

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q201

School Name:

P.S. 201 THE DISCOVERY SCHOOL FOR INQUIRY AND RESEARCH

Principal:

REBECCA LOZADA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Discovery School for Inquiry & Research School Number (DBN): 25q201
Grades Served: Pre-K - 5
School Address: 65-11 155th street Flushing, NY 11367
Phone Number: 718-359-0620 Fax: 718-321-2081
School Contact Person: Rebecca Lozada Email Address: rlozada@schools.nyc.gov
Principal: Rebecca Lozada
UFT Chapter Leader: Lamar Hughes
Parents' Association President: Patricia Fernandez
SLT Chairperson: Joyce Heskial
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Lawrence Pendergast Director: Queens Center North Director
28-11 Queens Plaza North, Queen, NY 11101
Director's Office Address: _____
Director's Email Address: LPendergast@schools.nyc.gov
Phone Number: _____ Fax: 718-391-6152

18-391-8043

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)
Rebecca Lozada	*Principal or Designee	
Lamar Hughes	*UFT Chapter Leader or Designee	
Shawn Faria	*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	
	Member/Assistant Principal /	
Nicole Marini	Member/Teacher	
Princess Dillon	Member/Parent	
Donna Kutcher	Member/Teacher	
Terri Bard	Member/Teacher	
Maria Ramos	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brandy Robinson	Member/Parent	
Rossibel Celedonio	Member/Parent	
	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.

The Discovery School for Inquiry and Research, a federal magnet school, is nestled in a quiet cul-de-sac in Flushing, Queens, New York. Surrounded by a public playground, a basketball and tennis court, this setting provides rich opportunities for learning within an aesthetically pleasing context. Every classroom is furnished with Smart boards, laptops, iPads and numerous desktop computers, making technology readily accessible. Dotted with examples of student work across the content areas, our hallways provide a showcase for the work that is taking place within our classrooms. The tone of the building is calm and welcoming. Our school mission: The Discovery School for Inquiry and Research strives to develop internationally minded students who have respect for themselves and for others who hold values, ideas and perspectives that may be different from their own. Through guided inquiry and active research, students creatively communicate ideas and reflect upon their learning experiences

Our Robin Hood Library houses more than 10,000 new books, magazines and periodicals. It is also equipped with an interactive white board, desktop computer center, mobile laptop cart, and ample seating for reading and research. The most recent addition to our richly resourced library is teleconferencing equipment. The utilization of this latest technology allows our students to network with students across the nation and the globe in the development of international-mindedness. Several years ago our school year welcomed students to a completely refurbished technology lab, equipped with 30 new MAC desktop computers and 3 color laser printers. This equipment was funded by a \$250,000 grant from our local Councilman.

Our most recent January 2014 Quality Review resulted in a "Well Developed" rating.

Our strong literacy core buttresses our inquiry-based social studies and science trans-disciplinary units that are aligned to meet the New York State Common Core Learning Standards. In catering to the needs of our diverse population, our ELL program provides additional services to our second language learners. We offer instruction in Mandarin Chinese to our lower grade students as part of our magnet systemic reform.

Every student in PS 201 is provided access to performing arts. Through creative and strategic use of resources the school hired a full time Music/Arts teacher. Every student is afforded the opportunity to learn keyboarding, study Art and learn via dancing and movement. Through collaboration between PS 201 and the Brooklyn/Queens Conservatory of Music, Neighborhood Arts, and the American Ballroom Dancing Company students in grades PreK-3 receive music appreciation. Further, students in grades 4-5 participated in swing/salsa dancing during the first semester and have just completed twenty sessions of ballroom dancing that culminated with an assembly for the community and a group of 4th graders attending a local competition. Additionally, a local community volunteer works with small groups of children at lunch to teach them how to use the recorder. Children performed at our monthly awards assembly.

PS 201 has offered Saturday Academy from for the majority of the school year highlighting additional minutes in Social Studies, English Language Arts, Mathematics, Physical Education as well as a cartooning program for our ESL students through a collaboration with LEAP, Learning in an Expanded Arts Program.

PS 201 has a collaboration with a CBO the Rising Star Afterschool Program and offers students the opportunity to stay for an extended school day, until 5:30 to participate in homework assistance, physical education, and an additional planned arts projects.

Additionally, PS 201 offers students additional after school programs to enrich students. Currently we have an after school crocheting clubs as well as a Title III program to provide ESL students with additional course work by developing their reading and language skills. Students choose from a menu teacher facilitated enrichment clubs: videography, newsletter, chorus, keyboard, chess, cooking, basketball, cheerleading, Debate team and student government. PS 201 began the Early Childhood Literacy program targeting students that need additional coursework in the area of literacy called LLI (Leveled Literacy Intervention).

Early morning math & literacy enrichment groups that focused on higher-level thinking were held for advanced students in preparation for the New York State Mathematics Exam in grades 3-5 via the use of I-Ready programs. Additionally, we have recently began to offer further enrichment activities to students within the school day by creating small leadership groups that focus on specific topics that are studied collaboratively and in depth such as The Holocaust and Ann Frank with the support of our school librarian.

Professional Learning plays a major role in our school community. Teachers participate in in-house professional development opportunities provided by our Lead Teachers, Grade Leaders and math coach as well as our CFN Achievement Coaches. Also, the school participates in professional development opportunities outside of the building through the Department of Education, L.L.I., and Reading Recovery training and our Learning Support Organization, Integrated Curriculum .

In review of our strengths and challenges, an in depth analysis of the School Quality Guide and data files, for Math, indicated an increase of 10.3% in the number of students reaching proficiency on the state math exam which resulted in a 12.4% increase of the peer range. In 2012-13, the data indicated that 21.5% of all tested students reached proficiency while in for 2013-14, the data indicated 31.8%. Additionally, in math, there was a 0.15 increase in the average student proficiency ratings. In 2012-13, the average student proficiency rating indicated a 2.45 while in 2013-14, it increased to 2.60.

In ELA, there was an increase of 13.6% in the Median Adjusted Growth Percentile when compared to the peer schools. In 2012-13, the data indicated 11.2% of the peer range while in 2013-14, the data indicates 24.8% of the range.

However, there was a decrease in the average student proficiency on the ELA exam when compared to the peer range. In 2012-13, the data indicates an average student proficiency of 61.8% of the peer range while in 2013-14, the data indicates 61.3% of the range.

In response to the aforementioned data analysis, the school is working on developing a culture where we value and implement professional learning as a way to inform instruction. Enhancement in instruction and pushing to understand each and every child is a process that needs to be valued by every staff member. Teachers are vigorously learning effective ways to analyze data via various assessment tools and how to use these tools as a measure to inform and improve their instructional practices and advance student learning. Our rigorous curriculum, our varied extracurricular offerings, and our engaging school environment, combine to develop in our students the attitude of international mindedness.

PS 201 historically has had low parent involvement. Through collaborative efforts between the principal, PTA, Parent Coordinator and Coaches we have increased the number of activities that include parents into school activities. This year a new parent center was opened with computers and a schedule that highlights enrichment activities for parents. Activities include, creating email accounts and basic computer skills. Our parent coordinator has invited speakers to come to our school to provide workshops on identify theft, stress management, sushi making, scrap booking, and various other events. Also, our Lead Teachers and instructional coaches have provided numerous workshops for parents regarding instruction and assisting their children with schoolwork. This school year the creation of the "Principal's Book Club" was started for families and friends of our community. Our parent coordinator works cohesively with administration to provide additional

opportunities to involve parents that are not available during school hours the ability to participate. This year PS 201 has offered several evening events such as Family Bingo Night, and Wheel of Fortune Night. Also, PS 201 encourages the continuous visitation of our website (www.ps201.org), school-wide phone messenger and texting (Response 101) to keep families involved in activities in our building.

25Q201 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	501	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		78.6%	% Attendance Rate	91.8%
% Free Lunch		66.0%	% Reduced Lunch	3.4%
% Limited English Proficient		9.5%	% Students with Disabilities	22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.5%	% Black or African American	42.1%
% Hispanic or Latino		32.6%	% Asian or Native Hawaiian/Pacific Islander	19.5%
% White		4.4%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.67	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	9.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		26.1%	Mathematics Performance at levels 3 & 4	31.8%
Science Performance at levels 3 & 4 (4th Grade)		88.2%	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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	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		N/A	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.

