

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q209

School Name:

P.S. 209 CLEARVIEW GARDENS

Principal:

MARY MCDONNELL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S.209Q Clearview Gardens School School Number (DBN): 25Q209
Grades Served: PreK-5
School Address: 16-10 Utopia Parkway Whitestone, NY 11357
Phone Number: (718)352-3939 Fax: (718) 352-0367
School Contact Person: Mary McDonnell Email Address: mmcdonn@schools.nyc.gov
Principal: Dr. Mary McDonnell
UFT Chapter Leader: Mrs. Courtney Godfrey
Parents' Association President: Mr. Michael Scigliano
SLT Chairperson: Mrs. Nicole Cohen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast
Director's Office Address: 2811 Queens Plaza North Long Island City, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-828-5488 Fax: 718-828-5488

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)
Mary McDonnell	*Principal or Designee	
Courtney Godfrey	*UFT Chapter Leader or Designee	
Michael Scigliano	*PA/PTA President or Designated Co-President	
Jill Garger	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	
Jacqueline Diaz-Fernandez	Member/Assistant Principal /CSA REP	
Nicole Sandler-Cohen	Member/ Teacher	
Maxine Harris	Member/Teacher	
Kari Kamhawy	Member/ Teacher	
Catherine Banis	Member/ Parent	
Audrey Gillant	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Victoria Donofrio	Member/ Parent	
Bettina Como	Member/Parent	
Jennifer Bayer	Member/Parent	
Elizabeth Picone	Member/ Parent	
	Member/Parent	

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. 209Q is an elementary school with 620 students. Our student demographics consists of 37% Asian, 1% Black, 19% Hispanic, and 40% White. We have 5% English Language Learners and 18% students with special needs. Student attendance and teacher attendance is at 97%.

The mission of P.S.209 is to provide a creative and meaningful education for all children, including ELL, Inclusion, AIS and Gifted and Talented students, addressing their needs and talents in a nurturing environment. Standards are addressed through the continued use of heterogeneous yet flexible grouping, differentiated instruction, integration of mainstream and gifted students, inclusion of students from District 75, clear and ongoing dialogue with parents, staff and students as to expectations of achievement. The members of the P.S. 209 community strive to provide opportunities for academic and social growth in a collegial atmosphere that will move our students toward mastery in all areas and prepare them for their place in a constantly changing society .

The vision statement of P.S. 209 is in partnership with our parents. We envision our students to be active members of society where they can implement their learned knowledge and meet the global challenges of an ever changing world. Students will show kindness to and respect for others based in their strong ethical values and character development.

We have a collaborative inclusion program with P9 (District 75 school) which is also housed in our building. All classrooms are equipped with technology including Smartboards that teachers utilize in their daily lessons. A school website provides parents and teachers with resources to help support his/her children's learning. To support student research and foster critical thinking, we have a computer lab as well as two movable computer carts for teachers and students to use. The PTA in partnership with our school subsidizes a school messenger telephone program including phone messaging and email reminders to alert parents and guardians of all upcoming school wide events and class events. Our school website also informs our school community of all weekly and monthly events. Parents and guardians can obtain weekly homework assignments on teachers' individual class page. As part of our continued parental engagement, class newsletters, online homework assignments, and teacher created class websites are available to parents.

There is a music program in our school where our younger children are introduced to music appreciation and reading of music. Grade 2 students learn to play the glockenspiel and perform a concert for our Pre K, Kindergarten and Grade 1 students. Grade 3 students learn to play the recorder and perform a concert for their parents and peers. Grade 4 and 5 students participate in a school band where they also perform for their parents and peers. Grade 5 also learns jazz history. We offer extra-curricular activities for children to participate in, such as cheerleading, basketball, chorus, student council, and reading buddies.

Our school chorus performs several concerts within the school community and Barnes and Noble. The school chorus also performs at the school for parents and peers. Our students in grades 4 through 5 are given the opportunity to become monitors. They tutor younger students allowing them to participate in service learning. To have our students college and career informed, every spring our guidance counselor coordinates a Career Day inviting parents, guardians and community members to discuss different jobs and responsibilities to our third, fourth and fifth grade students. For our younger students, we invite the local dental association, police department, fire department, library and other community organizations to inform students about careers in the community. In the spring, our students' work is exhibited and showcased in an annual curriculum fair for the community, parents and peers. Students act as ambassadors and representatives explaining their projects to the visitors.

25Q209 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	618	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	N/A	% Attendance Rate		96.3%
% Free Lunch	23.8%	% Reduced Lunch		10.9%
% Limited English Proficient	4.3%	% Students with Disabilities		17.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		0.5%
% Hispanic or Latino	19.1%	% Asian or Native Hawaiian/Pacific Islander		36.8%
% White	40.2%	% Multi-Racial		2.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.55
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	57.3%	Mathematics Performance at levels 3 & 4		70.9%
Science Performance at levels 3 & 4 (4th Grade)	89.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

- - Based on the Quality Review report, Webb’s Depth of Knowledge was not evident in lessons. Therefore, teachers need to deepen the level of questioning for appropriate rigorous instruction.
 - Our MOSL results indicate low proficiency in phonemic awareness skills. Based on our MOSL scores from last year in grades K-2 we noticed our students struggled with phonemic awareness skills.
 - Based on the Learning Environment Survey and the latest Quality Review, evidence of rigorous instruction is in some, but not all classrooms. “Lessons did not consistently reflect differentiation of modalities or learning opportunities...” In addition, “... in some classes observed, those types of questions were not evident.”
 - These documents also provide evidence of collaborative teachers. One hundred percent of our teachers responded positively to, “At this school... teachers talk about instruction in the teachers’ lounge, faculty meetings, etc.

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, evidence of rigorous instruction will be in all classrooms.
By June 2016 lessons will consistently reflect differentiation of modalities.
By June 2016, 100% of K-5 Classroom Teachers will utilize and facilitate higher order thinking and extension learning experiences, for students to produce meaningful work that addresses students’ multiple entry points.
By June 2016, 100% of K-1 Classroom Teachers will implement the Foundations Curriculum to help develop a strong foundation in phonological/phonemic awareness and decoding.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Focused professional Development Sessions based on Rigor in the Classroom, i.e. using data, questioning, multiple entry points.</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Administration, Instruction Committee</p>
<p>Appropriate Timely Feedback</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Administration, Teachers</p>
<p>Teacher teams (horizontal and vertical teams) in all grades will focus on utilizing Depth of Knowledge questions to be incorporated in daily lessons to ensure rigorous tasks and critical lessons.</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Grade Leaders/Teachers/Administration</p>
<p>To increase phonemic awareness and improve decoding skills, we will implement the Foundations Program to the flow of the day.</p>	<p>Teachers K-1</p>	<p>Daily</p>	<p>Classroom Teachers/ELL/SETSS/RTI/Administration)</p>
<p>To help ELLs and Students with Disabilities – Differentiation in classrooms, small group instruction, re-teaching of concepts, comprehensible input and scaffolding are methods used. Related service providers are working with classroom teachers to provide services aligned with instruction.</p>	<p>SWDS and ELLs</p>	<p>Daily based on mandates</p>	<p>Service Providers/ELL Teacher/Special Education Teachers/Members of the SIT team/Classroom Teachers/SETSS Teachers/Administration</p>
<p>Teachers will use the language of the rubric when giving feedback to students in order to set a path towards mastery of skills and content for all groups.</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Grade Leaders/Teachers/Administration</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development, Common Planning, Instructional Mentors, Purchase Foundations Kits, Instruction Committee, Principal’s Cabinet, Professional Development Committee.											
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.
Progress Monitoring. Five week cycles of observations will be established to ensure consistent evidence of rigor in classrooms, differentiation of modalities, and higher level questions.
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.

Based on the Quality Review Report and Learning Environment Survey, it is the school's expectations for teacher feedback to be timely, appropriate and include the language of the rubric in order to help students succeed in and be prepared for his or her next level.

Based on the school survey report, 11% of our parents expressed a desire for a wide variety of enrichment activities in school.

Part 2 – Annual Goal

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

By June 2016, all teachers will provide timely and appropriate feedback using the language of the rubric in order to instill academic self confidence and mutual trust among students and adults.

