ELL entrants. The DOE Translation Unit is utilized when necessary. At this time, parents are given the opportunity to view a video, speak with the ELL teacher and fill out the parent survey. The school will inform parents of NYSITELL results and ELL status through NYCDOE parent notification letters in preferred languages within 5 school days of ELL determination. If parents are unable to attend the orientation at registration, an appointment is made to meet with the parent. If parent does not return the survey, the school will send home the Default Program Placement Letter. Parents are informed that a bilingual program is the default placement when a parent survey is not returned. Parents are informed of programs that their

child will be entitled to, Transitional Bilingual, Dual Language and Freestanding ESL, that may or may not be offered in the school at this time. Parents are made aware of their right to change schools in the district if they want a program not offered in the school.

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

Program Selection and Parent Survey Forms are completed with the guidance of the ELL Specialist during Parent Orientation. If parents do not attend the orientation, the parent survey will be sent home for completion. Outreach will be made in English and in home language in order to receive all parent surveys in a timely manner. Parent choice will be recorded on a spreadsheet and filed by the ELL Specialist.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. ELL Specialist keeps an ongoing list of returned forms and makes outreach to parents until all forms are received.
9. Describe how your school ensures that placement parent notification letters are distributed. The ELL Specialist, Ms. Corbett ensures that placement letters are printed and copies in all home languages are made for distribution. These letters are sent home with students within the five day period.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ELL Specialist makes copies of all forms and secures these forms in a designated, locked file cabinet in the ELL specialist's office. Original forms are collected and put into student cumulative folders. ELL documentation is available to the principal, assistant principal, ELL specialist, and classroom teacher.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Before administering the NYSESLAT, the ELL teacher along with the school testing coordinator review the memorandum pertinent to the NYSESLAT. ATS reports, such as the RLAT are generated to determine NYSESLAT eligibility and to ensure that all students required to take the NYSESLAT are administered the test. The ELL teacher then meets with the administration to create a testing schedule. Each grade level cohort of students is scheduled to take each test on different days and at different times. The ELL teacher and additional support staff as needed, pick up the students from their classrooms and administer each section in a separate testing location. Portions of the exams are scored in house by trained pedagogues other than the ELL teacher and other portions are sent out for scoring as per state guidelines.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL Specialist, Ms. Corbett ensures that the continued entitlement and transitional support letters are printed and copies in all home languages are made for distribution. These letters are sent home with students within the five day period.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the Parent Survey and Program Selection forms of the past few years, we have noted a trend. In the Parent Survey and Program form last year (2014-2015) and the 2013-2014 school year we had the majority of the parents choose a free standing ESL program, while only 3-4 parents chose a dual language or bilingual program. The ELL teacher informs parents of locations that offer their selected choice, bilingual or dual language programs. In every case, the parent then elects to remain in P.S. 184Q with their child attending a freestanding ELL program.

- 2014-2015: Of the 19 parent surveys, 15 selected freestanding ELL program, 1 selected dual language program, and 3 selected bilingual program. When offered placement in a bilingual program at another site, the parents elected to have their children remain at P.S. 184Q in a freestanding ELL program.

- 2013-2014: Of the 12 parent surveys, 8 selected freestanding ELL program, 3 selected dual language program, and 1 selected bilingual program. When offered placement in a bilingual program at another site, the parents elected to have their children remain at P.S. 184Q in a freestanding ELL program.

Program models offered at our school are aligned with parental requests.

If a parent wishes to transfer to a different ELL program, they will be directed to email

ELLPROGRAMTRANSFERS@SCHOOLS.NYC.GOV. They will determine what options are available based on location and language spoken.