Review of PBA (Performance Based Assessments) in ReadyGen indicates that students are demonstrating a growth in grounding answers in the text. This growth can be attributed to the demand for increased accountability across the grades where teachers are reinforcing the need for students to refer to the text with in their responses, thus typifying more rigorous instruction. Another notable strength is alignment of student answers to the task posed in relation to the CCLS. Explicit teaching and deconstruction of the task directions within classrooms supports growth in this area. In terms of need, analysis of reading levels indicates that many students in the lower grades need additional work in phonics and foundational awareness for reading and writing. Teachers will utilize Phonics Dance in grades Pre-K - 2, in order to build students' foundational phonemic awareness skills. This rigorous work will strengthen students ability to tackle complex tasks with increased confidence and improved outcomes.

Further, current school wide assessment data in ELA indicates that a deeper dive into instructional strategies using multiple entry points is urgently needed in order to address the needs of the variety of student sub groups across K-5 classrooms. There is a further need to strengthen language acquisition via focus of academic language. Post-unit tests in mathematics provide evidence that students in Grades K-5 have difficulty in completing multi-step problems within their Go Math mathematics lessons. Students struggle in scaffolding the language of problems, identifying the correct operation, completing a multi-step problem and expressing themselves using mathematical language. Expand upon teacher planning, task design and pedagogical skills to align to core concepts within the curriculum so students develop a deep understanding within and across subject areas to improve student outcomes. (1.2)

According to the 2013-14 Quality Review there is evidence across classrooms to support the school wide belief that students learn best through opportunities to reflect on learning experiences and by providing options in tasks and tools to support inquiry and active research reflective in student class work, and this is consistent across classrooms, in some classrooms, deeper planning is required to convey clear and accurate relationships between skills, concepts and expectations and instructional outcomes to better align to the rigor of the school's curriculum and assessment practices. For example in one classroom visited, although the teacher engaged students in high level question scaffolds, provided multiple entry points for struggling learners, task boards for advanced students and aligned the objective of the lesson to both content and community book themes, evidence of planning was around the activity the students were asked to complete, thus not deepening student understanding of key concepts or content, resulting in and missed opportunities to fully elevate student learning outcomes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, there will be a 20% increase in the number of students meeting targets in ELA, as measured by Fountas and Pinnell reading assessment rubrics. There will be a 20% increase in student performance in math as measured by Go Math summative assessments for learning. Teachers will utilize multiple entry points into data driven collaborative planning of ELA and Math instruction fueling teacher effectiveness to support all learners, facilitating substantial engagement among students who make their thinking visible in both verbal and written interactions.



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>
<ul style="list-style-type: none"> • Weekly professional development/learning plan will set aside time for tiered support for teachers in creating menus of assignments to accompany weekly plans. This professional learning time will compel trust among members of the school as they work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. • Teachers will revisit curriculum maps and seek additional opportunities for refinement. 	<p>All students</p>	<p>Sept.-June 2016</p>	<p>Classroom teachers Lead teachers Coaches Instructional Cabinet</p>
<ul style="list-style-type: none"> • Instructional Leads will meet weekly and work toward the shared goal of improving student outcomes and plan for vertical alignment in collaboratively anticipated instruction for all subgroups. 	<p>All students</p>	<p>Sept.-June 2016</p>	<p>Classroom teachers Lead teachers Coaches Instructional Cabinet</p>
<ul style="list-style-type: none"> • <u>In order for teachers to ensure the element of trust- students across the grades will complete a 4 quadrant graphic organizer when solving math problems that includes What I Know, What I Want to Find Out, My Strategy, My Solution/ Check That It Makes Sense.</u> 	<p>All students</p>	<p>Sept.-June 2016</p>	<p>Classroom teachers Lead teachers Coaches Instructional Cabinet</p>
<ul style="list-style-type: none"> • Teacher teams will highlight trust as they work together to utilize the UDL framework when planning for differentiated instruction and assessment. 	<p>All students</p>	<p>Sept.-June 2016</p>	<p>Classroom teachers Lead teachers Coaches Instructional Cabinet</p>

Part 4 – Budget and Resource Alignment

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

- Coaches; ELA and ELL will support teachers in developing effective teaching strategies and appropriate use of the PBA collected data.
- Coaches in Math will provide professional development that support a differentiated classroom.
- In-house professional development by administration will specifically address multiple entry point strategies.

Teacher assessment through the Advance system will focus on the evidence that is observed in attainment of this goal

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.

As component 3d: Using Assessment in Instruction in the 2013 Danielson Framework for Teaching states, *“Assessment of student learning plays an important new role in teaching; no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it’s important for teacher know whether students have learned what teachers intend), assessment for learning has increasingly come to play an important role in classroom practice... [with teachers having a] ... ‘finger on the pulse’ of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.”*

The following questions are designed to help teachers design formative assessments, including selecting strategies from the bank of formative assessments in the following pages, that match the planned instructional outcomes.

Identify an upcoming lesson you will teach and consider:

Assessment for learning:

What concept, skill, or knowledge will you check for student understanding throughout the lesson?

<p><i>Assessment of learning:</i></p> <p>What learning outcome will you want to know that all students met by the end of the lesson?</p>	
<p>Which formative assessment strategy or strategies would best help you answer the first two questions, and why?[1]</p>	
<p>What would fully correct, partially correct, or incorrect responses look like?</p>	
<p>How might you respond to those potential student responses?</p>	
<p>How might that strategy support students in receiving feedback that will improve their performance or engage in self or peer-assessment?</p>	

[1] Sometimes a formative assessment strategy can serve as both an assessment for learning as well as an assessment of learning (e.g., using the Practice Presentation—the teacher can assess students’ skills at assessing each other’s and their own performance against the rubric, and the teacher can collect the work at the end of class for assessment of learning for the lesson). Other times, a teacher might select complementary but distinct strategies for both (e.g., using Socratic Seminar for assessment for learning, and a Quick Write or 3, 2, 1 at the end of the lesson to assess student learning).

- TL Fair Student Funding – Instructional Coach
- Title I SWP –Professional Development
- Contract for Excellence- Instructional Coach
- TL FSF- Curriculum Planning Per Diem & Per Session
- TL NYSTL- Purchase Mentor texts
- TL Children First Network- Professional Development, Consultants and Support
- TL Children First Inquiry- Instructional Cabinet/ Core Inquiry Teams

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.

Our school learning survey indicates that 88% of the teachers agree that students feel safe and supported in their classrooms. This data was further supported by our Quality Review in which our school garnered a well developed in the area of social and promotional growth. Based on analysis of the OORS summative data for the 2014-2015 school year, there is need to address the increase of incidents during recess. This need will be addressed through the continued implementation of the embedded practices of student safety patrol, peer mentoring and assessing, book buddies, and Positive Behavioral Intervention Services (PBIS). In addition to the above all recess staff have been trained in the implementation of Play-works program designed to engage all students in structured meaningful play.

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.

Collaborative Teachers:

By June, 2016, 80% of teachers will participate in collaborative data driven planning opportunities, using a variety of paths to share best practices as measured by teacher participation in data talks, shared exit slips during common planning time, and participation in teacher initiated informational website (Think Tank Team). The result will be an 80% effective rating in teacher practice, evidenced by teacher ratings on ADVANCE, Domain 3 (Instruction), 3c as all teachers work toward the common goal of improving student outcomes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) 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"> • Weekly professional development/learning plan will set aside time for tiered support for teachers in creating menus of assignments to accompany weekly plans. This professional learning time will compel trust among members of the school as they work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. • Tiered professional development is designed to support all levels of expertise in learning walks and elicit an element of trust via working as a cohesive unit. • Professional development I supports teachers in cycles of low-inference inter-visits and develops a sense of trust via authentic and strategic feedback. 	<p>Teachers</p>	<p>Sept.-June</p>	<p>Instructional Cabinet Administration Consultants PCT Teachers</p>
<ul style="list-style-type: none"> • Vertical Lead Teacher Team meets weekly to provide grade-level feedback and to share instructional strategies that highlight trust and responsibility among the school wide community. 	<p>Teachers</p>	<p>Sept.-June</p>	<p>Instructional Cabinet Administration Consultants PCT Teachers</p>
<ul style="list-style-type: none"> • Targeted competencies are decided in advance and translated to teachers via the daily Morning Message. Teachers trust that communication is clear and concise in order to generate organization. 	<p>Teachers</p>	<p>Sept.-June</p>	<p>Instructional Cabinet Administration Consultants PCT Teachers</p>
<ul style="list-style-type: none"> • Working together cohesively the Administrative Team meets twice weekly to discuss findings and identify trends that inform the planning of professional development opportunities. Teachers trust 	<p>Teachers</p>	<p>Sept.-June</p>	<p>Instructional Cabinet Administration</p>

