

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

| | |
|----------------------------|------------------------------|
| DBN: (i.e. 01M001): | 25Q219 |
| School Name: | P.S. 219 PAUL KLAPPER |
| Principal: | FREDERICK WRIGHT |

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS/MS 219, Paul Klapper School School Number (DBN): 25Q219
Grades Served: PreK, K-8
School Address: 144-39 Gravett Rd, Flushing, NY, 11367
Phone Number: 718-793-2130 Fax: 718-793-1039
School Contact Person: Erica Paley, AP Email Address: epaley@schools.nyc.gov
Principal: Fred Wright
UFT Chapter Leader: Melissa Gianninoto
Parents' Association President: Frances Mariconda
SLT Chairperson: Laura Beren, School Psychologist
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): na
na

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place, Flushing, New York 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 North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------|---|-------------------------|
| Fred Wright | *Principal or Designee | |
| Melissa Gianninoto | *UFT Chapter Leader or Designee | |
| Frances Mariconda | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative (staff), if applicable | |
| | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Susan Greenberg | Member/ Teacher | |
| Laura Beren | Member/ School Psychologist-Chair | |
| AnneMarie Quinones | Member/ Parent | |
| Erica Paley | Member/ Assistant Principal | |
| Vanessa Carderelli | Member/ Parent- Recorder | |
| Fariya Khan | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------|--|-------------------------|
| Millie Rivera | Member/Parent | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

We are a K-8 with PreK, with strong community ties. Parents, students, and staff believe that all students and families should have fair and equal access to high-quality instruction, high-quality social and mental-health support, and memorable school experiences to prepare them for college, careers, and life. Our dedication to the support of all students is rooted in the concept of social justice which we translate to mean "Equity Access" and maximum inclusion. Our commitment to offering Regents to all reflects high expectations and high achievement. Parents appreciate how our school provides a challenging curriculum within a small learning community. Our collaborative team works together to set goals, plan for effective instruction, and monitor and assess student performance. The skills and strategies that students gain enable them to attain success and reach their potential. Parents feel that the school creates a physically and emotionally secure environment in which everyone can focus on student learning. A quick visit to the school will reveal the "family feel" most visitors notice when they are here.

· PS/MS 219 offers Regents Common Core Algebra and Regents to all General Education and ICT students and 12:1 if they are evaluated to be up to the challenge of the rigor. We do not have "SP" or "Advanced Placement" classes, rather our classes are heterogeneously grouped and we do not isolate our "self-contained" classes in any way. All students therefore have access to rigorous instruction in the core subjects. No other MS schools within the district offer the Regents to such a wide range of students which has improved our service to the community and now we have 300+ families on our MS choice waiting list which has increased from a few years ago where we experienced an annual challenge to fill our grade six seats. Our parents and students know that not everyone passes the Regents because both tests are extremely hard but they continue to choose PS/MS 219 for the opportunity to pass the exam. They trust us to provide the best possible instruction to their students to give them opportunity to try. They understand and appreciate the connection to college and career readiness. (Statistics show that not all students pass the Regents but rigorous instruction and support provides the opportunity to attempt to be successful on the Regents.)

· Grade 3-8 Students use iReady for Math and ELA for targeted practice at school. Teachers use this data to plan instruction.

· The school is planning to add STEM, Mandarin, and Music into our curriculum.

· Miss Craig, Pk-1 Enrichment Model: A specialist in Special Education, early literacy and the arts teaches a program which is designed to meet the CCLS speaking and listening standards through the arts strands. She is teaching the arts in a way that supplements the students' other curricula based on Engage NY domain. Students With Disabilities (SWDs) who have emotional and sensory needs (Horizon K class) that are not sometimes met, enjoy enrichment taught via a therapeutic approach that uses strategies from speech, Occupational Therapy (OT), and Physical Therapy (PT) to help all of our youngest kids meet their needs.

· All MS students continue to receive art. The teacher is Nest trained and meets the NYC and State requirements for the visual arts. Our second Annual School-Wide Art show was very popular with our families.

· Grade 8 drama curriculum focuses on classic plays such as Shakespeare.

· Parent/Teacher teams are developing a K-8 "Bucket List" of experiences we want our students to have. We have implemented many social, cultural and academic experiences that are outside the classroom such as: Overnight trips to Washington, D.C., and Boston, as well as a day trip to Philadelphia. Our Parent Coordinator and art teacher have begun to cycle parents and students through the Metropolitan Museum, Queens Museum of Art, and the Museum of Natural

History. Pre-K students take Tae Kwon Do. Grade 2 students all have the opportunity to learn to swim at the YMCA of Flushing. Our OST program is offering every MS student the chance to learn to play tennis. We do not plan to have all students experience all things at once, but over time, our Bucket List will expose everyone to as many of the incredible offerings the five boroughs give us. If not for the school facilitating the experience, many of our families simply do not know how to access them. We plan to add these types of experiences throughout the year.

- Middle School age children are presented with mentoring and guest visits from corporate partners such as Bloomingdale's, New York Community Bank, and several New York sports teams (Yankees, Mets, Knicks, Nets, Giants, and Jets).