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.
P.S. 184Q follows a push-in/pullout model of Freestanding ENL. In each grade students are placed in classes according to proficiency levels and service needs. The ENL teacher, who is dually licensed in TESOL and Common Branch pushes into classes in grades K-4 to deliver integrated ENL services. We have a dual licensed teacher on grades 3 and 5 to service the commanding FELLs who still need to 2 periods of integrated ENL per week. Entering, emerging and transitioning students are also pulled out in groups containing no more than two contiguous grades to receive standalone ENL services by the ENL teacher.
 - 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)?
Groups of students and individual classes are scheduled to ensure that they receive the mandated number of instruction minutes. Entering and emerging students receive 180 minutes of standalone ENL services and 180 minutes of integrated ENL services both provided by the ENL teacher. Transitioning students are scheduled for 90 minutes of standalone ENL services and 90 minutes of integrated ENL services. Expanding students receive 180 minutes of integrated ENL services, while commanding students are scheduled for only 90 minutes of integrated ENL services. Where applicable dual licensed teachers in the classroom provide the integrated ENL services for the ELLs/FELLs in their class.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
In the freestanding ENL/ESL model, content area instruction is provided by classroom teacher, ELL teacher and teacher specialists. P.S. 184Q uses many resources and strategies to support ELL students with the ReadyGen and GOMath! curricula. The ELL teacher uses the Scaffolded Strategies Handbook as a guide to support ELLs during ReadyGen. When necessary, the ELL teacher modifies the reading material or task in order to make it more accessible to ELLs. In addition, vocabulary development through preteaching unfamiliar words and creating text-based BICS/CALP word charts, as well as the use of thinking maps will help the ELL students with reading comprehension, literary response and writing development. P.S. 184's "Words for Life" program also prepares ELLs for academic vocabulary they will see in real life. ELL students also participate in book clubs/guided reading groups in order to practice decoding, develop comprehension, and foster discussion skills. In order to support the ELL students during GOMath!, the ELL teacher uses visual aids, such as manipulatives, pictures, and charts to help with comprehension. Graphic organizers are used to help ELL students work through the problems. In addition students have vocabulary cards for key math terms readily available to use while they are doing their work. In Science and Social studies, the ELL teacher provides supplemental materials emphasizing a visual and kinesthetic approach. Trade books, websites and videos are used to support units of study based on the NYC Scope and Sequence in Science and Social Studies.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Bilingual glossaries and dictionaries are offered to students as appropriate in content area as well as during literacy and math assessments. When available, tests such as the NYC performance task are administered in the home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Ongoing formative and summative assessments are used throughout the year to appropriately evaluate all four modalities. Rubrics and checklists for speaking, listening, reading and writing are used by both the classroom teacher, as well as the ESL teacher to monitor student progress and address academic needs. Individual and small group conferences yield data regarding student performance in reading and writing. Data such as performance task scores, Fountas and Pinnell levels, Imagine Learning reports and iReady printouts is shared by the ELL teacher and the classroom teacher to design effective differentiated instruction.
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

- a. P.S. 184Q does not have Students with Interrupted Formal Education (SIFE) Alternate placement students or long term ELLs in school year 2015-2016. If SIFE students should enroll, classroom teachers would be made aware of their status and provide intensive small group instruction. We would provide additional support through staff members such as the guidance counselor and social worker. Both will provide at risk counseling and make outreach to family members. We would also provide peer to peer support by providing a student buddy who can help in building social relationships with students in the same class or on the same grade. Outside resources will also be identified by the parent coordinator who will make outreach to families as well.
- b. Instruction is delivered by a combination push-in/pullout model for these students. Most newcomer students receive 180 minutes of standalone ENL/ESL instruction and 180 minutes of integrated ENL/ESL instruction. The ESL teacher works with classroom teacher to identify and develop activities that support their learning. Small group instruction is supported by one on one access to Imagine Learning Program. Classroom teachers differentiate for these students in all content areas. Word walls include pictures to support language development. Use of speaking and writing prompts and graphic organizers/thinking maps support students in all modalities. These students are also invited to participate in our Saturday Title III program.
- c. Instruction is delivered in a push-in model. All of the developing ELLs are expanding so they receive 180 minutes of integrated ENL/ESL services. The ESL teacher collaborates with the classroom teacher to differentiate ELA instruction. When appropriate the ESL teacher delivers instruction in a parallel teaching model or takes a small group to focus on a specific skill or strategy. Word walls, including shades of meaning cards and BICS/CALP word charts support language development. Use of thinking maps and differentiated performance tasks support student growth. These students are invited to our Title III Saturday Program.
- d. P.S. 184Q does not have long-term ELLs enrolled during the 2015-2016 school year. In the event that the school had long-term ELLs, the children are assessed by the ELL specialist and classroom teacher. Subsequently, a teacher request is forwarded to the School Assessment Team (SAT) and the School Intervention Team (SIT). Informal and formal bilingual evaluations are conducted by SAT and SIT pedagogues. Based on these evaluations, if special services are recommended, the appropriate support for the child is offered to the parents. Students receive additional small group instruction for literacy and math during school hours and are invited to our Title III Saturday Program.
- e. Children who score commanding and are considered FELLs receive 90 minutes of integrated ENL transitional services for two years. They also continue to have testing accommodations for these two years.

