

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q205

School Name:

P.S. 205 ALEXANDER GRAHAM BELL

Principal:

KAREN SCOTT-PIAZZA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Alexander Graham Bell PS 205Q School Number (DBN): 26Q205
Pre-K- 5
Grades Served: _____
School Address: 75-25 Bell Blvd. Bayside, NY 11364
Phone Number: 718-464-5773 Fax: 718-464-5875
School Contact Person: Karen Scott-Piazza Email Address: kpiazza2@schools.nyc.gov
Principal: Karen Scott-Piazza
UFT Chapter Leader: Fran Bosi
Parents' Association President: Lara Spencer
SLT Chairperson: Karen Scott-Piazza
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

District: 26 Superintendent: Danielle Giunta
61-15 Oceania Street, Bayside, NY
11364
Superintendent's Office Address: _____
Superintendent's Email Address: Dgiunta4@schools.nyc.gov
Phone Number: 631-6943 Fax: 631-6996

Borough Field Support Center (BFSC)

BFSC: Queens North Field Support Center Director: Lawrence Pendergast

28-11 Queens Plaza North, Queens, NY 11101

Director's Office Address:

LPender@schools.nyc.gov

Director's Email Address:

718-391-8222

718-391-8320

Phone Number:

Fax:

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)
Karen Scott-Piazza	*Principal or Designee	
Fran Bosi	*UFT Chapter Leader or Designee	
Sally Mills	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christine Eisen	Member/ Teacher	
Karianne Kuhn	Member/ Teacher	
Steven Blum	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Butler	Member/ Teacher	
Sarina Vidair	Member/ Parent	
Kara Keppel	Member/Parent	
Barbara Sheridan	Member/ Parent	
Uzma Laique	Member/ Parent	
Jeannie Cho	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 205Q, The Alexander Graham Bell School is a unique NYC elementary school situated in the tight-knit Oakland Gardens community in northeast Queens. Our motto is "At PS 205 Sharing is Caring!" At the heart of this motto is our philosophy that all children can learn. We pursue excellence in education for every student. A shared partnership among staff, parents and students provides all children with a quality education.

Parents are an integral part of our school community and culture. They are one of the cornerstones to our students' academic success these past seven years. We serve 318 students and families from culturally diverse backgrounds. Students exhibit a strong sense of belonging and belief in education that is enhanced by their love of learning.

Our student's families share this strong belief in education. They believe that hard-work and perseverance coupled with a positive outlook and teacher support is the best recipe for their child's success in school both academically and social-emotionally. Parents are grateful to our dedicated teachers and staff members. This gratitude is particularly evident each spring when parents host a Teacher Appreciation Luncheon recognizing the faculty for their instructional expertise and tireless efforts.

School activities embody a spirit of sharing and caring for the people around us, both locally and globally. Among our many school initiatives, one of which we are most proud is our Service in Schools Program. The past four years have seen a growing involvement with local and global service projects that promote citizenship, stewardship, and environmental awareness and responsibility. Service projects are spear-headed by 5th grade Student Leaders and teachers. Programs include UNICEF, NYC Penny Harvest, and food/clothing drives to local community centers as well as our school's Kind Kids Project, wherein the student body collected shoes for needy children in Ecuador.

Also note-worthy is our Gardening and Composting project supported by our science program. Our science cluster teacher has been the recipient of the NYC Golden Apple award on multiple occasions for our school's garden. We've grown pumpkins, strawberries, blackberries, peppers, and a variety of other plants. Students and teachers plant seeds and pick the harvest. "PS 205's Farmer's Market" was an event featuring the sale of our produce. In 2012 we were awarded a high-tunnel grant from Cornell University. The high-tunnel functions as a greenhouse where vegetables, fruits, and plants may be grown. Currently our garden has yielded various herbs such as thyme, lemon balm and lavender. Students sell these herbs to the school community to help sustain the garden.

Our garden area has been upgraded to include a new composting program. In collaboration with Queens Botanical Garden our 4th grade students and teachers are being trained as leaders on the "PS 205 Clean Green Composting Team". Students will learn the how and why of composting and train the rest of the school community during the spring. The Composting Team's slogan is "Trash to Treasure". Student created t-shirts exhibiting the slogan and colorful artwork are worn proudly during all composting activities and training. This year our school was the recipient of the NYC Department of Sanitation's 2015 Golden Apple Awards Team Up to Clean Up contest and the Golden Shovel Award selected by the NYC Compost Project As Master School Composter in our borough.

Favorite local student activities include our teacher-led boys' and girls' basketball team and cheer-leading squad. Families love being spectators at these inter-school games and are our biggest cheerleaders! In the winter and spring all students participate in Music Concerts featuring both group vocal and instrumental performances by our students. Additionally the concert showcases individual talents on various instruments, including piano, violin and saxophone.

In May of 2013 the Owners Corporation of Windsor Park, home to many of our students, held a Fair Day. On a beautiful Sunday morning many families attended this fun-filled day with mini-rides, face-painting, photo-booth, live music, dancing, food, and arts and crafts tables. Proceeds amounting to \$9,500.00 were donated to P.S. 205! This enabled us to purchase a contract with the NYC Dancing Classrooms Program which has been successful in teaching our students ballroom dance and proper dance etiquette. This year students participated in a Queen's team competition and won a silver award. In 2015-2016 the Windsor Park, Owners Corp. is fully funding the Dancing Classroom program for the third year in a row.

Our entire school community is proud to call P.S. 205Q home. We are proud to be the recipient of the 2014 National Blue Ribbon Award. At PS 205 everyone learns to thrive and share ideas that enhance our school's educational value every day.

Framework for Great Schools - Area of Progress:

Collaborative Teachers, Rigorous Instruction, Effective School Leadership, and Trust

This year we embarked on a professional learning path of "Collaborative Learning through Peer Inter-Visitation". Teachers in grades K- 5 engaged in two to three cycles of peer inter-visitations with on-grade level colleagues. Through teacher-driven observation, teachers engaged their peers in gathering and analyzing classroom data to improve instruction and student academic achievement.