<p>that administrative discussions will garner applicable strategies shared during Advance conversations.</p> <ul style="list-style-type: none"> Administrators will indicate on feedback forms provided at the end of instructional walkthroughs when follow up meetings with teachers will take place. To this end, teachers and administrators have developed a sense of trust and mutual respect. Administrative findings, in terms of trends, will be discussed with Lead Teachers and the Instructional Cabinet in an effort to continue to foster trust. 			<p>Consultants</p> <p>PCT Teachers</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>_ Administration</p> <p>_ Literacy Achievement Coach</p> <p>_ Lead Teachers</p> <p>_ On-site Math Coach</p> <p>_ Grade level Lead Teachers</p> <p>Inter-visitation with partner schools to share best practices</p>											
<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

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, approximately 80% of teachers would have created rubric developed during weekly PD to clarify roles in low inference note-taking. Next, Administration will conduct 1-on1data/ learning walks and conferences to support teachers.</p> <p>Finally, time allotted for teacher observation of a colleague to support sharing of best instructional practices.</p> <p>Professional development targets D1, 1e to improve teacher effectiveness.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

Review of formative assessments indicates that students are demonstrating a growth in grounding answers in the text. Another notable strength is alignment of student answers to the task posed. Explicit teaching and deconstruction of the task directions within classrooms supports growth in this area. In terms of need, analysis of reading levels indicates that many students in the lower grades need additional work in phonics. Resources from Open Court that support early literacy skills will be utilized. Our 2013-14- Environment Survey indicates a greater need to increase Parent Involvement.

The latest 2014 Quality review indicates that the school has worked with Teacher’s College Reading and Writing Project for eight years and is in year two of the Envisions math program. Each year, in response and direct alignment to student academic needs revealed within state and school based assessments, the administration and teacher teams have made deliberate adjustments to the curricula in order to more effectively isolate and adjust gaps identified within all content area curriculum maps. To maintain alignment to the standards and the instructional shifts and coherence within and across grades, school leaders and teachers use standardized practices to determine areas for growth culled from data trends including student work. Once students’ strengths and weaknesses are identified, teachers develop action plans and modify curriculum, anticipate impact of curricula changes on student learning and create targeted tasks to monitor student growth in focused areas.

Further, as part of the curricula design and modification process, tasks are planned to provide all students with access to the curriculum and require that they demonstrate deep higher- order thinking. In every classroom, students have access to curricula aligned strategic charts, check lists, grade appropriate conversation prompts and question stems, inquiry boards, mentor texts, vocabulary supports, manipulative s and problem solving planning grids. These focused curricula tools are yielding increased student outcomes for struggling learners as evidenced in student work portfolios and school wide math and literacy assessments.

In support of school wide goals of increasing student learning outcomes and building a strong community culture, the principal strategically aligns budget, technology and partnerships to ensure students are nurtured and well supported in their learning. To develop skills required of 21st century learners, the school has a full time technology program and school lab where curriculum and student work products are maintained in “techfolios” and directly aligned to curriculum in all content areas. Additionally, SMART boards and computer carts are available for use in the classroom and support the individualized software and web based programs, such as Spatial Temporal Math games the school uses to provide interventions to students. Community collaborations with Materials for the Arts, Queens College, China’s Advantage, Tsu Chi and Dancing classrooms provide access to additional arts, science and language programs and when a local community organization running an after school program for students was closing, the principal garnered funding to open an after school support program that offers dance, healthy eating, digital media and homework support classes. Finally, the school offers a plethora of enrichment opportunities of over twenty different options that focus on a variety of learning styles and talents that students self-select and take during the school day. This alignment of resources to student need has provided students with high levels of social-emotional supports,

student work products demonstrate transference of this work into classroom tasks and struggling learners are showing gains.

The school program is structured to allow for common planning time four to five periods per week. Teachers are currently utilizing this time to analyze student work and schools based assessments and have developed tasks to focus on identified content or skill based weaknesses. The principal and staff use this data to form targeted remediation classes to address and monitor the specific needs of students. As a result of this programmatic structure, performance assessments are demonstrating student growth in comprehension skills and movement towards reading at grade level and increased student conceptual understanding of key math concepts ensuring improved student outcomes and preparation for the next grade level

The school uses common assessment tools such as base, mid and end line unit tasks and tests in all content areas, running records to measure reading growth, and a school based writing assessment aligned to opinion based writing standards and a community book of the month to measure student learning. Teacher teams and the school administration consistently analyze student tasks and assessment outcomes and track student progress through analysis of traits that represent standard bearing work products. For example, a second grade informative writing performance assessment measured student progress using focus, structure, development, word knowledge, punctuation and explanation of reading traits. Student progress was tracked by trait and class allowing for both grade and class analysis of student learning outcomes as well as alignment of curricula to the standards.

Within the goal setting process, the principal works with the assistant principals and instructional team to structure and communicate high expectations and supports in order to move the learning needs of the school forward. Beginning in June, the administration and staff reflect on student response to the instructional core and they set curricular and instructional expectations together. School leaders and teacher peers then align this work to an instructional focus, the Danielson framework and the school wide and individual professional development plans. At multiple points in the year, the principal and teacher teams monitor progress and develop reports with supporting teacher tools to address both strengths and weaknesses identified regarding instructional core, school culture and the schools improvement vision. For example, this year the school focus on improving the quality of questioning to leverage more effective text based discussions is demonstrated through more rigorous student discussions within classrooms, as well as, improvements in students' ability to write to sources in all content areas. This work is embraced and reinforced by staff leading to a culture of mutual accountability to increase student outcomes.

What the school needs to improve

- Expand upon teacher planning, task design and pedagogical skills to align to core concepts within the curriculum so students develop a deep understanding within and across subject areas to improve student outcomes. (1.2)
 - o Although there is evidence across classrooms to support the school wide belief that students learn best through opportunities to reflect on learning experiences and by providing options in tasks and tools to support inquiry and active research reflective in student classwork, and this is consistent across classrooms, in some classrooms, deeper planning is required to convey clear and accurate relationships between skills, concepts and expectations and instructional outcomes to better align to the rigor of the school's curriculum and assessment practices. For example in one classroom visited, although the teacher engaged students in high level question scaffolds, provided multiple entry points for struggling learners, task boards for advanced students and aligned the objective of the lesson to both content and community book themes, evidence of planning was around the activity the students were asked to complete, thus not deepening student understanding of key concepts or content, resulting in and missed opportunities to fully elevate student learning outcomes.

Part 2 – Annual Goal

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

By June, 2016, parent involvement will improve as evidenced by a 65% increase in participation at the PTA planned activities: family art night, parent/teacher volleyball game, respect for all week, parent workshops as well as voluntary participation and visits to the Family Welcome Center. Increased parent involvement will accelerate the strengthening of a school culture where students feel safe, supported and challenged, and all stakeholders value each other.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Monthly PTA meetings include presentations to parents on relevant current topics. Working toward developing trust among the parent community is fostered via the accessibility of the new Parent Center. Parents feel respected and can trust that they have a place that is their own.	Parents Guardians	Sept-June	Parent coordinator Lead teachers Math Coach Administration
Teacher-led workshops and forums on instructional topics, test prep and enrichment are offered monthly. These opportunities display to parents that their children can be entrusted to learning professionals with goals to advance student learning.	Parents Guardians	Sept-June	Parent coordinator Lead teachers
Where appropriate, student performances and cultural fairs are part of the agenda to encourage parent attendance and provide a sense of respect and trust via cultural sensitivity.	Parents Guardians	Sept-June	Parent coordinator Lead teachers Math Coach Administration
Monthly Parent Read alouds and Monthly Parent Open Forums ensure that students and parents feel part of the school community. Parents can be reassured and can trust that their voice is heard and appreciated.	Parents Guardians	Sept-June	Parent coordinator Lead teachers Math Coach Administration

Part 4 – Budget and Resource Alignment

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

Research-based instructional programs, professional development, and/or systems and structures needed to impact change. We have invested in Phonic Dance program, training by AUSSIE consultant and extensive training for the Leveled Literacy Intervention specialist. As well as building capacity via the Peer Collaborative Teachers program.

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.

By February 2016, a 35% increase will be evident in the parent participation of school-wide events via consistent monthly PTA meetings including presentations to parents on relevant current topics. Further, Teacher-led workshops and forums on instructional topics, test prep and enrichment will occur on a monthly basis. Next, where appropriate, student performances and cultural fairs are part of the agenda to encourage parent attendance. Finally, monthly parent read alouds and a monthly parent forum will be offered.

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.

Research indicates that educating the whole child requires much more than regular “academic” subjects.