- 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.
The initial identification process is managed by the ENL specialist and reviewed by the principal. If a parent wishes to appeal the school's decision, they can request a re-identification of ELL status by writing a letter to the principal within 45 days of initial identification. The re-identification process must be completed within 10 school days of receipt of written notice. School will review student work, the HLIS, IEP if applicable, and may administer the NYSITELL if the original determination was that the student did not need the NYSITELL. The school consults with the parent and if applicable the CSE. The principal along with the ENL specialist and classroom teachers will make a recommendation. If the recommendation is to change the ELL status, then relevant documents and data are sent to the superintendent. When a final recommendation is made, written notification of the decision is sent to the parent in their preferred language. All relevant documents and notification are kept in the student's CUM folder. Regardless of the outcome of the student's ELL status, the school will monitor the progress of the student for 6-12 months to ensure that they were re-identified correctly. In addition, due to the collaborative culture of the school building, teachers on each grade work closely and plan together. If an inter-class transfer was necessary, all steps would be made to make sure that the student's well-being was taken into consideration and parental consent was obtained.
- 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?
Teacher of ELL-SWDs provide a least restrictive environment by implementing a combination of parallel teaching, station teaching and small group guided instruction. All teachers use thinking maps to differentiate content area instruction. The school has an extensive ESL lending library, books and books on CD for in class listening centers and at home use. Computers in classroom are used; ELL teacher has provided a list of appropriate websites for ELL-SWD students targeting literacy and content area knowledge and skills. ELL-SWD students are enrolled in the Imagine Learning computer program.
- 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?
Collaboration between the ENL/ESL, general education, and special education teachers along with other service providers allows for connection of content and language development to IEP goals and common core standards. All ELL-SWDs are placed in the ICT class according to the mandated services on their IEP. ELL-SWDs are programmed to ICT classes have the benefit of being in a classroom with at least 60% of students being non-disabled. ALL ELL-SWD regardless of classroom placement are

Chart integrated and participate in all aspects of school life including the arts, technology, recess, and extra curricular activities. ELL-SWDs are also pulled out with their non-disabled ELL peers in the ENL standalone model.