Framework for Great Schools - Area of Focus: **Rigorous Instruction, Collaborative Teachers**

P.S. 205Q School-wide Instructional Focus 2015-2016

Students will be engaged in developmental writing tasks designed to move them along a continuum of grade level expectations to produce clear and coherent writing across three genres of writing: opinion/argument, information and narrative, that promote college and career readiness.

We will continue to support teacher-led peer inter-visitations on grade level teams and expand inter-visitations to include vertical teams as a structure to enhance collaboration and trust that recognizes instructional expertise at the school level.

26Q205 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	320	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		1.4%	% Attendance Rate	95.5%
% Free Lunch		28.1%	% Reduced Lunch	7.4%
% Limited English Proficient		4.5%	% Students with Disabilities	18.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	3.8%
% Hispanic or Latino		18.2%	% Asian or Native Hawaiian/Pacific Islander	37.4%
% White		38.0%	% Multi-Racial	2.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.3	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.48
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		67.9%	Mathematics Performance at levels 3 & 4	89.1%
Science Performance at levels 3 & 4 (4th Grade)		100.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

In 2015, 71.9% of students in grades 3, 4, and 5 scored a level 3 and 4 on the NYS ELA Test. Although we are still above the city average our data results on the item skills analysis indicates an area of weakness for ELA in the following area – Writing from sources: Students read grade-level text and make statements that they support using details. Students write about characters describing how they relate to each other in the text. Students analyze events and actions, determine the effect of language on aspects of text, and describe the importance of story elements. Students also communicate their understanding by producing coherent writing that demonstrates grade-level English grammar and use. Our End of Year (EOY) analysis on the NYC ELA Fall Benchmark 2014 as compared with the ELA Spring 2015 Benchmark demonstrates a 5.7% increase in overall improvement in the area: Writing from Sources, for students in grades 3, 4 and 5.

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, students in grades 3, 4, and 5 will demonstrate a 5% increase in performance as measured by the NYS ELA Exam.

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) <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>Teachers will use Common Core-aligned instruction across subjects, and require students to ground reading, writing, and discussion in evidence from text.</p> <ul style="list-style-type: none"> • Teachers will incorporate the Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8, by Lucy Calkins. The Writing Learning Progression will help track students' progress across three kinds of writing: opinion/argument, narrative and information, locating each student's current level and determining the next steps the student should take to 1. enhance their writing skills and aptitude and 2. realize that lessons learned in all three types of writing can transfer across all types of writing. • <i>Students in grades K-5 will be immersed in Teachers' College Units of Study in Opinion/Argument, Information, and Narrative Writing A Common Core Workshop Curriculum, Grades K-8 that supports writing expectations per grade level, and uses performance tasks within each unit that assess opinion writing, narrative writing, and informational writing to:</i> <ul style="list-style-type: none"> - foster high-level thinking, including regular chances to synthesize, analyze, and critique - develop and refine strategies for writing across the curriculum - support greater independence and fluency through intensive writing opportunities - include strategic performance assessments to help monitor mastery and differentiate instruction and - provide a ladder of exemplar texts that model writing progressions across grades K-8 	<p>All Teachers</p>	<p>Daily, September 2015 – June 2016</p>	<p>Principal, data specialist, teachers</p>
<p>Grade level teacher teams will identify at-risk students as determined by the writing benchmark assessments and include</p>	<p>All Teachers</p>	<p>Daily, September</p>	<p>Principal, data specialist, teachers</p>

UDL tasks/activities that support student learning modality to meet the demands of the CCLS writing standards.		2015 – June 2016	
Parent workshops will include Literacy Workshops to address CCLS writing requirements that will promote coherent writing that demonstrates grade level English grammar and use.	Principal, parent coordinator	Fall 2015, Winter 2016, and Spring 2016	Principal, teachers, data specialist, and parent coordinator
<p>Teacher teams will share best practices in creating/modifying writing lessons that address the following CCLS:</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, and rewriting. 	All Teachers	Fall 2015, Winter 2015, Spring 2016	Principal, teachers, data specialist

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.											
Monday professional development time will be used for teachers to score and analyze student results that will define instructional next steps and goals for students.											
Teacher teams will assess student writing using the Writing Pathways: Performance Assessments and Learning Progressions - checklist and rubrics.											
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, 100% of students will make progress from the NYC ELA CCLS-Aligned Fall 2015 Benchmark to the results of the ELA CCLS- Aligned Spring 2016 Benchmark.

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’s Learning Environment Survey shows that 90% of parents are satisfied with the education that their child has received. 71% of parents feel that the school offers a wide enough variety of courses, extracurricular activities and services.

Our recent Quality Review rating for QR indicator 3.4 High Expectations is proficient. Findings show that the school consistently communicates high expectations and provides effective feedback, support and guidance to families and students.

An area of priority is to maintain and increase the level of

1. Rigorous instruction aligned to the CCLS shifts in literacy and math by evaluating current pedagogical practices and curriculum; and
2. Knowledge of students by highlighting individual student interests, both in and outside of school.

As evident in our school’s high participation rate at all school functions/activities, students are actively involved and enjoy a variety of afterschool activities that promote well-being, provide academic support services, and support art and writing. Our school’s motto, “Sharing is Caring!” will continue to emphasize The Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. All Service in Schools projects involves all children in pre-K to grade 5 to take on responsibility and promotes citizenship through service to others.

Part 2 – Annual Goal

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

By Spring 2016, 100% of students will participate in school functions and activities will show an overall 75% level of satisfaction as measured by a student participation survey.