Linguistic deficiencies in our data illustrate a need for enriching programs that address the social, emotional, and cultural needs of our student population. . Review of PBA (Performance Based Assessments) in ReadyGen indicates that students are demonstrating a growth in grounding answers in the text. Another notable strength is alignment of student answers to the task posed. Explicit teaching and deconstruction of the task directions within classrooms supports growth in this area. In terms of need, analysis of reading levels indicates that many students in the lower grades need additional work in phonics. Resources from Open Court that support early literacy skills will be utilized.

The NYS Blueprint for the Arts provided avenues for instruction in the Arts that will directly contribute to improved academic language and enriched writing across the school.

What the school needs to improve

- Expand upon teacher planning, task design and pedagogical skills to align to core concepts within the curriculum so students develop a deep understanding within and across subject areas to improve student outcomes. (1.2)
 - o Although there is evidence across classrooms to support the school wide belief that students learn best through opportunities to reflect on learning experiences and by providing options in tasks and tools to support inquiry and active research reflective in student classwork, and this is consistent across classrooms, in some classrooms, deeper planning is required to convey clear and accurate relationships between skills, concepts and expectations and instructional outcomes to better align to the rigor of the school's curriculum and assessment practices. For example in one classroom visited, although the teacher engaged students in high level question scaffolds, provided multiple entry points for struggling learners, task boards for advanced students and aligned the objective of the lesson to both content and community book themes, evidence of planning was around the activity the students were asked to complete, thus not deepening student understanding of key concepts or content, resulting in and missed opportunities to fully elevate student learning outcomes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

Effective School leadership:

By June, 2016, via effective resource management, all students will participate in a myriad of enriching multi-cultural arts activities. A strong focus on the implementation of the NYS Blueprint for the Arts. These programs will be designed to directly contribute to enriched academic language and improved student writing as evidenced by task specific teacher/student-generated rubrics.

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Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
A full time Music teacher was hired to service all students and a dance and art teacher will follow.	All students	Sept.-June	Music teacher Art teacher CBO
Music and the Brain Ballroom Dancing	All students	Sept.-June	Music teacher Art teacher CBO
Flushing Town hall Education Department Partner with Queens College Drama Club Material for the Arts	All students	Sept.-June	Music teacher Art teacher CBO

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.
<ol style="list-style-type: none"> 1. Music Teacher 2. CBO Partners 3. Parent Volunteers
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.

By February 2016, 75% of students would have participated in a myriad of enriching multi-cultural arts activities via the strong focus on the implementation of the NYS Blueprint for the Arts.

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.

Data from the 2014-15 OORS report indicates that a strong focus is needed in addressing the social /emotional well being of the students. This encompasses a number of school wide issues including peer to peer respect, cooperation with adults, and strong communication with parents and caregivers.

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, there will be a 50% decrease in the number of incidents/suspensions entered into OORS, as well as an increase in positive behaviors throughout the school, as measured by a community created rubric that results from the school wide implementation of a PBIS plan, and C.A.R.E.S (Collaboration, Attitude, Responsibility, and Empathy) program.

Through the adoption of a school wide culture plan, we will reduce office referrals for disruptive behavior by 50% between September and December and an additional 25% from December to the end of April as measured by reviewing data first Friday of every month in PD (start Oct 2015). Reduce disruptive behavior in the classroom by 50% as measured by daily charting of student behavior charts. To be tracked and discussed in behavior data teams on a monthly basis. Increase time on task by 10% each month until teachers consistently have 90%-100% students on task as measured by principal and colleague observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development for staff using texts like <u>The Power of Our Words</u></p>	<p>Frequent offenders/students</p>	<p>Sept.-June</p>	<p>Sept.-June</p>
<p>Professional development and support in creating a structured PBIS plan –CARES</p>	<p>Frequent offenders/students</p>	<p>Sept.-June</p>	<p>Dean of students Administration SBST team</p>
<p>Professional development for parents and caregivers</p>	<p>Frequent offenders/students</p>	<p>Sept.-June</p>	<p>Dean of students Administration SBST team</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>1. Administration 2. Lead Teachers 3. Community participants</p>										
<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

<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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By February 2016, a .10% decrease in incident reports will be garnered via the OORS system. Weekly professional development plan, Parent behavioral strategies workshops, collaborative parent/teacher planning and design sessions and infusing culminating events celebrations for the entire school community

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS ELA assessment Running Records PBA- baseline	Leveled Literacy Intervention (LLI) Targeted Academic Intervention Initiative; IREADY reading support AM reading intervention	Small group instruction with specialized teacher Small group instruction Small group Small group (5-10 students at a time)	Students are serviced during the school day 3 times a week during 50 minute blocks AM (7:10 AM – 8:00 AM) Monday & Wednesday over a 15 week block
Mathematics	NYS Math State Assessment GO Math Baseline assessment Unit math assessments	Targeted AIS AM Math Intervention IREADY Math support	Whole class Small targeted group	Students math interventions are provided 2 x a week for 10 weeks beginning in February 2013 AM (7:10 AM – 8:00 AM) Monday & Wednesday over a 15 week block
Science	NYS science state assessment Science summative assessments	Science Intervention Teach science through the lens of inquiry;	Small group instruction	During the school day (Friday afternoon)
Social Studies	Unit summative assessments	Build on students' prior knowledge and experiences; Use instructional methods that allow students to transform information from one symbolic	Small group instruction	Offered during the school day

		communication system to another;		
At-risk services (e.g. provided by the <i>Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Referral PPT review	<p><u>Guidance Counselor</u></p> <p>Explain acceptable responses within a social or academic setting</p> <p>Explain language as a way to communicate</p> <p>Develop strategies in writing which support social engagement</p> <p><u>School Psychologist</u></p> <p>Visit classrooms as an observer, and then impart understanding of human behavior;</p> <p>Provide professional development in the understanding of critical situations;</p> <p><u>Social Worker</u></p> <p>Meet with parents and parent coordinator to provide information on services available through CBOs</p> <p>Visit classrooms as needed to provide support to students and teachers</p> <p>Provide small group support to students who are at risk of not meeting social and behavioral expectations</p> <p>Actively outreach to displaced families</p>	Small grade-specific group instruction for selected students across the grades	<p>Provided during school hours</p> <p>During the school day</p>

		<p>Participate on the Crisis Intervention team</p> <p><u>Health-related Services</u></p> <p>Provide students with preventative instruction regarding asthma, common illnesses, vision, and other health needs</p> <p>Provide 504 parent training</p> <p>Emphasize the importance of maintaining good health and engaging in regular physical activity</p> <p>Provide information about the obesity and Young People Program</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The Administrative Team strives to ensure that each student within PS201 is provided with opportunities to learn from competent educators across the day. Always focusing on the future, we consistently review our substitute 'bank' in an effort to source excellence and employ only those teachers who consistently demonstrate professionalism. We pride ourselves on being a school where faculty transience is practically non-existent, a place where teachers are encouraged to advance on their journey as life-long learners regardless of their years of experience.</p> <p>The following serves as examples of on-going opportunities for professional learning ensuring staff members are highly qualified:</p> <ul style="list-style-type: none"> • Our faculty members are provided with ongoing Professional Development in the area of literacy by selected consultants, our in-house Lead Teachers, & Math Coach. This work is supplemented via collaboration with Queens College whereby teachers are working in conjunction with professors to improve literacy through the content area of science. • Teachers across the school are provided with support in developing systems to support the implementation of differentiated instruction through attendance at off-site workshops, Network meetings, and in-house Lesson Study groups including membership of an Inquiry Team. • Teachers are provided with a menu of professional development workshops from which to choose those that best meet their needs and professional growth. Workshops are facilitated by the Administrative Team, Lead Teachers, and Teachers & Coaches and take place either before or after school. In cases where teachers need one-on-one support, the math coach provides in-class demonstration lessons and meets with individual teachers during their planning periods. The coach also addresses key instructional issues during monthly grade-level conferences. • Training in the implementation of Go Math and IREADY Math is provided by consultants at the beginning of the school year and continue as the year progresses. • Our Math Coach meets with teachers of grades 3-5 to analyze the results of Acuity Periodic Assessments and to plan for next steps in instruction.

It is our continued effort to make certain that teachers are growing professionally ensuring that they remain 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).