By June 2016, we will add three additional enrichment activities for students and families to create a supportive environment as evidenced by our school calendar attendance sheets.

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>As a result of the arts continuum program, the teachers have had professional development in incorporating fine arts in the classroom. These teachers will continue to use these strategies for further extension in learning experiences.</p>	<p>Entire student population</p>	<p>ongoing</p>	<p>Administration, Parent Coordinator, Grade Leaders</p>
<p>Peer tutoring, Reading Buddies, and monitoring pair upper grade students with lower grade students to help foster a safe environment. Group and partnerships in classrooms to help students learn and be successful.</p>	<p>All grades as needed</p>	<p>Weekly</p>	<p>Classroom Teachers/Administration</p>
<p>Teaching social responsibility through service learning and giving back to the community. Student Council consists of fifth graders who help implement school wide programs such as the pet food drive, pajama donations, City Harvest, and Penny Harvest. School Chorus and band perform for seniors in our community</p>	<p>Fifth grade</p>	<p>Ongoing</p>	<p>Designated Teachers</p>
<p>School wide programs run by our Special Events Committee such as Respect for All and Patriotism (Flag Day/Patriot Day) teach students about respect and diversity.</p>	<p>All students</p>	<p>Ongoing</p>	<p>Entire staff</p>
<p>Words of Wisdom Announcements are read aloud daily over the school intercom system to foster character development and diversity.</p>	<p>Entire student population</p>	<p>Ongoing</p>	<p>Administration/Teachers</p>
<p>To address the interest of parents in a wide variety of enrichment activities we will create a Debate Team and a Peer Mediation Team to foster social development among all of our students, especially our ELLs, Gifted and Talented, and Students with Disabilities.</p>	<p>Entire student population</p>	<p>Ongoing</p>	<p>Designated Teachers</p>
<p>Weekly educational assemblies performed by our students and teaching artists.</p>	<p>Entire student population</p>	<p>Ongoing</p>	<p>Staff/Administration/PTA</p>

Monthly breakfast/dessert with the Principal where parents can discuss concerns and issues in an informal setting.	Parents	Monthly	Parent Coordinator/Administration/Parents
Through conferencing, partnerships, and group work, students will be able to use a rubric or checklist to make them accountable, responsible, and independent in self-monitoring.	Entire student population	Ongoing	All Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development on Monday afternoons (due to no Title 1 and limited per session funding), Time Allotted for common planning, Professional Development Committee, and Special Events Committee.											
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.
Progress Monitoring through Classroom Observations, Committee Meetings, and Teacher Teams on a bimonthly basis as an ongoing part of student development.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

According to the Learning Environment Survey, 100% of teachers “design instructional programs together” and “make a conscious effort to coordinate their teaching with instruction at other grade levels.” In addition, 100% of teachers feel that they work productively with colleagues.

Based on the Quality Review Report, the school analyzed the eight Danielson indicators and developed a Dropbox on the Google website, enabling teachers to download their agendas and minutes from Teacher Team meetings, Committee Meetings, Inquiry, and Common Planning Sessions. “However, the Dropbox is only a depository device and does not enable teachers to communicate to each other.”

There is a need to improve upon teacher communication and feedback both horizontally and vertically.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will engage in collaboration and correspondence with their peers both horizontally and vertically as evidenced by minutes and agendas of meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Time will be allotted on a biweekly basis both after school on Tuesday afternoons and during common planning during the school week.</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>Grade Leaders, Teachers, Administration</p>
<p>We are currently using DropBox to serve as a database for information across grade levels. Horizontal and Vertical correspondence will be strengthened by utilizing Google Docs for collaboration and communication amongst teachers</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>Grade Leaders/Teachers/Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Progress Monitoring through Classroom Observations, Committee Meetings, and Teacher Teams through agendas, minutes, notes and feedback on a quarterly basis as an ongoing part of student development.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress will be monitored through agendas, minutes, notes, and feedback.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

Based on the Learning Environment Survey, 91% of our parents believe that our school leadership promotes family and community involvement.

According to the Quality Review Report, “school leaders consistently communicate high expectations to staff and students and should expand communication and collaboration with parents.” This will increase their capacity to assist in their child’s learning and enable them to track progress towards attaining academic success.

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 teachers will continue to improve instructional practices across classrooms to ensure that diverse learners are consistently provided with challenging tasks enabling them to demonstrate higher order thinking skills. By June 2016, teachers will improve their teaching as it relates to differentiation and rigor as evidenced by observations using Danielson and “Glow/Grow” Reports from walk-throughs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use Danielson’s Framework for teaching to evaluate teacher progress and monitor student development. Teachers will be provided with prompt and meaningful feedback including areas they glowed in and areas they need to grow and strengthen.</p>	<p>Entire school community both teachers and students</p>	<p>Ongoing</p>	<p>Administration</p>
<p>Inter-visitation between teachers to showcase teaching practices amongst classes.</p>	<p>All Teachers</p>	<p>Ongoing</p>	<p>Administration</p>
<p>Professional Development to support individual teacher needs.</p>	<p>Entire Staff</p>	<p>Ongoing</p>	<p>Administration</p>
<p>Career Day Presentations for Grades 3, 4, and 5 inviting parents and other community members to discuss their careers to assist students with college and career readiness.</p>	<p>Grades 3, 4, and 5</p>	<p>May 2016</p>	<p>Guidance Counselor/Parent Coordinator/Administration</p>
<p>Breakfast with politicians to discuss our school's needs.</p>	<p>SLT, UFT, Administration, Parent Coordinator</p>	<p>Ongoing</p>	<p>Administration</p>
<p>Inclusion Program with P9/D75</p>	<p>Designated classroom teachers/paraprofessionals</p>	<p>Ongoing</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

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

Professional Development on Monday afternoons, Allotted Time for teacher visitation, Glow and Grow Feedback sheet, Shout outs, and five week cycle of feedback for observations (due to no Title 1 funding and limited per session funding).

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

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Progress Monitoring through Classroom Observations on a 5 week cycle. Revisiting classrooms to observe improvements and/or changes made based on Glow/Grow reports and feedback provided to teachers through observation reports. Analysis of Web Advance at Professional Development meeting on Monday afternoons.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

Based on the Quality Review Report, “communication with parents was a concern particularly parents of English Language Learners (ELL).” Even though the school, “has only 40 ELL students, there are many parents who do not speak English at home and many of the communications that go out to parents are not translated.”

According to the Learning Environment Survey, 57% of the parents volunteered time in classrooms and with school wide events. Sixty four percent communicated with their child’s teacher about their performance.

Part 2 – Annual Goal

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

The school will continue to utilize the recent implementation of the ELL Parent Committee created by the Parent Coordinator in conjunction with the ELL Teacher.

The school will continue to create a welcoming environment for families and take advantage of community resources to help increase parental involvement.

The school will continue to offer programs and workshops involving parents, especially dads, in the school in order to increase our parental involvement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PTA meetings, school letters, and teacher contacts will be translated into native languages for parents. We will continue to utilize the translation unit to help parents requesting assistance in their native language.</p>	<p>Entire Student Population</p>	<p>ongoing</p>	<p>Administration, Teachers</p>
<p>Teachers are holding mini-workshops for parents so that they are better equipped to assist their children at home.</p>	<p>All grades</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers/Cluster Teachers/ELL Teacher</p>
<p>Monthly Breakfast/Dessert with the principal where parents can discuss concerns and issues in an informal setting.</p>	<p>Parents</p>	<p>Monthly</p>	<p>Parents/Administration</p>
<p>Annual Curriculum Fair in May</p>	<p>Entire School Staff</p>	<p>May 2016</p>	<p>Curriculum Committee/Administration</p>
<p>Meet the Teacher Night in September</p>	<p>Entire Staff</p>	<p>September 2015</p>	<p>Teachers/Administration</p>
<p>Weekly assembly programs where students perform and parents/guardians are invited.</p>	<p>School Staff</p>	<p>Ongoing</p>	<p>Teachers/Paraprofessionals/Administration</p>
<p>Breakfast with politicians to address the needs of our school community.</p>	<p>Parents</p>	<p>Annual</p>	<p>Parent Coordinator/Parents/Staff</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.

- Time allocation provided to teachers.