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>
<p>All students will participate in ongoing Service in Schools projects that promote citizenship and responsibility which will include:</p> <ul style="list-style-type: none"> - Student Service Leaders in grades K-5 and - Parents as Service Partners <p>Service Projects will include, but not limited to:</p> <ul style="list-style-type: none"> - Habitat for Humanity- Global Village - Laps for Taps and Live Below the Line – Water Collective Program-Cameroon, Africa - Scholastic Pajama Drive - Ronald McDonald House - "Gimme 5" Program, Plastic Bottle Cap <p>Recycling Program</p>	<p>All students, teachers and parents</p>	<p>September 2015 – June 2016</p>	<p>Grade Level Lead Teachers, Principal, Parent Coordinator, Data Specialist</p>
<p>Our school’s Kindness Committee will continue to foster a deep understanding of caring and individual responsibility to others by:</p> <ul style="list-style-type: none"> - Reciting the Kindness Pledge on a weekly basis during morning announcements - Engaging students during Kindness Hour, where students and staff share random acts of kindness and brainstorm ideas that enhance kindness towards others such as our “Buddy 	<p>Students, teachers and parents</p>	<p>September 2015 – June 2016</p>	<p>Grade Level Lead Teachers, Principal, Parent Coordinator, Data Specialist</p>

Bench” located in the school yard to encourage student friendships.			
All students in grade 5 will participate in the Dancing Classrooms Program. Dancing Classrooms uses a curriculum-based teaching approach to achieve social awareness and build self-esteem. Students are taught the vocabulary of various contemporary social dances in a classroom setting. Parents will be invited to participate in the Dancing Classrooms “parent workshops” designed to promote confidence and core values of respect, compassion and creating a safe space.	5 th grade students, teachers and parents	December 2015 – March 2016	Music teacher, 5 th grade teachers, principal, data specialist
School Spirit Days will engage students and staff to celebrate our school’s familial culture by participating in fun activities that promote collegiality, trust and love of school community.	All students, teachers and parents	September 2015 – June 2016	Grade Level Lead Teachers, Principal, Parent Coordinator, Data Specialist

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.											
Owners Corporation of Windsor Parks fundraiser will support the Dancing Classrooms 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.
Winter 2016 baseline student satisfaction survey will be used to assess student engagement in school related activities and functions. An end of year survey will show improved and/or continue overall satisfaction.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Quality Review results of November 2014, indicates the area of celebration: QR indicator 4.2 – Teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning . There is a need for Teacher Teams to engage in collaborative inquiry practice that impacts student learning for SWDs, ELLS, and/or students in grades 3-5 who scored a low proficiency level on the 2015 NYS ELA and Math exams.

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, teachers will engage in teacher team work that will enhance CCLS lessons to meet the needs of all learners as evidenced by a .5% increase of overall teacher satisfaction rate on the NYC School Survey in the area of Collaborative Teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Using Leverage Leadership , by Bambrick-Santoyo, teachers will anchor their professional collaborations around seven core areas of school leadership and engage in vertical grade level teacher</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, data specialist</p>

<p>team work with a focus on student learning, especially in the area of writing by employing the following instructional and cultural levers:</p> <ol style="list-style-type: none"> 1. Data-driven instruction 2. Observation and feedback 3. Instructional planning 4. Professional development 5. Student culture 6. Staff culture and 7. School Leadership Team 			
Grade level teacher teams meet regularly to discuss how to improve their instructional techniques for all students. Off-site Teachers' College Writing workshops will foster teacher collaboration.	Teachers	September 2015 – June 2016	Principal, data specialist
Teacher teams will hold a grade level parent workshop with an emphasis on Common Core expectations and strategies to support parents in their work with children at home.	Teachers	Winter 2015 and Spring 2016	Principal, data specialist, parent coordinator
Teachers who participated in the Teacher Leadership Program (TLP) will provide professional development to support teacher leaders in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in the school, with an emphasis in the use of protocols for looking at student work.	Teachers and parents	Fall 2015 – June 2016	Principal, lead teachers, data specialist

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.										
Slight schedule adjustments will (1x/week) will allow for all TLP members to meet for a double period of time.										
Per Diem days are allocated for grade level teacher teams to collaborate and discuss areas of strength and areas of need in their teaching practice.										
Per session is allocated for TLP members to plan and prepare training sessions for all colleagues with a focus on student work gap analysis and next steps.										
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.

Teacher school climate survey will be used to provide a baseline of overall teacher team work satisfaction.

An end of year survey will be used to monitor growth.

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.

Our recent Quality Review shows that QR indicator 4.2 was rated as an area of celebration. Findings showed:

Across the school Teacher Teams engage in organized, inquiry-based collaborations to evaluate assessment data and student work and make effective and collaborative instructional decisions. The work of teacher teams has resulted in the promotion of school goals, school-wide instructional coherency, improved pedagogy and progress towards goals for groups of students.

Priority will be placed in planning a peer inter-visitation professional development session and creating a system to include a schedule of peer-inter-visitations on pre-determined days for all teachers in grades K-5.

QR Indicator 4.1 Observe teachers using the:

- The Framework for Great Schools calls upon schools to reflect upon and refine teaching practices to prepare all students for college and careers.
- Teacher Leaders on track for administrative level work will be employed to support and help refine classroom practices to incorporate pedagogical strategies aligned to the school’s instructional focus: **Students will be engaged in developmental writing tasks designed to move them along a continuum of grade level expectations to produce clear and coherent writing across three genres of writing: opinion/argument, information and narrative, that promote college and career readiness.**
- The School Leadership Team will continue to have input into all aspects of school climate and promote school policies that ensure a safe, nurturing and rigorous learning environment.