A professional learning menu was created offering workshops that address the needs of staff in supporting the academic, social and emotional needs of students across the grades. Teachers were then given choices in the selection of professional development options they felt best supported their professional growth. Workshops were tiered to address proficiency levels and were offered before, during and after the school day. In this way, staff members can feel confident that the sessions they attend are customized to participant needs. In an effort to build capacity, workshops are facilitated by our Administration, math coach, Lead Teachers, Guidance Counselor, technology teacher, and Dean of Students. This list of facilitators is not exclusive as many teachers also facilitate workshops highlighting their particular strengths and areas of interest. In addition to this, Administration utilizes monthly Grade-Level Conferences as a forum to further the learning experiences of staff members keeping them abreast of new initiatives and providing them with access to best practices such as those available at GoogleDocs. The staff of PS 201 is also fortunate to have opportunity for in-house professional learning sessions from our Instructional Cabinet specialist. Such work helps to fine tune their instructional practices in the teaching of balanced literacy across the day. Additionally, across the school year teachers attend workshops at partnering schools facilitated by our Instructional Cabinet and turnkey their learning to colleagues at Professional learning opportunities on Mondays and designated Professional Development Days. Administration participates in professional development offerings hosted by the Executive Leadership Institute as well.

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.).

Students transitioning from preschool undergo a program entitled Early Intervention. Pre-K teachers have developed thematic curriculum maps embedding the standards. All other core subjects use in house curriculum developed by our teachers with the support of our Lead teachers. The parents of PS 201 are fortunate to have an in house Social

worker that provides on-going Professional Development. Topics vary according to the needs of our school wide community.

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	224,346.00		
Title II, Part A	Federal	88,184.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,789,461.00		

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to

combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement

activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 201Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 201Q will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC)

[PS 201Q] , 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>PS 201Q: The Discovery School</u>	DBN: <u>25Q201</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>22</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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>2</u>
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: Supplemental instruction for ELL students (54 ELL students), supporting collaboration between the certified ESL teacher and content area teachers, will ensure that participating students will have further access to grade-specific content and vocabulary outside the realm of the regular school day. Students served will in testing grades three through grade five serving 22 ELL students. Our after-school programs will address grades 3-5 and will focus on various testing strategies r that will develop academic language needed for ELA, Math and NYSESLAT state exams. Instruction for our new comers and students with disabilities will be differentiated by targetting their specific needs through implementation of both NESSY and IREADY programs. The ELL program will commence in January- 2015 and will run through April 2015. The program will take place twice weekly on Wednesdays and Thursdays from 2:40 p.m.- 4:40 p.m. The program will address the needs of all our ELL students in grades 3-5. Students will work with both instructors in groups of no larger than 15. Although instructors will address balanced literacy, the development of speaking and listening skills will be at the core. The role of the ELL specialist is to provide direct instruction which can be achieved through a collaborative effort. This support will involve the sharing of best practices in ESL instruction and the provision of necessary resources. Further, our ESL teachers will be with ELL students in grades 3-5 for 2 hours on both Wednesdays and Thursdays. Students will be engaged in both whole group and small group learning activities. Grouping will be flexible to provide opportunities for students to work, at times, with peers who are at a similar level of proficiency and at other times to work with students who have greater competency in English. The number of students that will be serviced in 3-5 will be 22 students. Within this program all 22 ELL students will receive direct instruction from both certified ESL teachers. The opportunity for ELL students to work with peers in different grades will strengthen the ELL community school wide.

Part C: Professional Development

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

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

Begin description here: _____

Professional development for our certified ESL teacher and additional Title III Program teachers will help these teachers develop their craft as ELL providers by ensuring that they have access to the latest in ELL instrcutio. Workshops attended will include those that focus on ELL success in the Common Core Learning Standards and those that promote greater ELL participation within learning. Teachers will attend sessions facilitated by Lead teachers. In addition, teachers will attend workshops hosted by CFN204 and will receive ongoing support from our CFN204 Achievement Coach in ELL instruction, Ms. Rouse-Bey.

Professional development is ongoing throughout the year and opportunities are provided for participating teachers to turnkey information to colleagues at grade conferences and during staff development sessions.

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: _____ Our ESL certified teacher will collaborate with our Parent Coordinator in planning events that will help the parents of ELL students support academic growth. A series of Parent Workshops will address ELL families only and these workshops will take place at different times throughout the day in an effort to maximize participation. Workshops are approximately one hour in duration. Topics covered include Literacy Within The Home, At-Home Reading, Homework Help and Learning in the Environment. Parents also learn how to encourage inquiry-based learning experiences. Parents of ELLs will also have opportunity to attend field trips sponsored by Title III funding. These trips will take place on two Saturdays during the year as well as two afternoons. Trip participants include both ELL students and their parents. Families attending Saturday trips will assemble at PS201 at 9:00a.m. and will return to PS201 at 3:00p.m. approximately. The trips include museum visits, participation in cooking classes, along with visits to places of historical significance. Parent events are listed on the school web site (www.PS201.org). In addition, letters and flyers in the home language of the parents are sent out to notify parents of upcoming events. Fortunately, PS201 has personnel who speak more than 15 different languages. We also use NYCDOE translation services. _____

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 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____

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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 201
School Name PS 201Q-The Discovery School for Inquiry		

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 Rebecca Lozada	Assistant Principal Joyce Heskial
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Katina Kourounis	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Pei Hsia Wang
Related-Service Provider type here	Borough Field Support Center Staff Member Michael Dantona
Superintendent Danielle DiMango	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	444	Total number of ELLs	58	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input 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	58	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	8
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	12	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	46	0	8	12	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: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	9	3	4									0
Chinese	5	6	11	5	6	2								0
Russian				1										0
Bengali														0
Urdu		1	2		1									0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					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)	3	1	3	1	1	1								0
Emerging (Low Intermediate)	1	1	2	2	1	0								0
Transitioning (High Intermediate)	1	3	3	0	3	0								0
Expanding (Advanced)	0	3	11	3	3	0								0
Commanding (Proficient)	0	0	3	3	4	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	5	0								0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					1				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.
 PS201 uses ReadyGen Performance Based Assessments as well as a baseline writing assessment to assess early literacy skills of ELLs across the grades. Kindergarten teachers also use Foundations as an assessment tool. Data from kindergarten reveals a large disparity in English language proficiency within the grade where, in some cases, letter and sound recognition skills are on par with those of native speakers and in other cases there are notable deficiencies. Across the grades, data reveals student struggles in the areas of academic vocabulary as well as sentence structure in writing. This data informs the creation of strategic groups to address specific student needs.
 Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Analysis of data over the past three years reveals that students across the grades have performed significantly better on the speaking component of the NYSESLAT than on other components. The writing component has consistently presented as the area of greatest challenge where students have difficulty translating their thoughts into writing.
 Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Patterns across NYSESLAT modalities highlight the need to provide greater support for students in translating verbal language into writing. As a result, oral rehearsals have been added to the instructional model. Within the context of an oral rehearsal students are provided with opportunity to verbally share their stories with a teacher/peer and sketch or jot notes that will scaffold the translation into writing.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. ELLs across the grades struggle with academic and domain-specific vocabulary. In addition, analysis of student writing reveals struggles in sentence structure and in clarity of thought.

B. School leadership and teachers will utilize the results of the ELL Periodic Assessments to assess the effectiveness of current strategies in ELL instruction and to make adjustments as needed. Using the periodic assessment the ENL teacher along with teachers and administration are able to target the areas of concern that is evident from the periodic assessments.

C. The school has learned that there is a noticeable pattern of students struggling in the writing modality within the lower and upper grades.

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](#).] Using NYSESLAT reports, such as the modality reports, teacher observations and student work we are able to gauge and target specific areas of need in order for RTI personnel to be able to focus on concentrated areas of need. RTI strategies and tools are used not only with the ENL teacher but continuously within the students daily class schedules across the content areas in order to promote and help the ELL's within the curricula. The school uses the different assessments to better target RTI strategies and to be able to assess which strategies are working best for the students.
 6. How do you make sure that a student's new language development is considered in instructional decisions?
A child's second language development is considered by having the ENL teacher plan with the teachers across the grades and through the incorporation of differentiated instruction and using scaffolding strategies to address second language development. In-house PL is also provided by the ENL teacher as needed. The staff along with the ENL teacher reviews the students' cultural background along with their educational history in order to better understand the students educational level in their native tongue.
 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).
The success of programs for ELLs is determined by student performance in Fountas & Pinnell reading assessments and ReadyGen Performance Based assessments (assessed via rubric) throughout the year as well as student performance in ELL Periodic Assessments, NYSESLAT and state assessments in ELA, Math and Science (Grade 4 only).