- Professional Development

- Funding (PTA & School Funds)

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	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In February 2016, we will complete a Parent Survey to monitor our increased outreach and communication with our parents. We will also use agendas and surveys.

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)	<p>RTI- based on teacher assessment data, prior intervention checklist, teacher narrative, parent questionnaire for ELA</p> <p>Great Leaps / Foundations Program Paraprofessionals- /School Volunteers</p> <p>Fundamental reading strategies including but not limited to</p> <p>repetition of letter sounds, sight words, fluency and comprehension for struggling students based on teacher data and observations</p>	<p>Individualized, based on student need including but not limited to: vocabulary development, repeated reading, assistance writing, technology support</p> <p>Reading program to strengthen all reading skills</p>	<p>Push-in program in classroom 1 to 1 & small group instruction</p> <p>1 to 1, Small group instruction & flexible grouping based on individual student's needs</p>	<p>During the school day</p> <p>During the school day</p>
Mathematics	<p>RTI- based on teacher assessment data, prior intervention checklist, teacher narrative, parent questionnaire for Math.</p> <p>Paraprofessionals- /School Volunteers</p> <p>Fundamental math strategies including but not limited to</p>	<p>Individualized based on student need including but not limited to: Manipulatives, vocabulary development, repeated reading, assistance writing, technology support</p> <p>Individualized based on student need including but not limited to:</p>	<p>Push-in program in classroom 1 to 1 & small group instruction</p> <p>1 to 1, Small group instruction & flexible grouping based on individual student's needs</p>	<p>During the school day</p> <p>During the school day</p>

	Math fluency, number sense, operations, reading comprehension and problem solving for struggling students based on teacher data and observations	Manipulatives, vocabulary development, repeated reading, assistance writing, technology support		
Science	RTI- based on teacher assessment data, prior intervention checklist, teacher narrative, parent questionnaire for ELA	Individualized based on student need including but not limited to: Graphic organizers, vocabulary development, repeated reading, assistance writing, technology support	Push-in program in classroom 1 to 1 & small group instruction	During the school day
Social Studies	RTI- based on teacher assessment data, prior intervention checklist, teacher narrative, parent questionnaire for ELA	Individualized based on student need including but not limited to: Graphic organizers, vocabulary development, repeated reading, assistance writing, technology support	Push-in program in classroom 1 to 1 & small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk guidance provides services to children who are experiencing affective domain issues which are impacting on their ability to achieve academically, individually and in small groups during the school day. In addition, monthly SBST (Student Based Support Team) meetings are held to discuss student concerns. FBA (Functional Behavior Assessment)	Individually and in small groups during the school day. School based support team meetings are held to discuss specific concerns about student performance. Program designed with a Behavior Intervention Plan (BIP) to provide individualized goals to improve and modify behavior leading to student achievement and academic success.	Small Group or Individualized Individual Face to face interviews, phone conferences, attendance at meetings. One to one. School psychologists communicates and makes recommendations as needed to parents, administration, and staff to discuss students at risk and is available for parent meetings for at risk students. School	During the school day During the school day with home collaboration and monitoring behaviors During the school day During the school day with home collaboration During the school day

	<p>Social Worker asks as liaison between home, school, and community, provides social histories for evaluations, and participates on SBST meetings.</p> <p>School Psychologist collects previous data (interviews, etc) prior to the formal evaluation.</p> <p>Speech, OT/PT, Adaptive Physical Education provided to students at risk who demonstrate challenges with speech, fine or gross motor skills.</p>	<p>Parent conferences, parent interviews, collection of information and delivery to school personnel.</p> <p>Formalized educational evaluation.</p> <p>Small group based on students needs.</p>	<p>psychologist attends SBST meetings to discuss students at risk.</p> <p>Service providers push in to the classroom and provide assistance in speech, OT, PT, or adaptive physical education areas. These providers participate on the SBST team to provide input on strategies and implementation services.</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Clearview Gardens</u>	DBN: <u>25Q209</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

Based on our analysis and the success we have had in prior years we will again do our program, literacy through drama. We will offer our Title III program on Thursday and Friday afternoons from 2:20 to 3:50. The program will help ELL students build capacity as a community at P.S. 209, as well as build self-esteem, reduce anxiety and inhibitions and enhance motivation. We decided to use literacy through drama as our method of lowering the affective filter for our ELL population. Through this program ELL students will have the chance to be noticed, attended to, valued and affirmed. The students will meet 3 hours per week after-school for 14 weeks. The program will begin January 14, 2014. The students will be learning & rehearsing dialogue, songs and dances in English. Students will be required to maintain a reflection journal of their experiences. The ELL teacher will conference with each student and guide them during their reflection time. A script as well as rehearsal CD (with songs) will be sent home for students to practice their lines and songs. Our school received a Disney grant in the 2009-2010 school year. Disney teaching artists trained the two general education teachers. There will be four teachers and one paraprofessional running the program (1 ELL teacher, 1 music teacher and 2 general education teachers and one paraprofessional). The ELL teacher will provide support using ESL methodologies during rehearsals for the targeted ELL population. Our participating students will get native language support from their peers. Our goals are to strengthen the students' self-esteem, listening, reading, writing and speaking skills so that these skills will carry over to improve students' NYSESLAT and ELA scores. The Performance will be scheduled for May 20, 2016.

-
-
-
-
-

Part C: Professional Development

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

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

Begin description here: _

Our full time ESL teacher (Mrs. Kamhawy) will provide professional development, to all teachers in the building; during monthly faculty conferences, monthly grade conferences, professional development as needed on a one-to-one basis. Areas to be covered will include topics of ESL methodology such as; scaffolding, planning, assessment, differentiated instruction and information about second language acquisition.

The calendar of PD dates for current year is as follows:

CR Part 154 training(Sept); Co-teaching (Nov); Different stages of an ENL student during language acquisition (Dec); Teaching Rigor/DOK to ENLs (Jan); How to scaffold for ENLs (Feb); Explicit vocabulary instruction (March); Introduction to Marzano's Vocabulary program (April); What are the tools for

Part C: Professional Development

differentiation for ENLs (May); How to use the tools for differentiation (June).

Part D: Parental Engagement Activities

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

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

Begin description here: The ESL teacher (Mrs. Kamhawy) will provide three workshops informing parents about the new NYSESLAT exam and the state exams. Each session will run from 9:00am to 11:00am with interpreters available according to need. Parents are free to open discussions about any other issues of concern. These sessions will provide information and will better equip parents to prepare their child for the upcoming state exams. ELL parents receive a letter in both English and their native language informing them about our after-school program and workshops. The DOE Translation Unit, teachers and parents will provide assistance in translation of letters. Administration, ESL teacher, Parent Coordinator, and teachers continue to work hard to ensure that our school environment is welcoming and inviting to all parents, resulting in a stronger home-school relationship. Parent coordinator will host two sessions where parents will gather together, prior to picking up their children from the after-school program to discuss any upcoming events at P.S. 209Q (interpreters will be available). Our ENL parents are offered the opportunity to have all forms of communication translated into their target language. The New York City Department of Education Translation and Interpretation Unit is used to assist parents to communicate about their child's education and any other needs the parents may have. The Parent Coordinator (Mary Gross) has organized a Parent Language Committee consisting of six parents speaking Mandarin, Cantonese, Korean and Spanish, which are the majority languages in our school. Parents from the committee are available to translate school correspondence and interpret at PTA meetings, workshops, and Breakfast with the Principal. Parent Coordinator's role is to ensure that all ENL parents receive correspondence in their native language and are provided with interpreters as needed. Parent Coordinator also ensures that all ENL parents' needs and questions are addressed on a timely manner.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>11,113.00</u>	<u>After-school program (#of teachers) X (total hours per teacher) X (per session w/fringe benefits)</u> <u>4x42x53=8,904</u> <u>(# of supervisors)x(total hours)x(per session w/fringe)</u> <u>1x9.33x54.39=507.00</u> <u>(# of paras)x(total hours)x(per session</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>w/fringe benefits)</u> <u>1x42x31.00=1302.00</u> <u>\$400 (when principal subs in case of supervisor's absence)</u> <u>Total \$11,113.00</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	—	—
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>87.00</u>	<u>Snacks for children staying after-school.</u>
Educational Software (Object Code 199)	—	—
Travel	—	—
Other	—	—
TOTAL	—	—