Part 2 – Annual Goal

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

By June 2016, school leaders will support all teachers in employing Teachers' College Writing Workshop strategies to improve their classroom instruction as measured by a 10% increase in the number of students attaining performance levels 3 and 4 on the Spring 2016 Benchmark Assessment when compared with the results from the Fall 2015 Baseline.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The principal will conduct the ongoing short/formal observations and evaluate the evidence collected against Danielson’s Framework for Teaching .</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Lead Teachers</p>
<p>Vertical Teacher Teams will share successful instructional practices to meet the needs of all students, with a focus on writing by using the results of the Writing Pathways: Performance Assessments and Learning Progressions for all three types of writing: opinion/argument, narrative and information.</p>	<p>Teachers</p>	<p>Fall 2015 – Spring 2016</p>	<p>Principal, Lead Teachers</p>
<p>Principal and teachers will participate in professional learning opportunities for school teams in the Teachers’ College 100 School Initiative Writing Workshop series. Teachers will learn and apply writing strategies and foster growth through inter-visitation.</p>	<p>Teachers</p>	<p>Winter 2015 and Spring 2016</p>	<p>Principal, Teachers</p>
<p>Parent workshops will promote family involvement in school activities and functions.</p>	<p>Parents and guardians</p>	<p>September 2015 – June 2016</p>	<p>Principal, teachers, data specialist, and parent coordinator</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>										
<ul style="list-style-type: none"> • Instructional resources will be added as needed throughout the year. • Per Diem days are allocated for grade level teacher teams to collaborate and discuss areas of strength and areas of need in their teaching practice . • Per session is allocated for the teacher teams to participate in training /workshop sessions after school that supports Danielson’s Framework for Teaching . 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	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 Winter 2016, teachers will employ Teachers' College Writing Workshop strategies to improve their classroom instruction as measured by a 5% increase in the number of students attaining performance levels 3 and 4 on the MOY (middle of year) Benchmark Assessment when compared with the results from the Fall 2015 Baseline.

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.

As reported on the Elementary School Quality Snapshot:

- 90% of parents are satisfied with the education their child has received and
- 71% of parents feel that their school offers a wide enough variety of courses, extracurricular activities, and services.

Strength: Our School Leadership Team and PTA are strong and valuable forums for parent voices that promote a spirit of collaboration and allow for meaningful conversations around student achievement and overall well-being.

Need: Due to a high percentage of working parents, our priority is to look for ways to encourage parent participation by providing alternate time slots for meetings and workshops that may increase interest for these families.

Based on this data, we will continue to partner with families to advance our mission to: Pursue our priority focus will be to offer students extracurricular activities during a self-sustaining afterschool program that offers families alternative child-care and supports student’s academic and social well-being through organized activities.

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, Measurabe, Achievable, Relevant, and Time-bound.

By June 2016 parent engagement and involvement will increase by 10% as measured by increased attendance at varied types of workshops/programs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Self-sustaining afterschool programs will offer families and their children an alternative child-care program at the school level that includes a variety of organized academic and extra-curricular activities for all students in Kindergarten to 5th grade.</p>	<p>Students</p>	<p>September 2015 – June 2016</p>	<p>Lead Teacher, Principal</p>
<p>Parent stakeholders will participate in the District 26 Learning Leaders Program that promotes parent involvement in all aspects of school life. Trained volunteers provide individualized instructional support and other school-based support by empowering parents to foster their children’s educational development.</p>	<p>Parents</p>	<p>Winter 2015 – Spring 2016</p>	<p>Principal, SLT, parent coordinator</p>
<p>SLT and PTA members will engage in activities that support family partnership programs as defined by Epstein’s Framework of Six Types of Parent Involvement:</p> <p>Type 1 – Parenting</p> <p>Type 2 – Communicating</p> <p>Type 3 – Volunteering</p> <p>Type 4 – Learning at Home</p> <p>Type 5 – Decision Making</p> <p>Type 6 – Collaborating With The Community</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Principal, SLT, PTA, parent coordinator</p>
<p>Parent Coordinator workshops provide families with support in Common Core expectations, safety protocols, arts and crafts projects, and cultural activities. A dedicated parent classroom is used for activities that take place during and after the school day.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Principal, SLT, PTA</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.

Instructional resources and supplies will be purchased as needed throughout the year.

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.

A 5% increase in Fall 2015 parent attendance at PTA meetings, school events, and parent engagement opportunities as compared to Fall 2014.

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 Test results for students in grades 3-5 AND F&P results for students in K-2.	At-Risk SETSS as needed.	ESL and SETSS teacher provides academic support to at-risk students who demonstrate below grade level performance in reading .	During the school day and after school AIS program.
Mathematics	NYS Math Test results for students in grades 3-5 AND diagnostic assessments in grades K-2.	At-Risk SETSS as needed.	ESL and SETSS teacher provides academic support to at-risk students who demonstrate below grade level performance in mathematics.	During the school day and after school AIS program.
Science	Teacher assessments.	Learning scaffolds used to support nonfiction text features.	Small Group	During the school day and after school AIS program.
Social Studies	Teacher assessments.	Learning scaffolds used to support nonfiction text features.	Small Group	During the school day and after school AIS program.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent request and teacher recommendation.	Banana Splits Program Program addresses issues of students of divorced parents.	Small Group	1x/week

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 26	Borough Queens	School Number 205
School Name Alexander Graham Bell		

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 Karen Scott-Piazza	Assistant Principal N/A
Coach Mary Butler	Coach Literacy
ENL (English as a New Language)/Bilingual Teacher Miriam Fishman	School Counselor Michelle Schneider
Teacher/Subject Area Miriam Previti/Teacher	Parent Lara Spencer
Teacher/Subject Area Sadie Kim/Teacher	Parent Coordinator Lilly Chu
Related-Service Provider Debbie Sabel	Borough Field Support Center Staff Member Dorothy Werner
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	322	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

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 <input type="checkbox"/> 12