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.
ENL teacher, Katina Kourounis, administers the Home Language Identification Survey to incoming families at time of registration. Parent Coordinator, Pei-Hsia Wang, and Pupil Accounting Secretary, Lucrecia Ochs, provide translation services as needed during the intake process. In addition, PS201 is fortunate to have Korean, Greek, Russian, Urdu & Arabic speaking staff members on hand to provide native language support to both non-Mandarin and non-Spanish speaking parents and students at this time. Ms. Kourounis then analyzes parent responses to determine the names of students to whom the NYITELL should be administered. A testing schedule is put in place so that students take the NYSITELL within 10 days of entering the school. Ms. Kourounis, licensed ENL teacher, is responsible for administering this assessment, both the English and Spanish LAB, as appropriate. The informal interview is given by our licensed pedagogue and translation services are available if needed. The administration of the Spanish LAB is given to Spanish speaking students only if they have not tested proficient on the NYSITELL.
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).
After examining the data on the parents' responses to questions on the HLS, we determine whether the student may have had an interruption of schooling amounting to two years. If so, we use the ALLD to determine the students' literacy levels in order for appropriate instruction and interventions to be provided or developed. The SIFE questionnaire is used to receive better understanding of the ELL's as the questionnaire has many questions based on literacy and language. The teachers along with the ENL teacher will be able to use the information to gauge the students weaknesses and strengths in both literacy and math.
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).
If the student's home language is other than English, we determine if the student is eligible to take the NYSITELL. For students entering with a new IEP, determination is done by the LPT. The licensed pedagogues who are responsible for conducting the screening are Ms.

Kourounis, ENL teacher, and Ms. Amott, Special Education Liaison along with the principal Ms. Lozada and the Assistant Principal Ms. Heskial. We review evidence of the student's English language development and we make a determination as to whether the student may have second language acquisition needs or whether the student's disabilities are the determining factor affecting his/her English language proficiency. Interpretation is provided by a licensed pedagogue when applicable and needed. If the LPT determines that the student may have English Language acquisition needs the students must take the NYSITELL. If the team determines that the student does not have English acquisition needs and should not take the NYSITELL the recommendation is sent to the principal for review. The final decision is made by the superintendent and has 10 days to accept or reject the LPT recommendation. If the superintendent determines the student eligible to take the NYSITELL the school has 5 additional days to administer the NYSITELL.

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.
All letters are addressed to the parents. All letters are sent home and a log is kept by the ENL teacher, Ms. Kourounis. Ms. Kourounis keeps a log of all letters that get sent home to the parents within the 5 days allotted. The letters are sent home in the preferred language of the parents.
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).
Ms. Kourounis, the ENL teacher sends home all entitlement letters within the 5 days, letting the parents know they have the right to appeal the ELL status within 45 days of enrollment. All letters sent home are kept in a log by the ENL teacher and all letters and notices are kept in the students cumulative folders.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
The parent orientation video is shared with parents after reviewing the Parent Surveys and Program Selection Forms. They are informed about all the programs that are offered as explained in the video. A log is kept by the ENL teacher to record parental outreach attempts. All testing and associated letters go out within the time allotted of student registration. All information is reviewed by the ENL teacher. Parents are welcomed to address and questions or concerns they have with the ENL teacher. The Parent Video is shown in the parents preferred language additionally all other parent correspondances are available in the parents preferred language. In the program selection form parents are advised that their child may be placed in a DL or TBE if there are sufficient number of students or their child will be placed in Freestanding ESL/ENL.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The school outreaches to parents by keeping a log of letters sent out to parents and a record of "no shows". Another round of parent letters goes out addressing that they missed their first appointment. Their new appointment is noted on the form. After the third attempt, the students are then placed in the ENL program and the default letter is distributed. The school maintains a working list of parents who did not select Freestanding ENL as a first choice. Ms. Kourounis the ENL teacher send home all letters to parents in their preferred language. All letters and correspondances that get sent home are logged by the ENL teacher. All original and copied letters (when appropriate) are kept in the students cumulative folders.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teacher logs all letters and forms that have been sent out to parents and follow-up letters and/or phone calls are placed and added to the log. If the letters are not returned the ENL teacher along with the Parent Coordinator when necessary reaches out to parents multiple times about the notices that were sent home. The ENL teacher resends the notifications and logs all attempts with new dates for the Parent Orientation . All letters and notifications are sent home in the parents preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
The placement letters are addressed to parents and sent home with students. All letters are logged by the ENL teacher. All letters and notifications that are sent home are sent in the parents preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original documentation is retained in the student's folder (HLS, Parent Survey & Selection Form, Program Placement Letter, Entitlement Letter, etc.) All letters and notices when applicable are copied and put into the students cumulative folders.
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.
Assistant Principal, Joyce Heskial, creates a schedule to facilitate the administration of all four sections of the NYSESLAT to students in all grades within the testing window. This testing schedule is distributed to all teachers so that they know in advance that students will be removed from classroom instruction to facilitate testing. Ms. Heskial provides the ENL teacher with the DFA for each test and reviews testing procedures. Testing materials are distributed to Ms. Kourounis each morning and returned to Ms. Heskial each afternoon on each of the testing days. Ms. Kourounis administers all sections of the NYSESLAT to all ELLs. The ATS report RLAT which

shows NYSES/LAT entitled students is printed by the ENL teacher and is cross checked to make sure all information is accurate. The ENL teacher then takes the necessary steps to set up and administer the NYSES/LAT within the time frame allotted.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
A continued entitlement letter or a transitional support letter is sent to parents via their child and the ENL teacher keeps a log of all letters, notices and forms sent home. All letters and correspondances are sent home in the parents preferred language.
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).

Data from the past few years reveals a trend in the program choices requested by parents. With the exception of a few who selected Dual Language as a first preference last year and this current year, Freestanding English as a Second Language is consistently the most frequently requested choice. In each of these cases, the background of parents requesting Dual Language is Chinese. Parents who select a program other than Freestanding English as a Second Language are offered assistance in locating placement in local schools via our Parent Coordinator, Pei-Hsia Wang. However, in recent years parents who selected Dual Language as a first preference subsequently decided to remain and participate in Freestanding English as a Second Language in PS201. An analysis of data over recent years reflects the alignment of program offerings with parent requests. After reviewing the data and trends in the program choice it is evident that the higher majority of the parents choose Freestanding ESL/ENL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The program used to deliver ENL is the Freestanding model. Delivery of instruction in the push-in model is in English. ReadyGen and Go Math have built-in ENL components that provide the necessary strategies for ENL students. Parallel teaching provides better targeted instruction for students and teachers in which they can utilize multiple entry points for lessons. The Freestanding ENL program is mostly push in and in English. Students are pulled out when necessary and are grouped no more than 2 grades apart. Using multiple entry points allows for more successful comprehension for complex texts across the content areas. Strategies used include but are not limited to, scaffolding for texts that need to be broken down and better explained, teaching various strategies through informational texts, close reading which provides student opportunities to go back and reread texts for accuracy, fluency, comprehension which builds stamina, recognizing and analyzing various nuances within different types of texts and facilitating and encouraging students to hold class discussions based on evidence and facts presented within the text. Students are also shown to recognize word relationships, including blends, diagraphs, chunking, grammar, syntax, tenses and etc...
 - 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)?
The staffing of one ENL teacher who is assigned the full complement of ELLs provides the mandated number of minutes for the ESL population. Entering and emerging ELLs receive 360 minutes of instruction. The push-in model of instruction facilitates the delivery of mandated minutes as the ENL teacher works with small groups of grade-level peers within any given instructional period. As instruction in ENL is, for the most part, provided within the context of the students' classroom, the ENL teacher can compliment the work of the classroom teacher through the provision of key ENL strategies. When instruction is provided in a pull-out model, the ENL teacher meets with classroom teachers during grade-level planning sessions to make sure her work is aligned with that of the classroom teacher

and there is continuity of instruction for all students. Transitioning and expanding student receive 180 minutes of instruction and commanding 90 minutes.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered in English through non-fiction reading and artifact exploration. Books written in languages other than English as well as those that represent the cultural backgrounds of ELLs are made available to students both within their classrooms libraries and in our school based Robin Hood Library. Foreign language dictionaries are also available. Access to the content areas is supported through the use of visuals as well as the incorporation of hands-on learning experiences. Language development is further supported through the utilization of Shades of Meaning cards. These color-coded index cards indicate words of increasing complexity (for example, happy, delighted, elated might be utilized to demonstrate more sophisticated alternatives to happy). Additionally, conversation prompts posted in classrooms encourage active participation by ELLs during questioning and discussion. Students are also taught to use summary frames to aid the acquisition of domain-specific content. The specific needs of ELLs are addressed in instructional planning both within and across grades.

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

ELLs are evaluated in their native language when the ESL teacher recognizes the need based on data garnered from assessments administered within instruction.