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 209
School Name Clearview Gardens		

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 Mary E. McDonnell	Assistant Principal Jacqueline Diaz Fernandez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor Matilda Falzone
Teacher/Subject Area Dina Moller	Parent Mr. Hui Jin
Teacher/Subject Area Maria Kavalaris	Parent Coordinator Mary Gross
Related-Service Provider Jessica Peet	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
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]		Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	580	Total number of ELLs	60	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	24			2						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	0	1	2	1								0
Chinese	11	13	4	7	5	2								0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	3	5	1	0	1	1								0
Punjabi														0
Polish														0
Albanian														0
Other		1			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)	2	0	0	1	1	0								0
Emerging (Low Intermediate)	2	0	0	0	1	1								0
Transitioning (High Intermediate)	5	0	0	0		0								0
Expanding (Advanced)	6	2	2	1		2								0
Commanding (Proficient)		17	3	6	6	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	17	3	6	6	2								0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		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.
 We presently assess early literacy skills of ENLs with many different programs; Fountas and Pinnell, Foundations, Performance Series, ELL Periodic assessments and teacher created assessments. The data obtained from these assessments is used to understand each child's areas of weaknesses and strengths. Based on the assessment results the teachers will be able to allow for different points of entry for each student. This data provides the teachers and the instructional team with valuable information as to the proficiency level of each ENL student. The data assists Administration to make decisions as to what programs and software to purchase and use that would best benefit the ENLs' needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The patterns across proficiency levels for the 2015 NYSESLAT revealed 74% of 41 students tested achieved a Level of Commanding/Proficiency. The scores are as follows: In Kindergarten there were 18 students at Commanding. In first grade, there were 3 students at Commanding. In second grade, there were 3 students at Commanding. In third grade, there were 3 student at Commanding. In fourth grade, there were 2 students at Commanding and in fifth grade, 1 student at Commanding.

 The remainder of the students scored the fowllowing on the 2015 NYSESLAT: In Kindergarten 5 students scored Expanding; In first grade 1 student scored Expanding; In third grade 1 student scored Emerging; In fourth grade 1 student scored Expanding and 1 student scored Emerging; In fifth grade 2 students scored Expanding.

 This year, September 2015, A total of 28 students tested NYSITELL. 21 General Ed Kindergarten students; 2 Special Ed Kindergarten students; 1 General Ed in first grade; 1 General Ed student in second grade; 1 General Ed student in third grade; and 2 General Ed students in 4th grade.

 The scores were as follows: In Kindergarten 2 students scored Entering; 2 scored Emerging; 5 scored Transitioning; 6 scored Expanding and 8 scored Commanding. In first grade 1 student scored Commanding; In second grade 1 student scored Commanding; In third grade 1 student scored Entering; and in fourth grade 1 student scored commanding and 1 scored Entering.

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

When the state calculates the information, we will use the information to project status through the 2016-2017 school year. The data will be used to focus on the progress toward achievement of proficiency for our ENLs, and the design of effective instructional programs and/or interventions for those students.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a) In math two ENL students took the exam in English and both scored a Level 1; two ENL students took the Math exam in their home language and both scored a level 2. In science two ENL students took the exam in English one student scored a level 1 and one student scored a Level 2; one student took the exam in their home language and scored a level 3.

4b) The school leadership and teachers will be using the ELL Periodic Assessments to gain knowledge of ELLs' needs as they relate to English development. After reviewing the Periodic Assessment results, the instructional staff will determine what next steps will be necessary to meet each child's needs.

4c) Once the ELL Periodic Assessments are administered; the data will be used to steer future instruction for grades 3-5. The item analysis report will be reviewed and the types of questions that the ENL's struggled with will be noted. Native language is used in many different ways. Students are encouraged to pay attention to cognates in books they read. Students are given the opportunity to read bilingual books to notice similarities and differences between the two languages. Bilingual paraprofessionals (when available) build background knowledge by previewing key concepts and challenging vocabulary in native language when possible. The students use dictionaries and glossaries in their native language.

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](#).]

Our school has an RTI program presently in place. Tier 1 consists of a rigorous instructional core ensuring that each student's needs are met on a daily basis. In Tier 1, core instruction is focused on promoting oral language development using ESL/ENL methodologies that are culturally and linguistically responsive. Progress monitoring data (from periodic assessments and teacher observation/ input) is used to make educational decisions about changes in goals, instruction, and or services. When Tier I is not appropriately providing for the student, the student is then moved to Tier II. In Tier II, the student is provided with increasingly intensive, targeted instruction designed to match his/her learning needs. If data indicates student is still having difficulty, the student is placed in Tier III. Here the student will be receiving intensive and individualized instruction. Native language support is provided during Tier I and Tier II when possible. An ENL student is evaluated for special education when they do not respond to effective and rigorous instruction and/or additional intervention that is provided with increasing intensity which is culturally and linguistically appropriate.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- A child's new language development is considered by making instruction comprehensible. Instruction should include the presentation of relevant background knowledge and content, explanations and rewording of unclear content, the use of effective techniques such as graphic organizers, concrete objects, explicit vocabulary instruction and gestures are used. Students should be involved through questioning. Teachers will provide explanations of ideas or concepts several times (slowly) using slight variations in terminology and examples (scaffolding). Teachers will provide instruction that draws on each child's own experiences; history and cultural background. Providing visuals and frequent opportunities for students to express their ideas while listening carefully and attentively. Provide opportunity for cooperative learning. Use dialogue journals for students who are still in the silent period.

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?

We do not offer a dual language program at the present time.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The success of our ENL program is evaluated by comparing the prior year's results of NYSESLAT, New York State ELA and Math exams to present year's results. Comparing Fall and Spring ELL Assessments also helps to evaluate the ENL program. The data is analyzed and based on the findings; the ENL program is restructured to meet the needs of the ENL population.

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 parent/guardian of every child that enters P.S. 209Q for the first time fills out a home Language Identification Survey (HLIS) in their home language. If the HLIS is not available in the parent’s home language, the English version is administered with the help of the Translation & Interpretation Unit or with a parent/or teacher who speaks the appropriate language. The team designated to administer the HLIS, which includes the informal oral interview in English and in the native language, and the formal initial assessment, consists of an ESL teacher, Principal/ESL certified, and Assistant Principal. These pedagogues have been trained in cultural competency, language development, and the needs of English language learners.

A student is considered to have a home language other than English when (1) one question on the HLIS Part 1: questions 1-4 indicates that the student uses a language other than English, (2) two questions on the HLIS Part 1: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. The home language is determined based on both the responses on the HILS and interviews with parent and student.

The completed HLIS forms must be placed in the student’s cumulative file and remain a part of the student’s permanent record. A copy is also placed in the main office. If the student’s home language is English, the ELL Identification Process terminates at this step; if the student’s home language is not English, the ELL Identification Process continues to step 2.

Step2: For students whose home language is not English, a more in-depth interview with the student in both English and home language must be performed by a trained pedagogue; a review of his/her school work (if available); or use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners. Students with an Individualized Education Program (IEP) need to be reviewed by the Language Proficiency Team (LPT). A review of the IEP is completed, in order to determine NYSTELL eligibility (whether the student should take the NYSITELL). If the student is found ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, continue to step 3. A Language Proficiency Team (LPT) is set up to determine whether a student with an IEP should take the NYSITELL. These procedures must be used for initial entry into DOE or reentry after 2 years.

Step 3: Print NYSITELL answer documents using the RLBA function on ATS. After the NYSITELL exam is administered, scan answer documents into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents’ preferred language.

The NYSITELL may be administered to students entering kindergarten the following school year no earlier than June 1 and to all other students no earlier than July 15.

If a new student’s home language is Spanish and the student has been identified as an ELL based on the NYSITELL results; the student must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB answer documents are printed on the RSLA function on ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. The procedures outlined above must be completed within 10 school days of enrollment or reentry (20 school days for students entering with IEPs), including placement in all ELL programs, if applicable.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ENL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the school will proceed with the SIFE Identification Process. The student must score an entering or emerging level of proficiency as indicated by the NYSITELL results. The student must be a newly identified ELL and in grades 3 to 9. First, administer the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status will be indicated in the

DOE's data collection systems no later than 30 days from initial enrollment (BNDC/ATS). As per CR Part 154, we will have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL student scores at transitioning level or higher on the NYSESLAT.