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	21	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	6
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	9	0	3	5	0	3				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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		1								0
Chinese	3	1	2	3		1								0
Russian														0
Bengali		1				1								0
Urdu		1			1									0
Arabic														0
Haitian														0
French														0
Korean	1	2		1										0
Punjabi														0
Polish														0
Albanian														0
Other SC						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)	1	1				3								0
Emerging (Low Intermediate)		1												0
Transitioning (High Intermediate)	2													0
Expanding (Advanced)	4	1	3											0
Commanding (Proficient)			2		2									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		1		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.
 Paste response to questions here: ELL students are assessed with the Fountas and Pinnell Benchmark Assessment System to determine their independent and instructional reading levels. The ELL students perform at a lower reading comprehension level than the English proficient students, however in phonics work and sight words, the ELL students function at the same level as the English proficient students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: The NYSITELL results show that we have five new kindergarten students who are eligible for ENL. One student is at the Entering level and the other four students are at the Transitioning and Expanding levels. The NYSESLAT results indicate that the 4th and 5th grade ELL students have met the proficiency level. The 3rd grade students are either advanced or proficient. Each year students generally progress by at least one performance level on the NYSESLAT. Therefore the pattern shows that our students meet proficiency levels after three or four years of ENL instruction.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 Paste response to question here: AMAQ 2 summary of data for ELL students shows - No ELL students scored at or below 25th growth percentile and scored at Level 1 or 2 on the NYS ELA and Math exams. We have no ELL students who have been held over in the past three years. We have no ELL students with at-risk Level 3 or greater. We have no ELL students with at-risk level 5 or greater. We have no ELL students in years of service 5 or 6. We have no ELLs with two or more years of service who scored at 1st quartile on the NYSESLAT. We have one student who scored at 1st quartile on NYESLAT for two or more years in a row. This student is a first grade hold over who is also an SWD, she receives OT, Speech, AIS as well as ENL. We have no long-term ELLs.
- 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.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here: Our ELL program consists of English instruction only. We find that our students advance in Reading, Writing, Listening, and Speaking modalities of the NYSESLAT. Currently, we do not have any ELL students in grades 3, 4, or 5 that are exempt from the NY State ELA Exam. This year (2015) one 3rd grade student and all 4th, and 5th grade ELL students have met the Commanding level on the NYSESLAT. This year only 3rd grade students were given the NYC (grade 3-5) ELL Periodic Assessment (grade 4 and 5 students are former ELLs who will take only the NYC ELA Periodic Assessment). The results show that these students need additional support in learning to "listen, speak, read, and write in English for literary response and for information and understanding." Bilingual glossaries are used for ELA, Math and Science state exams.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: The ELL teacher collaborates with the classroom teacher to assess students who receive AIS instruction during the school day. Within the framework of the CCLS, the ELL/RTI students are given high quality Tier 1 instruction focused on promoting language and literacy development, developing different key domains of literacy to support competencies in reading, writing, listening, and speaking.

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

Paste response to question here: All curriculum is modified using ENL methodology to ensure a smooth transition to the new language. Teachers receive professional development in new language acquisition and ENL methodologies.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here: N/A

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

Paste response to question here: Results of the students' periodic assessments, F&P results, benchmark assessments in reading, writing, and mathematics, and NYSESLAT and ELA/Math NYS Exams are used to evaluate success of our ELL program. Our analysis shows that ELLs are making progress per our mid year and end of year results comparisons.

Part IV: ELL Identification Process

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

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

The ELL identification process includes four steps: 1. The administration of the HLIS, which includes an interview with the student and parent to determine the student's home language. The interview is done in English or the parent's preferred language and a translator is present if required. 2. Determination of eligibility to take the NYSITELL. 3. The administration of the NYSITELL if indicated. 4. The administration of the Spanish Lab to newly identified ELLs whose home language is Spanish. To date, we do not have any SIFE students, however if we did, we would administer the LENS. The testing and identification process will be completed within ten school days. The pedagogues that administer the HLIS are: Miriam Fishman - ENL teacher, Karen Piazza - Principal; Mary Butler-Coach/Data Specialist; Jessica Chavez-teacher; Sadie Kim- teacher; and Marina Davydov - psychologist. The languages spoken by the pedagogues are: Chinese, Korean, Spanish, Russian, French, and Hebrew.

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

Paste response to question here: Currently we do not have any SIFE students, however, if students with this designation arrive at our school we would follow this procedure: 1. We have 30 days to determine SIFE designation from initial student enrollment and completion of the HLIS. 2. In newly identified ELLs in grades 3-9, students have to be at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. 3. Administer the oral interview questionnaire. 4. For those students who have a home language of arabic, bengali, chinese, haitian/creole, or spanish, administer the Literacy Evaluation For Newcomer SIFE (LENS). Finally, the SIFE status must be indicated in ATS in BNDC within 30 days.

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).

Paste response to question here: When a student has an IEP and the home language is other than English, a Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. Our LPT is comprised of the Principal, ENL

teacher, school psychologist and the parent of the student with the IEP. If necessary, a qualified translator will be made available. If the LPT recommends that the student take the NYSITELL, then the student is administered the NYSITELL and the process continues as with all students. If the LPT recommends that the student not take the NYSITELL, the Principal reviews this recommendation and makes the final determination as to whether or not the student takes this exam. The Principal's determination is sent to the Superintendent and the parent or guardian will be notified of the decision in their preferred home language within three days.

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.

Paste response to question here: The ENL teacher informs the Principal that the appropriate letters have been distributed within the prescribed time.

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).

Paste response to question here: Beginning this year, 2015, a student who has undergone the ELL identification process may go through the ELL re-identification process. The re-identification process allows schools, parents, and students who believe that the student may have been mis-identified as an ELL or non-ELL, to request within 45 school days of enrollment that the ELL identification process be administered a second time. The school must initiate a review upon written request by a student's parent or guardian. All correspondence is made in parent's preferred language. The re-identification process must be completed within ten school calendar days of receipt of written notice. Also, the entitlement and non-entitlement letters for the NYSITELL that the parents receive, mention the 45 day period in which they can request to have the ELL status reviewed and re-assessed. Copies of all letters are kept in the student's cumulative record folder. Copies of all critical ELL documentation is kept in a central location in the ENL file.