- We're green!! We have extensive outdoor space with a huge annual Pumpkin Patch and a full apple orchard. We have raised bed garden plots that grow tomatoes, raspberries, herbs, and more. We also compost all the organic waste from the school cafeteria and nearly 100% of all the carbon waste, our shredded paper. The compost is then used to condition our soil around the school. Parents, students and teachers volunteer to give away trees. We lost 19 trees in the tornado of 2010; since then we have planted 130 more on campus! We have hosted NYC Million Tree Project and have given away 800 trees to the community.

- Lastly, we must highlight our two new programs for children with Autism (ASD). Students on the spectrum (ASD) are served in two discrete programs here at PS/MS 219. We have Nest (20:5 ICT) and Horizon (8:1:1), two new programs that we applied for and were awarded based on space, ability to build capacity, existing supports and commitment to serving students with needs. We have always been a school that embraces all children: those with needs, those who are learning English, and those who are neurotypical - everyone. We are so proud, so grateful and so humbled to serve another group of local families in the community. Both programs have deep resources to also support our teachers, administrators and parents. The professional development is centered on training school teams to support the ASD students at their individual education levels no matter what. We already had many of the strategies to serve Students with Disabilities; certainly we had the heart and the dedication in place already. These two programs have helped us to provide structures and establish new and better organized bottom lines for our classrooms and to adjust attitudes and actions of those who serve them. Our teams are provided with intensive on- and off-site support for not only the teachers, but related service providers and administration, as well. Because of the high quality of the strategies, team meeting protocols, and other supports, many elements and philosophies have been incorporated across the school and in all classrooms. Any visitor or evaluator will see evidence of this improvement of our school-wide PBIS-like methods and classroom supports. All of which support not only the social needs but ultimately help our ASD kids to have a chance to learn like everyone else in a community school setting. That's us at our best.

- *Based on an in-depth analysis of the School Quality Guide and data files, there was an increase in the overall median adjusted growth percentile for the state ELA exam. In 2012-13, the data indicated 35.0% of the peer range while in 2013-14 the data indicates 43.1%. Additionally, there was an increase in the percentage of students meeting proficiency on the state ELA exam. In 2012-13, the data indicated 46.5% of the peer range while in 2013-14 the data indicates 48.3%. Additional increases can be seen in the average student proficiency for the state math exam. In 2012-13, the data indicated an average student proficiency of 2.82 while in 2013-14 the data indicates 2.99. The increase resulted in a 9.2% increase when compared to the peer range. However, there was a 4.8% decrease in the median adjusted growth percentile for the state math exam. In 2012-13, the data indicates a median adjusted growth percentile of 63.7% when compared to the peer range while in 2013-14 the data indicates 63.7% of the range.*

- ** A similar data analysis will be conducted and compared to maintain our alignment with our goals, once we receive the School Quality Guide for 2014-2015.*

25Q219 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-------------------------------|---|-------|---|
| Grade Configuration | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment | 654 | 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 | 42 | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | 38 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 13 | # Music | N/A | # Drama |
| # Foreign Language | 13 | # Dance | N/A | # CTE |
| | | | | 4 |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 61.9% | % Attendance Rate | 94.3% | |
| % Free Lunch | 62.6% | % Reduced Lunch | 14.2% | |
| % Limited English Proficient | 14.5% | % Students with Disabilities | 26.3% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | 12.2% | |
| % Hispanic or Latino | 31.6% | % Asian or Native Hawaiian/Pacific Islander | 39.8% | |
| % White | 16.0% | % Multi-Racial | N/A | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 4.17 | # of Assistant Principals (2014-15) | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 3 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | N/A | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.3% | Average Teacher Absences (2013-14) | 6.85 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 33.3% | Mathematics Performance at levels 3 & 4 | 45.6% | |
| Science Performance at levels 3 & 4 (4th Grade) | 83.0% | Science Performance at levels 3 & 4 (8th Grade) | 65.0% | |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | 58.9% | |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A | |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | NO | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | YES | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | YES | |
| 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 | YES | Asian or Native Hawaiian/Other Pacific Islander | YES | |
| White | N/A | 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.

As aligned to the Framework For Great Schools' Rigorous Instruction element:

Student performance trends reveal that there is an overall decrease in the numbers of level 1s and 2s in our ELA state test scores (grades 3-8). While it is desirable to see this decrease and therefore an increase of 3s and 4s, we aim to increase the coherence and consistency across the grades.

All Grades ELA Student Proficiency %

| | 2014 | 2015 |
|--------------|------|------|
| Level 1 | 22.3 | 23.4 |
| Level 2 | 42.3 | 36.4 |
| Levels 3 + 4 | 35.4 | 40.2 |

We have mixed consistency with NYS ELA proficiency growth (3s and 4s) in grades 5-8. As we see a rise in proficiency percentages from grades 3 to 4 (31.7% to 36.1%) , there is a decline in grade 5 (26.1%). We then see steady growth until grade 8 (ending with 66.7%).