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).

A Language Proficiency Team (LPT) is set up to determine whether a student with an IEP should take the NYSITELL. These procedures must be used for initial entry into DOE or reentry after 2 years.

A Language Proficiency Team (LPT) will be comprised of

- Assistant principal
- ESL/ENL teacher
- The director of special education or individual in a comparable title (or his or her designee)
- The student's parent or guardian
- A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands

The LPT will consider evidence of the student's English language development, including, but not limited to the following:

- The student's history of language use in the school and home or community.
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b) (6), which includes assessments administered in the student's home language.
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting the student's ability to demonstrate proficiency in English.

Based on their findings the LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

The principal either accepts or rejects the recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian within 3 school days of the decision in the parent's /guardian's preferred language. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

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.

Immediately after identifying the ENL students an "Entitlement Letter" with the Parent Survey and Program Selection Form are sent to all identified ENLs (within 5 days of NYSITELL testing). This information is sent in both the parent's native language and English. If a student was administered the NYSITELL and was found to be proficient/Commanding in English a "Non-Entitlement Letter" is sent to the parents in English and in their native language. If a parent is unable to attend the initial ENL parent orientation, a letter(s) is sent out and a second ENL parent orientation is held. If parents cannot attend any of the scheduled meetings, a phone conference with a translator is placed or a one-to-one make-up session is conducted with a translator or the DOE phone Translation Unit. A check-off list is used to monitor attendance and ensure return of all Parent Survey and Program Selection forms. All Parent Survey forms are then placed in cumulative folders and a copy is maintained in the main office.

4) A "Placement Letter" is sent to the parent/guardian in both English and the appropriate language informing them that based on their response to the Parent Survey and Program Selection Form, their child has been placed accordingly. This is completed within the first 10 days of the student's admission to school. The student is immediately placed in the ENL program for services.

After parents have completed the Parent Surveys, parent choices are input on the ELPC screen on ATS. These choices are monitored by administration in order to stay informed of parents' program preferences.

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).

During the ENL parent orientation, the parents are informed that they have the right to appeal their child's ENL status within 45 days of enrollment. The "Non-Entitlement Letter after NYSITELL" and the "Entitlement Letter" also inform the parents about their rights to appeal ENL status within 45 days of enrollment.

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.

ENL Parent Orientation is conducted for all new ENL parents. The parents/guardians of newly admitted potential ENLs are notified in the appropriate language to attend the Parent orientation to ensure that parents understand all three programs. During orientation, the parents are provided with translated meeting agendas and handouts. Interpreters are available during the orientation. The highlights of CR Part 154 and Title III are explained. If the parent video is not available in a particular language, parents will view the English video with an interpreter. The parents view the Program Orientation video (on the computer) in the appropriate language(s). All three programs are reviewed with parents. Upon request parents are provided with a list of schools in the district showing other bilingual programs in the appropriate language. Parents are informed that if they do not choose a program for their child, he or she will be placed in a Transitional Bilingual Education program, if available. Parents/guardians are informed that if there are enough students of one language in one grade, or two contiguous grades, the school will form a Transitional Bilingual Education (TBE) program. If there are not enough students to form a TBE program, the school is mandated to provide English as a New Language Program to the students. The parents are advised that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. The parents are given the opportunity to ask questions about any of the programs. After the parents watch the video and completely understand the three programs they make their program choices. Each item on the form is explained to the parents. The parents are asked to read, complete and sign the documents. Mrs. Kamhawy, ENL teacher will be providing the parent orientation meeting and will be explaining the three programs to the parents.

The parents are given the Parent Coordinator's name and phone number for any further assistance (healthcare information, ESL/ENL classes, etc). This is completed within the first 10 days of the student's admission to school.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

If a parent is unable to attend the initial parent orientation, a letter(s) is sent out by Mrs. Kamhawy, ENL teacher and a second parent orientation is held. If parents cannot attend, a phone conference with a translator is placed or a one-to-one make-up session is conducted with a translator and Mrs. Kamhawy, ENL teacher. A check-off list is used by Mrs. Kamhawy, ENL teacher to monitor attendance and ensure return of all Parent Survey and Program Selection forms. All Parent Survey forms are then placed in student's cumulative folders and a copy is maintained in the main office by Mrs. Kamhawy, ENL teacher.

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

If a parent is unable to attend the initial parent orientation, Mrs. Kamhawy, ENL teacher sends a letter(s) out and a second parent orientation is held. If parents cannot attend, a phone conference with a translator, parent and Mrs. Kamhawy, ENL teacher, is placed or a one-to-one make-up session is conducted with a translator. A check-off list is maintained by Mrs. Kamhawy, ENL teacher to monitor attendance and ensure return of all Parent Survey and Program Selection forms. All Parent Survey forms are then placed in students' cumulative folders and a copy is maintained in the office by Mrs. Kamhawy, ENL teacher.

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

A check-list is created based on the completion of each Parent Survey and is used to assure a placement letter is distributed to each parent in both English and native language by Mrs. Kamhawy, ENL teacher.

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

All ENL-related documents are kept in the student's cumulative record by Mrs. Kamhawy, ENL teacher. The ENL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies by Mrs. Gail Maryles, Secretary. Additionally, an ELL Folder of Critical Documents is placed in the main office, by Mrs. Kamhawy ENL teacher. In the folder are copies of the following documents:

- * Home Language Identification Survey
- * Parent Survey and Selection Form
- * Program Placement Letter
- * Entitlement letter (newly identified ELLs)
- * Continued entitlement letter (continuing ELLs)
- * Non-entitlement letter
- * Language Proficiency Team NYSITELL Determination Form

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.

All identified ELLs (RLAT report for entitled students) are tested yearly, by Mrs. Kamhawy, using the New York State English as a Second Language Achievement Test. The ESL/ENL teacher (Mrs. Kamhawy) prepares a schedule indicating time and test section to be administered. A checklist with all students' names listing the four components is used to ensure that each student is tested in all four components of the NYSESLAT. All testing accommodations and modifications are adhered to on those days as well as IEP accommodations. During testing there is limited mobility throughout the building and no announcements.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. If the student continues to be entitled for ELL services a "Continued Entitlement Letter" is sent out to the parents, in English and the appropriate language by Mrs. Kamhawy, ENL teacher. If the student scores Commanding, they are eligible to receive transitional services (up to two school years starting with the school year after the student was determined to be proficient/commanding on the NYSESLAT) to support and monitor his/her language development and academic progress, which includes 90 minutes of English as a new language per week. The student is also still eligible for certain specified testing accommodations. A "Non Entitlement/Transition Letter" is sent out to the parents, in both English and the appropriate language informing them of the transitional services. A list of students that require an "Entitlement and Transitional" letters can be found on the New York State Education Department Tested/Not Tested Confirmation Report (NYSESLAT scores). All letters are sent by Mrs. Kamhawy, ENL teacher in both English and home languages.
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).

Our school has a Freestanding ESL/ENL program aligned with parent requests. After reviewing the Parent Survey and Program Selection forms for the past two years, it has been noted that the trend in program choices has remained consistent. This year 10 out of 16 parents selected the Freestanding ENL program as their first choice. The Dual Language program appears to be the parents' second choice (5 parents). The Bilingual is the parents' third choice (1 parent). PS 209's administration continues to monitor trends that could lead to the implementation of a Dual Language or Transitional Bilingual program to better serve our ELL population. The trend continues to be ENL as first choice for the past 3 years. In 2015-2016 10 out of 16 parents chose ESL/ENL program; 5 out of 16 chose Dual Language Program; and 1 out 16 chose Bilingual program. In 2014-2015 14 out 22 parents chose ESL/ENL program; 7 parents chose Dual Language Program and 1 parent chose Bilingual.

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.

Students receive the New York State ESL/ENL allotted instruction time based on students' English proficiency levels (NYSESLAT and NYSITELL). The ENL teacher/coordinator is in charge of scheduling to assure each student receives the required allotted time as per CR Part 154.2. The pull-out students are grouped based on how many minutes they require in Standalone ENL or Integrated ENL (with ELA or any other content area). No more than 2 grade levels are grouped together for pull-out.