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

Paste response to question here: Parents are the sole determinants of the ELL program their children receive. We notify parents of their child's eligibility of ELL services in their preferred language. Appointments are made for parents to come in to school and meet with the ENL teacher to discuss the three instructional models available. The parent orientation includes the parent orientation video, which explains the three program options and is viewed in the parent's preferred home language. A translator is available at the meeting. The Parent Survey and Program Selection form is completed at this orientation meeting. Since we only have an ENL program, parents are advised that if they choose a TBE program or Dual Language program their child will be transferred to another school. To date, we have had no parents who wish to transfer their child. To date, we have had no problem with the parent survey being sent back to the school within five calendar days. A copy of parent survey and correspondence is placed in student's cumulative folder as well as in the ENL file. Our default program is 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.

Paste response to question here: The parents complete the Parent Survey and Program Selection form at the parent meeting. The ENL teacher follows up with the parent. Parents are apprised of the fact that our school only has a free-standing ENL program. The parent choice survey is kept in the student's permanent record folder and a copy is kept with the ENL teacher. We have not encountered any parents who have requested TBE/DL programs. Parents are given correspondence in preferred language.

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

Paste response to question here: If any forms have not been completed the ENL teacher calls the parent to remind them to bring it in. Historically we have had 100% compliance in receiving forms within a day. All written correspondence is done in parent's preferred language and all phone conferences are done in parent's preferred language via a translator. The Principal works closely with the ENL teacher to ensure efficacy of the parent survey and program selection.

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

Paste response to question here: The ENL teacher distributes the placement notification letters to parents in their preferred language. Copies of these letters are kept in the student's cumulative file and ENL file.

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

Paste response to question here: The original HLIS, Parent Survey, Program Placement letter, Entitlement letter, and continued Entitlement letters are placed in the student's cumulative record folder, a copy of these documents are also placed in the ELL file. ELL documents must be forwarded to DOE schools upon transfer of student to another DOE school. Schools maintain an ELL folder of critical documents in a central location in the main office. Parents have access to all ELL documentation. The following pedagogues have access to the ELL documentation: ELL teacher, Principal, Coach/ Data Specialist, Guidance Counselor, and Classroom teachers.

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.

Paste response to question here: The first step is to print out the RLER report from ATS which will give us the list of NYSESLAT eligible students. Before the test, the parents receive a letter informing them when the NYSESLAT will be given. The letter explains the

components of the NYSESLAT, and the dates of administration. The ENL teacher collaborates with the testing coordinator to administer the NYSESLAT. During the Speaking Section of the NYSESLAT another pedagogue scores this section. All other sections of the NYSESLAT are administered by the ENL teacher and testing coordinator. A team of pedagogues scores the writing section of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here: Continued entitlement notification letters are distributed to the parents in their preferred language. Parents choose a program option and return the letter to the ENL teacher. The Principal oversees the ENL teacher to ensure that all letters are returned. A copy of the notification letter is placed in the student's cumulative record file and ELL file.
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).

Paste response to question here: Due to our low ELL population, our school only offers a free-standing ENL program. The trend is that parents choose the ENL program given at our school rather than opt out to another school. At the parent orientation video, the TBE and the Dual Language Program are described. To date, parents have chosen the ENL program and have not indicated that they want to have their child transferred to another program at another school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- a. Freestanding ENL program.
Paste response to questions here: In our free-standing ENL program, the ENL teacher uses a pull-out model for the stand-alone ENL minutes of instruction and a push-in model for the integrated ENL/ELA or any other content area instruction. The kindergarten children are grouped together; the first grade is grouped with two 2nd grade children; the 3rd grade students are grouped together and the 4th and 5th grade students are grouped together. All groups are mixed proficiency levels.
- b. TBE program. *If applicable.*
Paste response to questions here: N/A
- c. DL program. *If applicable.*
Paste response to questions here: 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)?
Paste response to questions here: Since our school only has free-standing ENL, students will be receiving mandated instruction according to their proficiency levels. For the Entering and Emerging students, 180 minutes of their instruction will be in stand-alone ENL and 180 minutes will be in integrated ENL. For Transitioning students, they will receive 90 minutes of stand alone ENL and 90 minutes in integrated ENL/content area. For students in the Expanding level, they will receive 180 minutes in ENL/ELA or content area. Students who are in the Commanding level will receive 90 minutes in the integrated ENL or content area. We only have two students who require 360 minutes, one in kindergarten and one in first grade. These two students are grouped together for the 180 minutes of stand alone ENL. These students are integrated into their correct grades for the 180 minutes of integrated ENL.
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.
Paste response here: The ENL teacher pushes in to the classrooms to support CCLS lessons during the integrated ELA block. During the pull-out periods the ENL teacher provides students with explicit instruction aligned to CCLS to develop English language skills so that students can succeed in core content courses. Integrated ENL instruction is provided via a push-in model. The ENL teacher coordinates with the classroom teacher to provide content area instruction using ENL strategies. The ENL teacher

provides language acquisition and vocabulary support. Students receive support in their home language through the use of the Oxford picture dictionary in Chinese, Korean, and Spanish, Google Translate and Bilingual Glossaries.

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

Paste response to question here: ELLs are given the opportunity to take NYS exams in Math and Science in translated versions of their home language. Native language dictionaries and glossaries are available for both classroom and exams.

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

Paste response to question here: NYSESLAT is administered annually to test all four modalities of English Language acquisition. Students are also evaluated formally and informally using periodic assessments: F & P Benchmarks, On-demand writing, and technology enhanced tools such as RAZ-Kids.