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

PS201 offers balanced literacy to all students. Within this framework teachers are cognizant of addressing students' listening, speaking, reading & writing skills throughout the day. Instructional planning reflects this work as administration requires the inclusion of standards in each of the modalities within lesson plans and student tasks. As instruction is differentiated, so too are culminating tasks in which students are given opportunity to showcase their learning in various formats. Periodic assessments are used along with the data from the NYSITELL and NYSESLAT to target specific modalities and areas of need. Student assessments are also used and implemented daily using quick checks, rubrics and daily check-ins with teachers and the ENL teacher. Planning with the ENL teacher ensures students are working on areas in need. Observations, student work and periodic assessments are all data we are able to use to gauge and target modalities when working with our ELL's.

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

Differentiated instruction takes place throughout the school day. Each student develops individual learning goals in conjunction with his/her classroom teacher and with support from the ENL teacher. These goals help students set targets for their learning and are utilized when they meet with their teachers during small group work and conferences. Goals are updated approximately every

six weeks. Key skills assessed within the context of the NYSESLAT are taught explicitly and reviewed on a regular basis.

Students

are also familiarized with the structure of the NYSESLAT. Long-term ELLs are provided with additional support in navigating complex texts (via the use of visuals and close reading strategies) during their time with the ENL teacher. Although there are no SIFE

ELLs in the building at present, should students defined as SIFE enroll in the future PS201 faculty would utilize resources made available through the Office of English Language Learners such as the video, SIFE: Meeting the Challenge, to support instructional

planning. Technology would be utilized extensively to increase exposure to English with visual and auditory supports and SIFE ELLs

would be included in intensive reading programs such as Leveled Literacy Intervention.

A. SIFE - students prior knowledge would be assessed in the content areas and outcomes of the assessment would be used to create scaffolds across content areas within lessons, additionally providing visual supports such as charts, graphs, picture word cards with descriptions prompts and etc... Teachers along with the ENL teacher would provide supplemental materials available for the content areas.

B. Newcomer - students would receive differentiated instruction by implementing visuals, extra support, picture word cards, graphic organizers, repetition strategies, small group instruction, translation when needed, various scaffolds and peer help.

C. Developing - After reviewing NYSESLAT, the ENL teacher along with the teachers would work on targeted modalities by using graphic organizers, scaffolds. small group, RTI, various reading, writing, math and reading strategies to help develop these areas in need so the students abilities and skills will be successful at testing proficient on the NYSESLAT.

D. Long Term - long term ELLs are provided with additional support in navigating thru various texts across the content areas

and are taught various strategies which allows them multiple entry points in order to achieve their goals. They also use various graphic organizers and lessons and scaffolds if necessary. Most of our long term ELL's are SWD and test well in all modalities except for writing which holds them back. These areas are targeted and worked on with the ENL teacher along with the students' teachers in order for the ELL's to become strong enough and progress enough to eventually test proficient in the NYSESLAT.

E. Former ELL's - are provided extra support who work alongside the classroom teacher to target the areas of weakness the students have. Teachers will use visuals, scaffolds, and graphic organizers when necessary for extra support. ELL's will receive additional 90 min. support as per CRPart 154 for the next 2 years. Former ELL's will also continue to get testing accommodations for the following 2 years after testing Commanding from NYSESLAT.

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

After examining student data, the ENL teacher will make instructional modifications. This instruction will be focused on promoting language and literacy development. To keep developing language, we will build background knowledge, engage in cloze exercises, read-alouds and intensive vocabulary instruction. Additionally, targeted writing instruction will be given to ELLs to help their writing skills needed across the content areas. The reidentification process must be complete within 10 school calendar days of receipt of written notice. The school will initiate a review of ELL status if the request comes from the student's parent(s) or the teacher (only if the request includes written consent from the parent or guardian). The school then reviews all documentation and student work in English and in their native tongue. The school may administer NYSITELL only if the student has not initially taken it. Based on reviewing the assessment data and recommendation of personnel the principal determines whether to change the ELL status. If the recommendation is not to change the status nothing further is needed. If the status needs to be changed the recommendation and other documents is sent to the superintendent for final review. Once the final decision is made, if the ELL status doesn't change nothing further needs to be done. If the decision is changed the student's program needs to be modified accordingly. Six to twelve months after the notification date the principal reviews the decisions to make sure the student's academic progress was not affected by the decision. If the principal feels that the student may have been adversely affected, the principal must provide additional support services.

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

The instructional strategies used by teachers include, but are not limited to, picture support, academic vocabulary, graphic organizers, scaffolds across all content areas when needed. Additionally, front loading vocabulary with picture support, deconstructing and reconstructing complex sentences and texts within all content areas. Students also receive RTI, push in and pull out supports that focus on areas in need around English language acquisition. Students are shown a variety of strategies for multiple entry points for better comprehension. All SWD receive their services based on their IEP and ENL mandates.

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

ELL-SWDs receive additional support when they are working with the ENL teacher in a pullout context. They are grouped with grade-level peers and similar levels of proficiency. Students are also pulled in small group instruction and are integrated amongst their peers who have similar levels of proficiency in the modalities. Students are placed in ICT classes based on their IEP recommendations, parent and Special Education team.