We are grouping the following grades for Standalone ENL services: K & 1 st grades (.50 units/90 min.); and some 3rd grade & 4th grade (.75 units/ 135 min.)

We are grouping the following grades for Pull-out ELA/Content ENL services: K & 1 st grade (.50 units/90 min.); 2 nd grade & 3rd grade (.50 units/90 min.)

We are also pushing-in to provide ELA/Content ENL services as follows: push-in to 2 Kindergarten classes 1 unit/180 min. each= 2 units/360 min.

push-in to two 1 st grade for .50 unit/90 min.= 1 unit/180 min; push-in to 2 nd grade for .50 units/90 min.;

push-in to 3 rd grade for .50 unit/90 min.

b. TBE program. *If applicable.*

n/a

c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The entire 209 school community works together to support ENLs' language and literacy development and academic content attainment. We use the Freestanding English as a New Language program model to provide all instruction in English using ESL/ENL methodologies and native language support with ENL peers. A combination of push-in and pull-out models are used. In the push-in program, the ENL teacher works collaboratively with the classroom teachers to plan together ensuring lessons contain both academic subject matter and strategies that help reach ENLs. During content instruction in collaboration with classroom teacher, the ENL teacher and the content-area teacher equally provide comprehensible content input, and vocabulary support. In the pull-out program, ENLs who spend the majority of their day in all-English content instruction are brought together from various classes (no more than 2 grades) for small group explicit English instruction (Standalone). In a pull-out program where ELA/Content is the focus the ENL teacher plans lessons aligned with the classroom teacher so that similar content and language concepts are taught to foster continuity and congruence with ENLs' learning (differentiated learning).

We are grouping the following grades for Standalone ENL services: K & 1st grades (.50 units/90 min.); and some 3rd grade & 4th grade (.75 units/ 135 min.)

We are grouping the following grades for Pull-out ELA/Content ENL services: K & 1st grade (.50 units/90 min.); 2nd grade & 3rd grade (.50 units/90 min.)

We are also pushing-in to provide ELA/Content ENL services as follows: push-in to 2 Kindergarten classes 1 unit/180 min. each= 2 units/360 min.

push-in to two 1st grade for .50 unit/90 min.= 1 unit/180 min; push-in to 2nd grade for .50 units/90 min.; push-in to 3rd grade for .50 unit/90 min.

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.

P.S. 209 ELLs receive academic content area instruction in English using ESL methodology and instructional strategies aligned with the Common Core State Standards. These include scaffolding, teaching academic language (explicit vocabulary instruction) and content, language usage and structures in context, using visuals, concrete objects, read-alouds, and variety of print and digital resources. Teachers model academic language and consistently use spiraling strategies so that language skills grow increasingly more complex. Vocabulary, language usage and structures are incorporated into every lesson. Teachers have both content and language objectives incorporated in every unit of study. Native language books in appropriate age and grade levels are available in the ENL classroom. Electronic dictionaries and NYS glossaries are also used for additional native language support. Parents are invited to do read-alouds in native languages to continue to strengthen students' native languages. We are presently using MacMillan for ELLs; National Geographic videos with text; ReadyGen; Go Math technology; Great Leaps and Foundations.

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

All state exams are in students' native language (except for ELA). If a student's language is not available in a translated version the student is given the English version and is provided with a translator.

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

Several assessments are administered throughout the year to provide the instructional team with appropriate data on all four modalities of English acquisition. Fountas & Pinnell, ELL Periodic Assessments, teacher-made assessments and observations are some of the tools used throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a) We presently have no SIFE students. Our plan for SIFE students would be as follows: deficits and strengths in language acquisition and skills in other academic areas would be assessed; based on assessment; instruction would be differentiated and adapted to meet the needs of each student. Instruction using the Wilson/Foundations program would be provided to enhance letter /sound recognition. Peer tutoring and cooperative learning techniques among other strategies would be implemented to facilitate language acquisition and usage. At-risk resource services are also available. Through technology (PixWriter3 Program) SIFE students would have the opportunity to demonstrate their writing abilities through pictures/words. This program

provides students with the feeling of accomplishment and empowers them to want to write.

b) Although a newcomer is identified under the CR Part 154 as an ENL student who has received a total of zero to three years of ENL/ESL services; many of our newcomers scored at Emerging, Transitioning or higher. A newcomers group is formed for all newcomers. This group not only provides students with accelerated learning through a focus on literacy, native language supports, and intensive ESL/ENL and content area learning, but also acculturates them to their new city and country. The newcomers group helps accelerate students' transition with an intensive support structure; facilitates assessment and placement; builds background knowledge; and advises students about life in the City. Native language support is provided whenever possible (parents, student teachers and staff members that speak appropriate language).

c) We presently have two students who are Developing. They are both in a 12-1-1 class, they will be receiving ENL services and will be serviced according to their IEPs. These students are given the opportunity to attend the after school Title III ENL program. They are also working one-to-one with Learning Leaders.

d) At the present time we do not have any long term ENLs. Academic Intervention Services (AIS) would be provided to meet the needs of long term ENLs. These students would be in need of additional assistance to acquire academic language necessary to meet the state standards in English Language Arts, Mathematics, Science and Social Studies. Instruction for academic content in native language whenever possible. Instruction is delivered by providing the ENL student with comprehensible input. This is provided through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, explicit vocabulary instruction, predictions, adapted texts, cooperative learning, peer tutoring, multi-cultural content, and native language support (when possible). Teachers provide a non-threatening environment allowing the students to feel comfortable taking risks with language and providing positive praise. Connections are made between the content being taught and students' experiences and prior knowledge. Extensive time is spent on understanding vocabulary words. Guidance and support would be provided for Long Term ENLs who are experiencing affective domain issues that impair their ability to achieve academically. P.S. 209 would provide for Long Term ENLs through Learning Leaders, Wilson, and differentiated classroom instruction. Our support staff of teachers (ESL, SETSS, IEP, AIS Providers) would push into classrooms with targeted ENLs to reduce student-teacher ratio and provide teachers with strategies to differentiate instruction. Provide instruction for academic content in native language whenever possible.

e) All former ENLs continue to receive academic support and modifications for two years at 90 minutes per week, after attaining commanding/proficiency. All former ENLs continue to receive extended time, separate location; bilingual dictionaries and glossaries; simultaneous use of English and alternative language exam editions; oral translation for lower incidence languages; and writing responses in the native language.

Test accommodations for ENLs and former ENLs are extended time, separate location; bilingual dictionaries and glossaries; simultaneous use of English and alternative language exam editions; oral translation for lower incidence languages; and writing responses in the native language. Special Education ENLs receive testing accommodations according to their specific needs as documented on their Individual Educational Plan (IEP).

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

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ENL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

The ESL/ENL teacher provides instruction for academic content in native language whenever possible. Instruction is delivered by providing the ELL-SWD student with comprehensible input. This is provided through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, explicit vocabulary instruction, predictions, adapted texts, cooperative learning, repetition, peer tutoring, multi-cultural content, and native language support (when possible). Teachers provide a non-threatening environment allowing the students to feel comfortable taking risks with language and providing

Chart

positive praise. Connections are made between the content being taught and students' experiences and prior knowledge. Extensive time is spent on understanding vocabulary words.

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?

Within our school we make allowance for our students to be educated in the least restricted environment in the subject areas where they demonstrate academic strengths. The ELL-SWDs can be mainstreamed several periods within the day when applicable. This flexible scheduling enables our ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. This conforms with the Special Education Reform.