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

Paste response to questions here:

- a. We do not have SIFE children at this time.
- b. ELL students who are in the US less than 3 years are immersed in our school's Balanced Literacy Program. Students use an online reading comprehension tool geared for ELL students in school and at home. They receive 360 minutes of ENL instruction per week. The classroom teacher is trained by the ENL teacher to make content area information comprehensible by using ENL methodologies such as TPR, visual aides, and peer tutoring as needed. In the classroom, newly arrived students have "buddies". These buddies help the children acclimate to the school and provide native language support.
- c. Our Developing ELLs are at the proficiency level of the NYSESLAT and receive 90 minutes of ENL instruction in a push-in model.
- d. At this time, we do not have any Long-Term ELL students.
- e. Former ELLs receive 90 minutes of integrated ENL/ELA instruction per week for two years following meeting proficiency level on the NYSELAT.

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.

Paste response to questions here: Upon written request by the parent a re-identification process can be initiated. The school reviews the student's work in English and reviews school-based assessments to determine the student's abilities in listening, speaking, reading, and writing. Between 6 and 12 months (from the date of the Superintendent's notification to the principal, parent, and/or student) the principal reviews the re-identification process. The principal will consult with the classroom teacher, parent and student. If the principal finds that the student has been adversely affected, the principal will provide additional support services and may reverse the determination within the same 6 - 12 month period. If the principal changes the determination, the principal must consult with the superintendent for a final decision. The parent will be notified in their preferred language of the final decision. If the student is an SWD the CSE is consulted for the determination.

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

Paste response to question here: Teachers use instruction that promotes oral language development by using rich, complex texts that serve as platforms for learning and discussion. They utilize close, interactive read alouds, collaborative discussion, and open ended questions. Thinking Maps are used as an instructional feature that scaffolds learning for ELL/SWD's helping to support reading and writing and attainment of students' IEP goals. The Speaking and Listening, Reading and Writing strands of the Common Core support the 4 modalities of the ELL strands (speaking, listening, reading, writing).

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

Paste response to question here: The ENL teachers supports learning in the classroom (as a push-in) to ensure adequate attainment of student understanding and comprehension in English. The classroom teacher and ENL teacher provide UDL activities to meet the needs of our ELLs and SWD population.