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

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



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

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

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

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

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

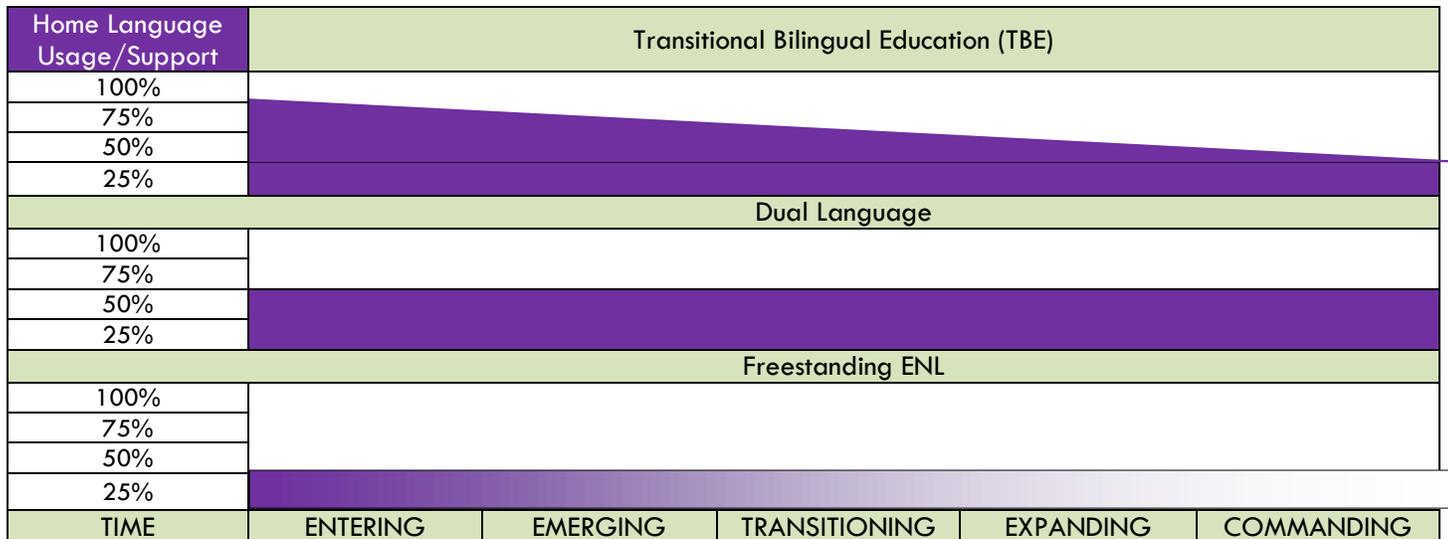


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The ELL teacher, along with the classroom teacher identify ELL students who are in need of intervention through the use of data from classroom assessments, state assessments, and NYSESLAT results – mostly developing ELLs who have yet to pass the NYSESLAT. These students require additional support are put into Rti groups. The classroom teacher and ELL teacher work closely together to modify lessons, design lessons, and come up with support material for the students to ensure that they can meet the rigorous standards. In addition, during the school day, P.S. 184Q, has a Star period built in that allows teachers to work with small groups of students, targeting their specific needs through a program called Book Clubs where students will receive guided reading instruction. The target group for this program was advanced ELL second graders with low reading levels. In addition, all ELL students are also offered extra ELL instruction through the Saturday Title III program. All of these intervention programs are conducted in English. The school has also adopted the Thinking Maps program which allows teachers to further differentiate tasks and allow all ELL students to make their thinking visible and more organized through the use of the maps.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

With respect to ELA, last year, Book Clubs were a big success. Students were not only engaged in reading, but many appreciated being in a group with others like themselves and on the same level. Teachers liked being able to give targeted instruction to students grouped by similar ability and level and felt they had more impact. The targeted ELL students were able to work on comprehension skills to help them increase their reading levels. Increasing their reading skills has an impact on all other content areas including math where there has been an increase in critical thinking and solving multi-step word problems. Students receiving Rti continue to need additional support but have made some progress. Implementation of Thinking Maps proved to be a successful tool for all ELL students in ELA, Math, Social Studies and Science, allowing them to make their thinking visible, helping them to organize their thoughts and allowing them to use the maps to write with more detail. In social studies and science, students make vocabulary cards to remember important academic vocabulary and use while they are reading, writing and discussing with peers. The emphasis on academic vocabulary development in all content areas due to our Words for Life program is helping our ELLs meeting their language development needs. Assessments such as, Fountas and Pinnell leveling, iReady tests, and ReadyGen literacy assessments gauge if our ELLs are meeting standards in ELA and language development. In math, mid chapter checkpoints and end of the chapter summative assessments enable the school to understand whether we are meeting the needs of our ELLs. Science and social studies summative assessments, as well as experiments and project-based tasks also give information about whether we are meeting the needs of our ELLs in these content areas. In addition, it is also important to note that the ReadyGen program that the school uses very often incorporates science and social studies which also allows teachers to see and assess understanding of those content areas during ELA instruction. At the beginning of the school year, teachers of ELLs are given a roster by the ENL Instructional Lead that lists the ELLs/FELLs in their classroom and explains their proficiency level, how many mandated periods of ENL services they receive, the type of ENL instruction they receive (Integrated, Standalone, or both), their home language, and any other important notes about the child with respect to their language development. The ENL teacher works closely with the teachers of ELLs to keep them abreast of their progress, their needs and how they can best support them in the classroom.
12. What new programs or improvements will be considered for the upcoming school year?

New programs such as reading clubs will be implemented to further develop reading comprehension and discussion skills. There will also be an AIS component incorporated into these reading clubs. New computer programs such as iReady and RazzKids have been introduced in the classroom, as well as at home. These programs track and improve reading skills.
13. What programs/services for ELLs will be discontinued and why?