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

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



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

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

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

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

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

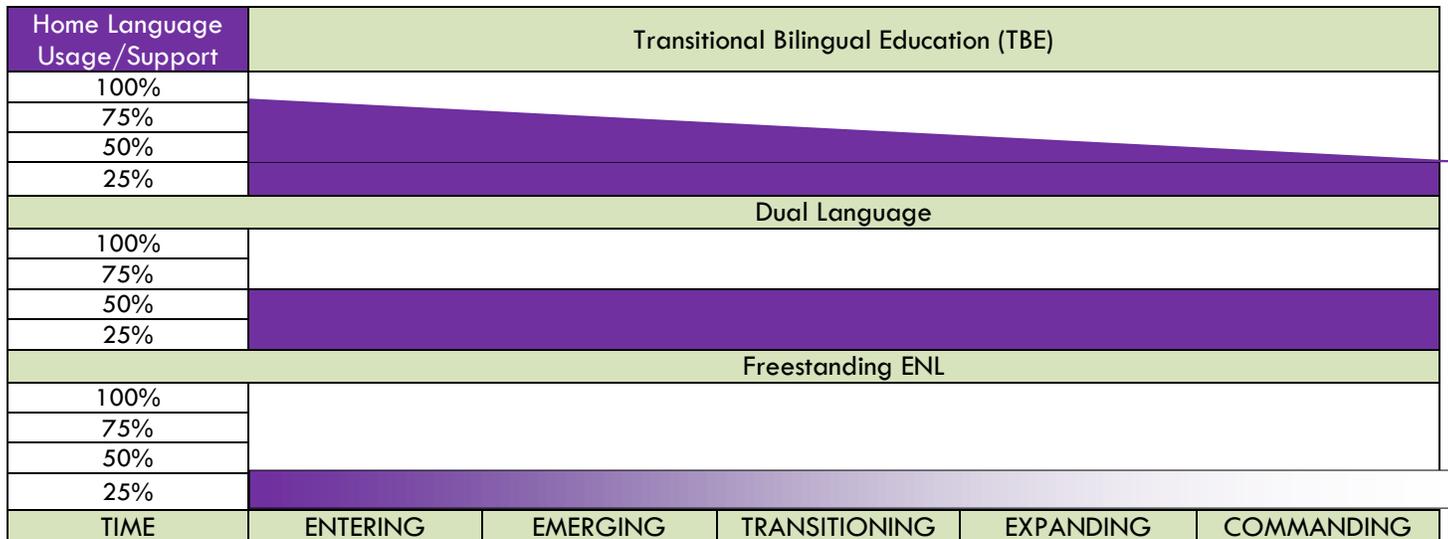


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The targeted intervention programs for ENLs are available for all content areas. At-risk resource is available for ELA, Social Studies, Science and Math. The classroom teachers provide small group targeted interventions as needed. The resource room teacher also provides targeted instruction for at risk ESL/ENL students in all content areas (ELA, Social Studies, Science and Math). At-risk speech is also available for language and speech. Learning Leaders utilize the Great Leaps program for phonetic instruction. Foundations/Wilson programs are implemented for letter/sound recognition. Native language support is provided whenever possible (parents, student teachers, books). The RTI program also provides targeted instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our present ENL program is effective and meets the needs of our ENL students in both content and language development. This statement is based on data derived from our assessments. Based on the 41 students tested on NYSESLAT; 30 scored Commanding and the remainder of the students all moved one or two levels up. During content instruction for ELA, Math, Science and social studies students receive instruction using ENL methodologies such as explicit comprehensible input --vocabulary instruction; scaffolding; and the use of graphic organizers. Professional Development is provided for all teachers on a monthly basis where updated ENL information is disseminated. Mrs. Kamhawy, ENL teacher meets with all teachers to discuss our ENL students and their needs. There are several assessments administered throughout the year; NYSESLAT; ELL Predictives; MOSL; Math Baseline; Ready Gen ELA benchmarks; Go Math benchmarks; Ed performance; performance tasks and teacher made assessments.
12. What new programs or improvements will be considered for the upcoming school year?
In terms of improvements/new programs for the upcoming school year we are presently researching several computer based programs such as Achieve 3000 and Study Island. We are also in the process of renewing our contract with RazKids which is also a computer based program. For math we are looking to implement the Math Personal Trainer (MPT) which is a home-support computer based math program (Go Math). We will continue to provide our ENLs with access to books on tape, electronic dictionaries, laptops/l-pads for internet usage, PixWriter, Ready-Gen, MacMillan ELL reading program, big books with rhyming listening cds, story readings by adults in native language, and books in native languages.
13. What programs/services for ELLs will be discontinued and why?
n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ENLs are afforded equal access to all school programs. All ENL parents are notified in their native language of all upcoming events. An after school program is offered to all ENLs through Title III. This is a literacy through drama program. ENL students have the opportunity to read, sing, dance, and speak their parts during the performance. A production is performed in the spring. All parents receive an invitation for the performance in both English and native language. We have also been awarded (again) a ballroom dance grant for ENL students that will be held after school. All ENL parents are invited to attend the culminating dance recitals. Through these programs ENL students have the opportunity to communicate in a non threatening and fun environment while enhancing their social skills.
We will continue to provide our ENLs with access to books on tape, electronic dictionaries, laptops/l-pads for internet usage, PixWriter, Ready-Gen, MacMillan ELL reading program, big books with rhyming, books on cds, story readings by adults in native language, and books in native languages.
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.
ELLs are provided with access to books on tape, Go Math on line resources (in Spanish) electronic dictionaries, laptops/l-pads, for internet usage, smart boards, PixWriter, Raz-Kidz (online guided reading program), MacMillan ENL reading program, big books with rhyming, read alouds, listening cds, story readings by adults in native language, and books in native languages.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided in our ENL program whenever possible. We have Chinese volunteer parents who translate for our students and parents. We also have an ELA teacher and a technology teacher that give native language support for Spanish speaking students as needed. Native language support is provided during cooperative learning through discussions with peers speaking same language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services and instructional materials correspond to students' ages and grade levels. The programs that are chosen are developmentally appropriate and enhance grade level skills and strategies. All Students including ELL-SWDs are grouped according to their grade levels. There is a two grade span within any group. Students within each group are taught based on their language, cognitive, and IEP needs.

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).

All new students are given a tour (by the ESL/ENL teacher) of the school building and introduced to the different cluster teachers. A teacher, paraprofessional, student teacher or parent provides support for this tour in the student's native language. An ENL student is given a buddy that speaks his/her native language to assist them until they are familiar with their new surroundings.

19. What language electives are offered to ELLs?

n/a

20. For schools with dual language programs:

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

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

This year great effort will be placed on training teachers how to improve on their co-teaching skills. We will continue to educate all classroom teachers, Assistant Principals, paraprofessionals, Guidance counselors, Psychologists, speech therapists, occupational/physical therapists, secretaries and parent coordinator on the basic principles of language acquisition. All classroom teachers and other teaching personnel (mentioned above) will be provided with extensive professional development. The ESL/ENL teacher will articulate and model principles of effective instruction for ELLs through co-teaching and professional development opportunities. ESL/ENL, classroom teachers and support staff will also attend workshops to emphasize Balanced Literacy techniques to use with ENLs. Ongoing professional development is provided by the ESL/ENL teacher at grade conferences and during professional development periods (also on a one-to-one basis as needed). During these periods, classroom teachers, Assistant Principal, paraprofessionals, Guidance counselor, psychologists, occupation/physical therapists, speech therapists, secretaries and parent coordinator are taught techniques on how to work with and be sensitive to ENLs' needs. Teachers are trained to know the basic principles of second language literacy instruction, understand second language acquisition and cross-cultural contexts, and provide ENLs with content-based instruction using comprehensible input. The staff is informed on the importance to include native language support whenever possible. The calendar of PD dates for current year is as follows: CR Part 154 (Sept); Co-teaching (Nov); Different stages of an ENL student during language acquisition (Dec); Teaching Rigor/DOK to ENLs (Jan); How to scaffold for ENLs (Feb); Explicit vocabulary instruction (March); Introduction to Marzano's Vocabulary program (April); What are the tools for differentiation for ENLs (May); How to use the tools for differentiation (June);
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?

ENL teacher will attend meetings that are held monthly through the "News & Opportunities for Educators of ELLs." ENL teacher will also attend all meetings scheduled for ENL teachers through the District office. All ENL teachers will attend monthly meeting provided by ENL teacher. All of the ELL PD's (as mentioned above) are reflective of common core aligned standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ENL parents are provided information about middle school in both English and their preferred language by the guidance counselor. The guidance counselor provides parent workshop to assist ENL parents with the transition. Translators are provided at the workshops. The guidance counselor (Mrs. Falzone) attends meetings of which she turns-key with staff in regards to middle school application transition/process. The guidance counselor is available for conferencing with all teachers in regards to middle school applications. Mrs. Falzone co-teaches with classroom teachers with regards to explaining the middle school process to students. Mrs. Falzone assists classroom teachers with any parental concerns that may arise regarding the middle school process.
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.