Chart

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

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

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

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



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

Chart

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

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

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

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

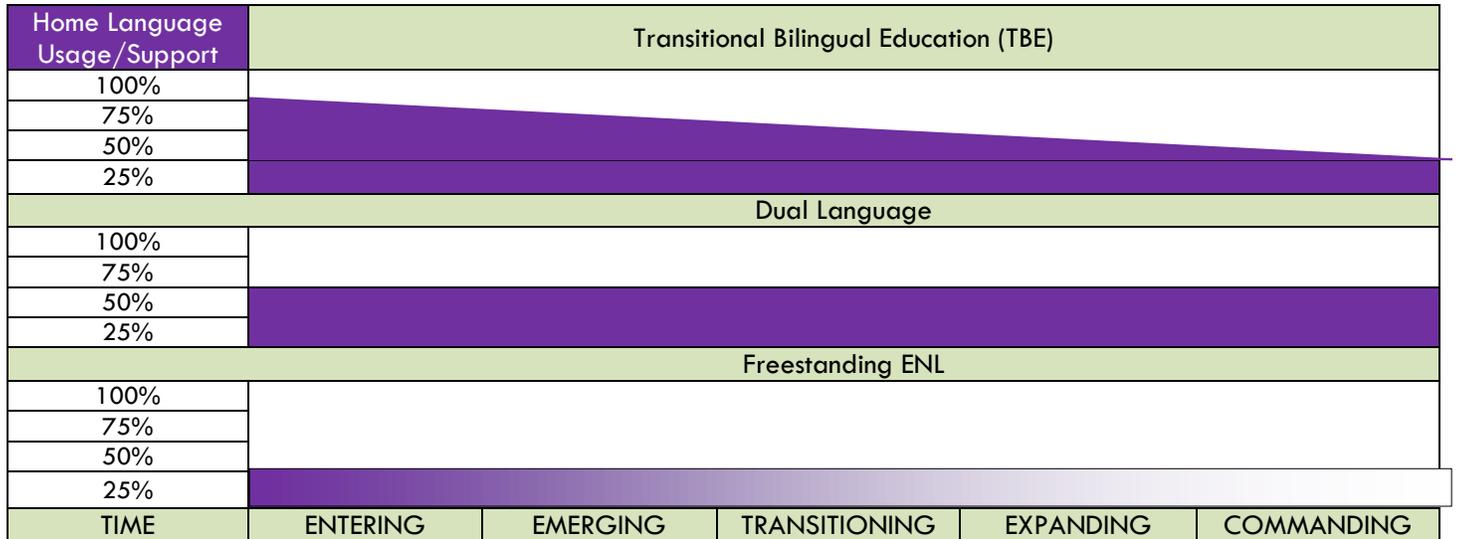


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here: Students receive differentiated instruction in all content areas. AIS support periods (taught in English) have been scheduled 2 to 4 periods per week during the school day, geared specifically for our entering and emerging level students at 6 week cycles in all content areas. The AIS teacher, ESL teacher and classroom teacher will collaborate to determine the academic needs of each ELL student. ELL students use "Learning A-Z Raz-Kids" ELL component to provide ELA support. ELL students use an online program, IXL, to support and enrich the learning of CCLS in math content and concepts. These two individualized programs allow students to maximize their individual potential. Our ELLs receive additional academic support in all other content areas via RTI and/or SETTS as needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: All of our teachers are teachers of ELLs. Our current ENL program is meeting the needs of our students based on the results of the NYSESLAT and periodic benchmark assessments in ELA and math. The integrated ENL/content area push-in program supports and enhances ELL students in content areas.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: We will continue to use the Common Core/ENL components on enageNY and implement the TC Writing and Reading programs.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: ALL students are included in ALL activities ALL year round. Some of the programs/activities include our Self-Sustaining after school program, assembly programs, school trips and service learning projects. All students are made to feel welcomed and valued in all school functions.
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.
Paste response to question here: Currently we are using the Scholastic nonfiction guided reading program as well as big books on tape, individual word walls, poems, songs, and visual aids through the SMART Board. An online reading program, RAZ-Kids, and the online math program, IXL is used by all students at school and at home. These programs adjust to each student's level of ability and support the student's learning at their own pace. Monolingual and bilingual dictionaries are used in the upper grades as well as rhyming dictionaries in the lower grades.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: In our ENL program, home-language support is given by pairing children of the same language together and using language paras (if provided).
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: All instruction and support services are differentiated to meet the needs of all ages and grade levels. The resources are always aligned with the CCLS grade level standards. Students are provided with glossaries in their home language and translation services when necessary to build English proficiency as well as to meet grade level standards.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: Parent coordinator provides outreach to any newly admitted student including all ELLs and ensures that parents are kept well informed of all school activities and functions.
19. What language electives are offered to ELLs?
Paste response to question here: None
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)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: During the school year, the ENL teacher attends borough wide ENL workshops and turn-keys pertinent information to all staff members including members of the SBST, paraprofessionals, guidance counselor, speech therapist, parent coordinator and office staff. The ENL teacher will hold workshops for teachers during the Monday Professional Learning time with a focus on text-complexity, scaffolding and academic language.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: The ENL teacher attends all other content area related professional development that is provided at the borough level and ensures our ELL students are meeting literacy and math standards per grade level with an emphasis on academic rigor and CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: Due to our small number of ELL's in the fifth grade, the ENL teacher works with the classroom teacher, guidance counselor and parents to help bridge the transition to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here: All teachers will receive professional development dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. The ENL teacher attends all ELL-specific PD as provided by the district. All agendas and or attendance is maintained in the ENL teacher's file.

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?

Paste response to question here: The ENL teacher schedules appointments with the parents during Tuesday-Parent Engagement time to discuss the goals of the program and student's areas of progress and next steps. Interpretation and translation services are available if parents request it.

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 to question here: During the scheduled annual meetings, parents are required to sign in. The ENL teacher will keep all attendance sheets and agenda in her parent meeting file.

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

Paste response to question here: Parents of ELLs are included in all school-related activities. Our parent coordinator ensures that all ELL parents are informed in their own language of workshops and meetings. Parents of ELL students are on the PTA and are active in the classes of their children. Parents volunteer to assist in trips and other school events. The parent coordinator holds art and design workshops for parents as well as involving parents in our annual Multi-Cultural Fair held each Spring.

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

Paste response to question here: At this time, our school does not partner with any CBO's.

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

Paste response to question here: The parent coordinator translates any documents parents request in their preferred language via the DOE Interpretation and Translation services. The parent coordinator distributes an interest survey to all parents/guardians at the beginning of each year and according to the responses, activities are geared towards the needs of the parents.

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

Paste response to question here: There is a high-level of parent involvement that includes workshops, school trips, dances, and after-school activities. We have pedagogues that speak a second language and are available to assist with translation services during any school function. Our PTA executive board and SLT parent members speak second languages and are also available for translation services at school events. Parents complete a form at registration which indicates their preference of language for school communication. The parent coordinator ensures that we have staff and parent volunteers who are available to translate for parents during school activities and PTA meetings.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>Alexander Graham Bell</u>		School DBN: <u>26Q205</u>	
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)
Karen Scott-Piazza	Principal		9/10/15
	Assistant Principal		
Lilly Chu	Parent Coordinator		9/10/01
Miriam Fishman	ENL/Bilingual Teacher		9/10/15
Lara Spencer	Parent		9/10/15
Miriam Previti	Teacher/Subject Area		9/10/15
Sadie Kim	Teacher/Subject Area		9/10/15
Mary Butler	Coach		9/10/15
	Coach		
Michelle Schneider	School Counselor		9/10/15
Danielle Giunta	Superintendent		9/10/15
Dorothy Werner	Borough Field Support Center Staff Member <u>Queens</u>		9/10/15
	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: **26Q205** School Name: **Alexander Graham Bell**
Superintendent: **Danielle Giunta**

Before you begin, please check the following:

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

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

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

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

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

Using the ATS-Home Language Report and parent coordinator survey we have identified families who require translation assistance in either written or oral format.

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.

Out of 322 students, most of the preferred language of communication is English. However, we do have a few parents who request translation in Chinese and Korean,

Part B: Creating a Communications Calendar

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

Families will receive the following translated documents: Parents Bill of Rights and Responsibilities, School Meals, Registration Forms, PTA newsletters, Self-Sustaining After School Program, NYS Testing Dates, and School Curriculum Announcements and Updates.

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

Our face-to-face meetings include: Back to School Night in September, Tuesday - Parent Engagement time throughout the school year, Parent Teacher Conferences in November 2015, March 2016, and May 2016. The guidance counselor will contact our in-school translators when needed.

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.

Documents that require translation services will be provided by the Translation and Interpretation Unit as well as parent or staff volunteers when applicable.

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

Interpretation needs will be provided by school staff or parent volunteers when applicable. In the event we do not have the appropriate staff to do the interpretation, we will use the over-the-phone interpreters via the Translation and Interpretation Unit.

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.)

At the beginning of the school year the principal and parent coordinator will conduct an information session for all staff members to review all the translation services and interpretation services available. Also all school personnel will be apprised of the names of staff members who will be available for translation services.

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

Parents are be given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation service. A sign is posted at the school's main entrance of the most prominent covered languages – Chinese and Mandarin, indicating the availability of interpretation services. The school's safety agent will be given assistance by the Parent Coordinator or staff member to provide interpretation services to parents entering the building.

Part F: Monitoring and Quality Control

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

The parent coordinator will conduct surveys throughout the year to ensure that parents needs are being met in a timely fashion.