Book clubs from the 2014-2015 school year will now be called reading clubs focusing on reading intervention services for low performing students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All notices of school programs and events are sent home in multiple languages when possible. All other notification of school programs are stamped with prominent placed of "translation required" stamp. ELL are encouraged to try out for school teams such as the basketball and cheerleading squad as well as apply to be school service monitors and members of the student government. All ELL students who apply for a school service position are given their first or second choice. The basketball, cheerleading, and student government position are either determined by skill level or election. In school, all ELL students participate in the arts programs such as music, modern dance and ballroom dancing. After school and supplemental services offered to ELLs include the Title III Saturday Program, ASAP (Arts and Science Appreciation Program) after school, and CASA multi-cultural arts program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The school has an extensive ESL lending library. Books and books on CD are available for in-class listening centers and at home use. A variety of materials are used to increase literacy skills: realistic fiction and nonfiction trade books for Social Studies and Science and modified reading units that align with ReadyGen topics for entering, emerging and transitioning ELLs. Each class with

ESL students has its own bilingual library, along with picture dictionaries in languages corresponding to those of students. Computers in classrooms are used constantly throughout the day. Together the ELL teacher and the classroom teacher come up with a list of appropriate websites for ELL students targeting literacy and content area knowledge and skills. Many ELLs in various grades are enrolled in the Imagine Learning computer program.

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

For our classrooms with ESL students, we provide bilingual libraries, including content glossaries and picture dictionaries. These are available to take home as well. Peer language support is encouraged. For example, for some small group instruction entering and emerging students will be placed with students who speak their native language in order for them to be supported.

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

All ELL support services are aligned to grade level Common Core Standards. Students are grouped by proficiency level within each grade. In some cases for students who require standalone ENL services, contiguous grade heterogeneous groups are created for pullout. For intergrated ENL services on each grade, the ENL teacher works and plans closely with the teachers to ensure that supports are aligned to the curriculum, scope and sequence and CCSS. Supports such as, grade specific bilingual glossaries for math, science, and social studies are given to ELL students to use during ENL instruction, as well as throughout the day in their classroom. Grade and age appropriate texts relating to the social studies or science scope and sequence, or taken from the ReadyGen literacy program are either used or modified for ENL instruction in order to ensure that students are meeting Common Core Standards.

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).

ELL specialist and Parent Coordinator make outreach to new ELL families. Specific ELL Parent workshops are offered during Tuesday parent engagement, such as "Getting to Know P.S.184's ESL Program" in the fall and "Taking the NYSESLAT" in the spring. Parents of ELLs are also invited to other workshops created by the Parent Coordinator. All invitations for workshops, as well as Parent Teach Association events are sent out in multiple languages.

19. What language electives are offered to ELLs?

P.S. 184Q does not have language electives as part of our school program.

20. For schools with dual language programs:

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

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL personnel at our school includes the ENL Instructional Mentor, common branch teachers who have ELLs in their classes, guidance counselors, various therapists, pupil personnel secretary, parent coordinator and administration. At this time we have no paraprofessionals working with ELL students. The ENL Instructional Mentor attends grade level and schoolwide meetings, as well as professional development sessions during Monday afternoons. Emphasis is placed on developing small group instructional strategies for literacy and math, as well as strategies for developing academic vocabulary. She also participates in curriculum mapping for all grades aligning literacy and content area standards. The Queens North Borough Field Support Center and DOE also provide ongoing professional development sessions which are attended by the ELL Instructional Mentor. This information from the monthly Queens North Borough Field Support Center meetings is shared with the school personnel who work with ELLs. Professional development for these specific staff members is conducted by the ELL Instructional Mentor on specific Monday afternoons; 9/28, 11/16, 1/11, 2/29, 3/21, 5/23. Topics covered in these sessions include best practices for co-teaching in an ELL classroom, integrating language into content instruction, new mandates and overall compliance, as well as topics turnkeyed from Borough Field Support Center meetings. The ENL Instructional Mentor also meets with occupational, physical and speech therapists to discuss the progress of ELL students who receive these services. The pupil personnel secretary and the ENL Instructional Mentor also meet to discuss registration and compliance with respect to ATS. The parent coordinator and the ENL Instructional mentor meet to discuss translation and interpretation for upcoming events.
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?
In-house professional development is held to address the new Common Core aligned curricula and how it impacts ELL instruction. Study groups are formed to focus on areas of teacher need and growth. Some of these study groups are centered on incorporating ELL strategies into all content areas. There is also ongoing extensive professional development in using thinking maps in all content areas to help students meet standards. Scaffolding strategies, such as using prompts, pictures and modifying tasks and materials are reviewed and put to use as needed. Additional outside opportunities for professional development provided by DOE and/or Queens North Borough Field Support Center are attended if offered.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As the school's ELL students enter the middle schools, our ELL teacher and Guidance Counselor articulate with corresponding colleagues at the middle school setting. Specific student goals, objectives and needs are discussed before students enter middle school. The guidance counselors attend a series of district wide meetings that focus on the transition from elementary to middle school. They also meet individually with students to assist them as they transition.
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.
As per CR Part 154.2, the ENL/ESL Specialist (now known as the ENL Instructional Mentor) will attend Queens North Borough lead meetings. The ENL Instructional Mentor will share information learned from these meetings with all teachers. The ENL Instructional Mentor will also conduct professional development sessions during the 80 minute allotted time on Mondays that will explain new ELL mandates and vocabulary, as well as ELL strategies to use in the classroom. These professional development sessions will satisfy the 15% of total hours for all teachers as mandates by CR Part 154.2. The ENL Instructional Mentor will also seek other professional development opportunities through the DOE, Queens North Borough Field Support Center, and other TESOL organizations in order to satisfy the 50% of total hours.