To meet the professional development (PD) requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for ENL teachers will receive ELL-specific professional development; we will provide Professional Development beginning September, once a month for one hour. There will be a sign-in sheet available to maintain records of all meetings that have been conducted. Some professional developments: New regulations of CR Part 154 (Sept); Co-teaching (Nov); Different stages of an ENL student (Dec); Teaching Rigor/DOK to ENLs (Jan); How to scaffold for ENLs (Feb); Explicit vocabulary instruction (March); Translations and Interpretation(April); What are the tools for differentiating for ENLs (May); How to use the tools for differentiating (June); Records for professional development activities are kept through Attendance sheets/sign-in sheets and minutes.

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?

ENL teacher will call and schedule appointments with parents that wish to meet to discuss their children's progress. A translator will always be available during the meetings. If a parent is unable to come in, a phone conference with translation unit will be scheduled.

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

The records of the annual individual meetings will be kept in the ENL teacher's classroom in a special binder. The binder will indicate all phone calls/time/dates, meetings/times/dates and copies of correspondence with the parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In September an orientation is provided to all ELL parents. Follow-up for non-attending parents is performed by the Parent Coordinator and ESL/ENL teacher (phone calls with interpreters and translated follow-up letters are sent). During the meeting the parents are informed of Title III, CR part 154 and any other services that their children are entitled to receive. Parents are invited to attend Parent Conferences and individual conferences and are notified that translators in their native language will be available. Materials and notifications are available in parents' native languages. Workshops will be conducted by the ESL/ENL teacher to inform ENL parents about the new state exams. This year we are hoping to receive (again) the grant from The Center For Arts Education. We are hoping to involve our ENL parents in this wonderful program. The Parents as Arts Partners program engages parents and children in hands-on collaborative arts learning. We hope to have parents join us who can assist in translations during the program.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes, we have partnered with a dance company (J&F) to have ballroom dancing for our ENL students. The Center for the Arts Education is an organization that we are also affiliated with through school grants. This is a visual arts program which is available for ELL parents' involvement. Materials of the Arts is another non-profit arts organization. Parent engagement events and workshops use the arts to build communication and community. We find the arts transcends language barriers, to help our parents find common ground through their creative expressions. ELL parents are also invited to attend art exhibitions through Materials for the Arts to see their children's work exhibited. Chinese-American Planning Council is available to provide workshops for our ELL parents. P.S. 209 is also affiliated with Flushing Council on Culture and the Arts which is a community based organization in flushing. Parents and students are invited to attend cultural shows at Flushing Town Hall. Resources available for parents through Lifnet in need of crisis counselors. Counselors are available in Mandarin, Cantonese and Spanish.

5. How do you evaluate the needs of the parents?
We evaluate the needs of the parents by closely reviewing the parent surveys. The Parent Coordinator's office is the designated area for parents to pick up information that can help them support their child's academic achievement. Information on services such as healthcare, citizenship classes, etc. may be obtained at the Parent Coordinator's office. Parents are informed during the orientation that the Parent Coordinator is always available with phone translations for any school-related issues that may arise. Parents' needs are evaluated during the orientation meetings, parent teacher conferences, and meetings that are held throughout the year specifically for ENL parents (translators are always available during all ENL meetings). A survey is in the process of being created and translated in order to better evaluate the needs of our parents.

6. How do your parental involvement activities address the needs of the parents?
Three Saturday workshops will be offered to the parents of all ENL students. Each session will run from 9:00 am to 11:00 am. An ENL certified teacher (Mrs. Kamhawy, ENL teacher) will be conducting the workshops. Translators will be provided as needed. Session one will focus on the state ELA exam; Session two will focus on the State Math Exam and Session three will focus on the NYSESLAT exam. These sessions will provide information and will better equip parents to prepare their child for the upcoming state exams. Our ENL parents are offered the opportunity to have all forms of communication translated into their target language. The New York City Department of Education Translation and Interpretation Unit is used to assist parents to communicate about their child's education and any other needs the parents may have. The Parent Coordinator (Mary Gross) has organized a Parent Language Committee consisting of six parents speaking Mandarin, Cantonese, Korean and Spanish, which are the majority languages in our school. Parents from the committee are available to translate school correspondence and interpret at PTA meetings, workshops, and Breakfast with the Principal. Parent Coordinator's role is to ensure that all ENL parents receive correspondence in their native language and are provided with interpreters as needed. She also ensures that all ENL parents' needs and questions are addressed on a timely manner.

D. Additional Information

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

Paste response here:

School Name: Clearview Gardens

School DBN: 25

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)
Mary E. McDonnell	Principal		10/30/15
Jacqueline Diaz Fernandez	Assistant Principal		10/30/15
Mary Gross	Parent Coordinator		10/30/15
Kari Kamhawy	ENL/Bilingual Teacher		10/30/15
Hui Jin	Parent		10/30/15
Dina Moller	Teacher/Subject Area		10/30/15
Maria Kavalaris	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Matilda Falzone	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q209 School Name: Clearview Gardens
Superintendent: DiMango

Before you begin, please check the following:

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

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

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

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

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

- 1) RAPL (ATS-Adult Preferred Language Report)
- 2) Student Emergency Contact Cards
- 3) Home Language Surveys
- 4) Parent Teacher Conference/ language preference
- 5) Parent requests to staff members

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Chinese (65 parents); Korean (13 parents); Spanish (9 parents); Vietnamese (2 parents); Italian (1 parent)

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.)

Annual handbooks (Achieve NYC); Family Access Management NYC Schools Accounts (FAM); After-school program information; New York State testing dates; New York State Testing information Meeting (ELA; Math; Science and NYSESLAT); ESL/ENL annual conference notices City-wide; Curriculum Fair; Career Day; Parent-teacher conference announcements for March.

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.

ESL/ENL Parent Teacher Meeting (5) throughout the month of October; ENL teacher will also hold minimum of two meetings to discuss State Exams; Bi-annual Parent-Teacher Conferences November 5th and March ; Curriculum night May; Guidance calls and teacher calls are made every Tuesday using the NYCDOE Translation Unit, as 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.

In 2015 P.S. 209Q developed a program for non-English speaking parents. This program consists of a committee comprised of parents who speak Chinese, Korean and Spanish. These parents assist us in both interpretation and translation of documents to parents on a timely manner as needed. The NYCDOE Translation Unit also provides written translations of pertinent information which is sent home to identified ENL families and non-English speaking parents.

All documents containing critical information regarding a student's education are translated into identified languages so parents can understand school and individual student goals and expectations when working with their children. Translation services are available as needed for workshops and parent teacher conferences. School signage and forms are posted in different languages.

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.

In 2015 P.S. 209Q developed a program for non-English speaking parents. This program consists of a committee (Parent Language Committee) comprised of parents who speak Chinese, Korean and Spanish. These parents assist us in both interpretation and translation of documents to parents on a timely manner, as needed. We also use the Legal Interpretation Services (LIS) and/or The Big Word for on-site interpretation. The NYCDOE Translation and Interpretation Unit also provides us with over-the-phone interpreters.

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.)

All staff members receive a memo with the information required to utilize the Translation & Interpretation Unit (T&I) from the LAC. The telephone numbers for the T&I are also posted on teacher bulletin boards.

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

2015-2016, P.S. 209 will ensure that our ENL families are able to participate in all activities taking place in our school. All parents will be informed in their preferred language. Non-English speaking parents are made aware, over-the-phone translations are available at all times during school hours (DOE posters are posted in school building; Parents are notified during meet the teacher night/ELL Parent Meetings). Proper monitoring of ATS RAPL (Adult Preferred Language Report); Home Language Information Surveys, and individual parent requests are maintained to ensure quality language services to effectively communicate with our non-English speaking parents.

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 LAC team along with the Parent Coordinator are in the process of creating a parent survey that will assess parents' feedback on the quality and availability of services (for non-English speaking parents) at P.S. 209.