Chart

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

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

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

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



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

Chart

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

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

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

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

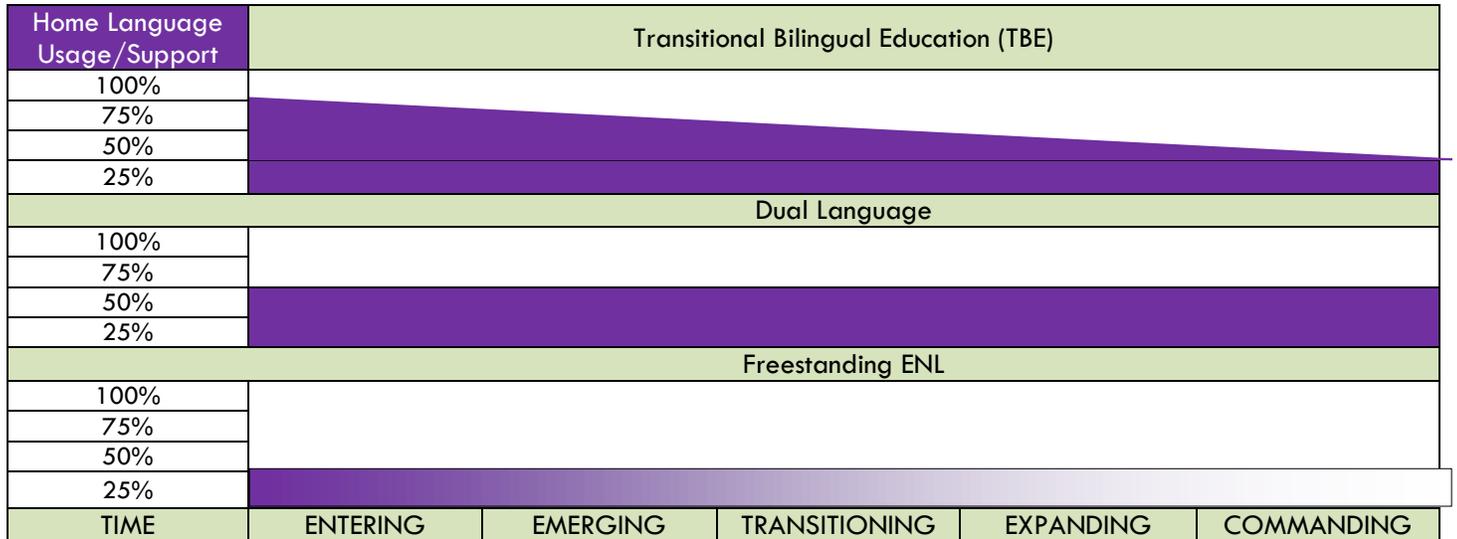


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention services for ELLs are designed with the Common Core Learning Standards in mind. Determining Language Functions and Structures tackles the use of language for specific purposes. Data garnered from assessments provides insight into the language functions that work best for individual ELLs and intervention is offered within flexible instructional groups. ELLs also participate in Leveled Literacy Intervention as well as AIS groups in literacy and math as needed. Students are also grouped with no more than 10 students for small group instruction for all content areas if needed, and teachers along with ENL teachers target instruction using formalized programs along with supplemental materials, graphic organizers, scaffolds, picture support, front loading vocabulary and etc as needed. Assessing, monitoring and recording student achievement and data are all used to set goals and work on next steps for ELL's in ELA, Math and other content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Current programs are meeting the needs of ELLs as evidenced in student work in both literacy and math and across the content areas. Also, the provision of opportunities for the ENL teacher to meet and plan with classroom teachers facilitates the advancement of ELLs in both content and language development. The teachers along with the ENL teacher target modalities students are struggling with and plan lessons in ELA, MATH, Social Studies and Science based on data provided and the data that the ENL teacher gives to the teachers about her knowledge and recommendations of the ELL's. All content area vocabulary words are front loaded along with picture support and graphic organizers when needed. The 2 current schoolwide programs provide ELL components within the units and are used along with any extra supports and scaffolds. The teachers are made aware of their ELL's by the ENL teacher in the beginning of the school year by a list of names along with their levels and their areas of need based on their scores on the NYSESLAT and any other information that the ENL teacher can provide to the teachers. Communication and progression is continuously ongoing throughout the year.
12. What new programs or improvements will be considered for the upcoming school year?
We have considered a phonics/grammar morning program based on NYSESLAT and NYSITELL levels. These groups will be small group of no more than 15 and target grade and level specific vocabulary, grammar and phonics practices. An after school program based on small group instruction will target theme based lessons to provide additional support for NYSESLAT and other assessments that ELL's will need to take. The push in model with increased focus on tiered idiomatic expressions and nuances that are embedded in content texts.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs through the distribution of flyers and other information. Our Parent Coordinator acts as a liaison in providing translation services to Asian parents that make them aware of programs being offered. Our Pupil Accounting Secretary provides assistance in translation to Spanish-speaking families. Families who speak languages other than Mandarin and Spanish receive information about programs from other staff members who speak their native language. Among the curricular programs offered to ELLs are Music and Movement, Chinese language instruction via Chinese Advantage Academy, Tae Kwon Do, Ballroom Dancing and Test Prep. Before each program begins, a letter of explanation and application is distributed to families. Once students are selected, families are invited to an orientation where translation services are made available to non English-speaking parents. ELLs are included in all current programs offered, both during and after the school day.
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.
Technology is utilized as an instructional tool throughout the day. Through our Go Math program, all students have online access to a myriad of resources and teachers are enabled to assign individualized tasks within ThinkCentral. Colorin Colorado and other websites are also utilized within instruction and made available to families via the PS201 porta-portal (www.ps201.org) In addition, NYSESLAT workbooks are used to prepare students for the upcoming NYSESLAT. Additionally graphic organizers, Wordly Wise and other vocabulary with picture supports are used. Our GoMath program which is CCLS aligned has online extensions and resources for students. My Talking Dictionary which is an interactive software designed to reinforce the students native language as well as English.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Books written in languages other than English as well as those that represent the cultural backgrounds of ELLs are made available to students both within their classroom libraries and in our school based Robin Hood Library. Foreign language dictionaries are also available. Many of the read-alouds shared with students across the day include phrases from other languages, thus acknowledging the importance of languages other than English. Beginner ELLs are further supported through the creation of personalized dictionaries that include words written both in English and in their native language often accompanied by a visual support. Second grade students also receive direct instruction in Mandarin through our partnership with Chinese Advantage Academy.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Services and supports are delivered as per NCLB and CR Part 154 at the ELLs' ages and grade levels. Differentiated instruction is provided based on need as determined by student performance on assessments. Based upon the curriculum, age appropriate resources are distributed to teachers that ensure all ELL students including SWD receive appropriate supports, which increases their proficiency levels and abilities, targeting all 4 modalities.
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).
There are no activities to assist newly enrolled ELL students prior to the beginning of the school year. Our Parent Coordinator works diligently to outreach to new families of ELLs and helps them assimilate into the school environment. She hosts workshops to address specific needs and includes these families in professional development opportunities outside the school context. The principal conducts monthly Open Forum with the Principal meetings to update parents on school happenings and to allow opportunity for parental input. She is assisted by our Parent Coordinator in these outreach efforts.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- N/A

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development is provided by a yearlong series of workshops offered by the district. Furthermore, the ENL teacher offers individualized support for teachers who work directly with ELLs and turnkeys information garnered from meetings and workshops.
- 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?
A specific focus of this work is deconstructing tasks so that ELLs have access to the rigorous curriculum offered across the school day. The ENL teacher models how to select high leverage vocabulary and content-specific vocabulary and phrases and how to frontload ELLs in preparation for instruction.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In preparing students for middle school, fifth graders are taken on a tour of several local middle schools and are provided with opportunity to meet with ENL teachers and curriculum support staff at those locations. This is central to our work in fostering a college-bound mindset among our seniors.
- 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.
Each staff member receives their allotted professional development. This work takes place during monthly Grade Conferences, PL sessions with our lower and upper grade Peer Collaborative Teachers, and at strategically chosen professional development opportunities offered by the district. ELL training also takes place on mandated Staff Development days as per the DOE school calendar. Attendance at ELL training is tracked via attendance sheets completed at each professional development workshop.

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?
As a direct result of our Chancellor's focus on strong family and community ties, each teacher is provided with the opportunity to meet with students' parents on any Tuesday afternoon. In PS201, teachers conduct parent meetings and field phone calls to parents 2:30p.m. -3:45p.m. each Tuesday. Many classroom teachers also utilize Class DoJo to keep parents abreast of classroom happenings throughout the school day. Parents are also informed of all activities at our school via our monthly school calendar, School Messenger Service and our E-envelope that can be accessed on our school website.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The Parent Coordinator hosts monthly workshops to address parental needs and curriculum-focused workshops are facilitated by Administration as well as our Peer Collaborative Teachers. Parents of ELLs participate in Title III workshops. Parents are also invited to attend Parent Read-Alouds, chaperone class trips, offer in-class, multi-cultural presentations and celebrate student success at Awards Assemblies.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
PS201 partners with Dancing Classrooms, Tae Kwon Do Academy, Chinese Advantage Academy, Tzu Chi Foundation, Queens College Reading Program & Queens College Science Grant Initiative in order to meet the diverse needs of our school community. Parent needs are evaluated via surveys, contributions to the Parent Suggestions Mailbox and via participation at our monthly Parent Forum with the Principal. Data collected from these sources helps us formulate parent workshops and events.
5. How do you evaluate the needs of the parents?
The needs of the parents are also evaluated by the school Learning Environment Survey, ongoing conversations, PTA meetings and Parent/Teacher conferences. Translation services are provided and made available when necessary.
6. How do your parental involvement activities address the needs of the parents?
Our parental involvement activities address the needs of the parents through open communication, surveys and the creation of a learning community in which the parents feel supported.

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.
N/A

School Name: PS201

School DBN: 25Q201

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)
Rebecca Lozada	Principal		10/30/15
Joyce Heskial	Assistant Principal		10/30/15
Pei-Hsia Wang	Parent Coordinator		10/30/15
Katina Kourounis	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nadege Normil-Malcolm	School Counselor		10/30/15
Danielle DiMango	Superintendent		10/30/15
	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: 25Q201

School Name: The Discovery School For Inquiry
Superintendent: Danielle DiMang

Before you begin, please check the following:

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

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

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

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

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

P. S. 201Q uses as an identifier of Language needs the following: Home Language Form, Parent surveys, and language options for parent response during PTA, Workshops, Family events nights. We have a school checkoff list that includes language options. We also use the DOE Translation Unit.

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, Mandarin Chinese, Spanish, Korean, Russian, Arabic

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.)

Notices around Parent Teacher Conference, Family Handbook, PTA informational booklet, Testing information, Safety Procedures, Major school events (graduation, Career Day, Harvest Fest, Walk-a-Thon), overview of curriculum, School Leadership Team Minutes & Agenda, Academic Intervention Academies information and After School activities. All translated parent information is set on the Parent Corner of our school website, displayed on Parent bulletin board & Family Center and on the Family Newsletter.

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.

Monthly Principal Open Forum, Bi-Monthly school building Tours with Administration, Meet the Staff night, Parent Teacher Conferences, Parent weekly workshops, Tuesday Family Congruent time, Curriculum nights, PTA meetings, Family Art Nights, Movie Night and Respect for All Week long family events.

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.

We will be ensuring the our Parent Coordinator and volunteer translators to attend training around language access requirements. Ensure timely provision of interpretation services at group and one-on-one meetings upon request and plan the budgetary and staffing resources is devoted to fulfill these translation needs.

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.

We will be providing both over-the-phone interpreters via the set translation team led by our Parent coordinator. As well as providing face to face translation services via set appointments.

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.)

Professional development around school wide services is facilitated by our Assistant Principal. At the initial professional learning information is distributed: brochures, card with list of language translators on site and the power point presentation is sent via email as well as set on our school website.

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

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)

Our school consistently encourages parents to provide feedback via our texting feature "Response 101", school website blog and school facebook. We also mail school surveys to ensure all our families have an opportunity to provide feedback.