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?

At P.S. 184Q, parents are welcome to contact the teacher at any time using the proper channels to set up a meeting about their child's progress. Progress of ELL students are provided to ELL parents during Parent Teacher Conferences, as well as during DOE Parent Engagement Nights. Individual parent meetings for ELL parents will be held in addition to parent teacher conferences. In addition, during the 14-15 school year parents were given additional opportunities to communicate with the ELL teacher and obtain information about progress during the Title III Saturday Program parent workshops. We will continue these meeting during future Title III programs. Also, classrooms teachers and the ELL teacher are able to make outreach to the parents and have meetings about progress during the weekly Tuesday afternoon parent engagement period. Efforts are always made to have a qualified translator present during these meetings using resources such as other teachers, paras, student teachers, community members, or the phone translation system. Parents are also informed that they may bring their own translator. All meetings with ELL parents are logged and recorded.

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.

The ELL teacher and classroom teacher keep a record of the meeting with ELL parents in a parent communications notebook. Teachers record all parental communication information such as date, time, type of communication (phone, email, face to face), and type of meeting(e.g. progress report).

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents attend and participate school curriculum events and celebrations as well as PTA meetings regularly. ELL parents are invited to participate in events such as the PTA Paint Night, Wonderwalk, McDonald's Night, Barnes and Nobles Night, Fifth Grade Dance, class trips, Holiday Parties, Winter Fair, classroom celebration, and End term Party. Ongoing communication with the parent coordinator keeps ELL parents abreast of school happenings and learning opportunities. The Parent Coordinator plans and offers specific workshops for all parents on a monthly basis. Due to the fact that many of our ELL families live outside the school zone due to skip zoning, the parent coordinator makes outreach to arrange car pools to make it easier for those families to participate in events and programs outside the school day. In addition, parents have access to the school website www.ps184q.com where they can see up to date important school information, parent letters, and grade specific updates. All efforts are made to provide translation or translated materials for parents in their home language. Letters and flyers are either sent home translated or with a "translation required" stamp. Use of qualified translators and or the phone translation service is also used when possible and appropriate. Throughout the year, ELL parents had opportunities to attend workshops given by the ELL specialist, Title III Saturday Parent Workshops, and curriculum celebrations including Student of the Month and the Multicultural Fair.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has a working relationship with ASAP After School Program, a community based program located in the school building which provides programs and workshops for ELL parents. Parents are invited to end of term celebrations and shares that include dance shares, music shares such as piano and guitar, and student plays. All efforts are made to provide translation or translated materials for parents in their home language. Letters and flyers are either sent home translated or with a "translation required" stamp. Use of qualified translators and or the phone translation service is also used when possible and appropriate.

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

At P.S. 184Q we pride ourselves in our open communication with parents. At registration parents indicate what language they wish to receive correspondence in. All efforts are made to translate letters into the home language for the parents. When translation is not possible, letters will be stamped to inform parents to have the letter translated. Also, PTA meetings offer the parents an opportunity to express their needs and this information is conveyed to the school administrator and staff through the School Leadership Team meetings. The needs of parents are also evaluated through the use of parent surveys along with information given to the teachers through the parents.

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

During the 14-15 school year, parent workshops were offered to the parents of students in the Title III Saturday program. Since many of the Title III students live out of the area due to skip zoning, it was previously noted that parents were sitting around and waiting for their children in nearby establishments. Opportunities were given in the form of workshops for parents to come and learn more about how they could best support their students at home, helpful websites to support language acquisition, and information about the NYSESLAT exam to name a few. Topics for the parent workshops were driven by the needs of the parents and their inquiries. In addition, workshops were held throughout the year by the ELL specialist to inform parents and guide them in supporting their students at home. Also in recent years, PS 184Q began to hold a Multicultural Fair in the Spring to, not only celebrate the different cultures represented in our school, but to invite those families to share their culture with the community.

Throughout all of these initiatives, the parent coordinator makes outreach to parents via email, translated letters when possible, and phone calls. The parent coordinator plays an integral role in contacting and acquiring translators for events such as parent teacher conferences and well as using contacts to acquire translated materials for our families.

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: **P.S. 184Q**

School DBN: **25Q184**

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)
Anna Dimilta	Principal		9/17/15
Grace Lee-Sim	Assistant Principal		9/17/15
Meg McKeon-Baker	Parent Coordinator		9/17/15
Sara Corbett	ENL/Bilingual Teacher		9/17/15
Jasmine Galia	Parent		9/17/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Brooke McHugh	School Counselor		9/17/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q184** School Name: **P.S.184Q**
Superintendent: **D. DiMango**

Before you begin, please check the following:

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

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

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

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

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

In order to assess the language preferences of the parent community P.S. 184Q looks at the information presented in the HLIS. We also print out the RAPL to determine preferred language for written and oral communication.

In addition, the ATS OTELE language code forms, emergency cards, teacher surveys and Parent Coordinator input are used to determine which parents, and which languages, have a need for translated documents and/or translators. Translated versions of all NYC DOE documents, handbooks, etc. are routinely distributed. Translated versions of parent letters on the NYC website are utilized as well. Interpretation and Translation services are provided by the NYC DOE by phone and staff members when available. When necessary, an interpreter is requested by the Parent Coordinator from a contracted vendor.

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.

English, Chinese, Korean, Spanish, Russian, Urdu, Arabic, Tagalog

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents typically disseminated every year are: school calendars, lunch forms, emergency cards, after-school program information, NYS testing dates, PTA information, School entrance and dismissal procedures, discipline code letters, parent workshop invitations. Forms that are not already translated into high incidence languages found in the school are sent to the Translation and Interpretation Unit at least two weeks before the school plans to disseminate the information. Translators and interpretation vendors are contacted at least two weeks prior to school events requiring translation services. At the start of the school year, the school creates a list of language translation needs for each class and tallies how many and which languages are required for each class. In addition, the PTA works in partnership with the school to also send home translated letters for their functions.

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.

Face to face meetings that will be held throughout the school year include: two parent-teacher conferences, two parent engagement evenings and the ELL parent orientation. In addition, teachers can have face to face meetings with parents during the parent engagement period on Tuesday afternoons as needed. Teachers, guidance counselors, and support staff make calls to parents when necessary and whenever possible, in-house translators are used.

Part C: Providing Language Assistance Services

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

Translation needs are met in the following ways: utilizing resources from other schools (e.g. other parent coordinators), Translation and Interpretation Unit, outside vendor, pre-translated documents found on DOE website, and in house by 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.

Interpretation needs will be met in the following ways: Over the phone translation service, in-house interpreters, outside vendors. In addition, parents are welcome to bring their own translators to any and all meetings.

Part D: Training Staff on Policies and Procedures

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

Teachers, office staff, and support staff are made aware of how to use the translation services and over the phone interpretation service through training from the LAC. All teachers and staff receive a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Welcome Poster is conspicuously displayed in the main lobby. A copy of the Parents' Bill of Rights in each translated language is available in the main office. The Language ID Guide is available at the security desk and in the main office. The Parents' Guide to Language Access is given to parents that speak languages other than English when made available to the schools.

Part F: Monitoring and Quality Control

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

The school will utilize translated parent surveys to gather feedback from parents on the quality and availability of services. If possible, the parent coordinator will plan a meeting with parents of all cultures and languages represented in the school to gather feedback and best practices with respect to current translation and interpretation services offered by the school.