As of June, 2015 Advance data for 3d shows:

- 1% of our teachers were rated Ineffective
- 14% of our teachers were rated Developing
- 70% of our teachers were rated Effective
- 14% of our teachers were rated Highly Effective

Our Well Developed “Area of Celebration” on the QR was 2.2, Assessment, which reflects our school’s action plan’s effectiveness. The school-wide consistent design, planning and implementation of rubrics and kid-friendly checklists are in use in virtually every subject, K-8. Students reflect and set writing goals, and we want to continue this work across all subject areas with an emphasis on student self- and peer-assessment. With an increase in students’ self and peer assessment, cognitive and intellectual engagement will improve, as well.

Part 2 – Annual Goal

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

Goal 1 Instruction and Assessment: We aim to improve school-wide coherence (QR 2.2 Area of Celebration: Well Developed) in the creation and use of assessments and rubrics that measure student progress in all subjects. By June 2016, our school as a whole will have a 10% increase in Danielson 3d, Designing Student Assessment, as measured by classroom observations documented in Advance and evident in learning that is measured by student reflection, self/peer assessment, and content-area rubrics.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|---|---|--|
| <p>Teachers will provide multiple opportunities for all students to engage in rigorous writing tasks with assessment tools (rubrics, checklists, etc.) that are CCLS-aligned, across all subject areas.</p> | <p>All teachers and students</p> | <p>September 2015 - June 2016</p> | <p>Teachers, Inquiry Teams, Paraprofessionals, Administration</p> |
| <p>Monday Professional Development and inquiry groups (with our TDC Sheilah Papa) will focus on student self-assessment as a way to engage students in instruction. It will also focus on extensive use of student formative assessment to diagnose evidence of learning, feedback variety, and progress monitoring throughout a lesson and unit.</p> | <p>Teachers rated Ineffective, developing, and effective teachers in 3d</p> | <p>September 2015 - June 2016</p> | <p>Teachers, Inquiry Teams, Paraprofessionals, Administration</p> |
| <p>In our ELA curriculum, Teachers College Reading and Writing Project (TC), teachers will conduct pre- and post-assessments in every writing unit of study. These activities provide multiple opportunities for students to reflect and set writing goals. Students will engage in writing tasks and reflect, via self-assessments and peer evaluations, on the quality of their writing. They will explain the necessary steps</p> | <p>Teachers, students, staff, and parents</p> | <p>September 2015 - June 2016</p> | <p>Teachers, Inquiry Teams, Paraprofessionals, TC Staff Developers, Administration</p> |

| | | | |
|--|---|-----------------------------------|---|
| <p>to increase performance, using the rubric as a learning tool for improvement not solely as an evaluation tool.</p> <p>Parent Involvement and Building Trust: Parents will receive monthly pre- and post- letters from ELA teachers, highlighting the current unit of study and assessment criteria, to support parents' understanding of the writing tasks students engage in.</p> | | | |
| <p>In Math, tasks/projects are assigned that involve real-world math problems. The solution requires not only productive struggle with the content but written explanation of the procedure and defense of their chosen solving method and strategies. Pre- and Post-assessments are given for math tasks. These opportunities provide multiple times for students to reflect and set math goals. Tuesday collaboration time is used for analysis of data and to plan for instructional changes and to form small groups.</p> <p>Parent Involvement and Building Trust: ASD Programs – Provide multiple meetings throughout year to inform, meet, share progress including Orientation Meetings, Open Houses, Grade Policy Town Hall Meeting and more.</p> | <p>Teachers, students, staff, and parents</p> | <p>September 2015 - June 2016</p> | <p>Teachers, Inquiry Teams, Paraprofessionals, Administration</p> |

Part 4 – Budget and Resource Alignment

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|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| <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>The resources required to meet this goal are the TC Units of Study, time for teacher teams to meet for Common Planning and PD, and for the MOSL committee to lead the Writing Performance Task administration and analysis. We will also work with our Talent Development Coach to create inquiry teams revolving around Danielson 3d. Our existing schedule meets the need for times to meet.</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 | X | 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 | X | Other |

Part 5 – Progress Monitoring

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| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>By February 2016, teacher teams will analyze writing mid-year assessments and continue to focus on the creation and use of assessments and rubrics that measure student progress in all subjects, as aligned by the Framework element "Rigorous Instruction." This will result in a 6% increase (of the 10% end-year goal) in component 3d.</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 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.

As aligned with the Framework for Great Schools' Supportive Environment element, we analyzed the school's learning environment survey. The school survey results show student responses with mixed results in the following three key areas:

1. Attitude about school and the importance of paying attention and homework
2. A negative view of teachers' difficult questions on tests
3. Students' attitudes about their own classroom behavior, such as working quietly, listening, following rules, paying attention, and behaving when the teacher isn't watching.

Data collected from the School Survey 2014-2015 indicates:

- 63%-67% of students responded "sometimes," "rarely," or "never" when responding to questions regarding their attitude about school and the importance of paying attention and homework.
- 75% of students responded "sometimes," "rarely," or "never" when responding to questions regarding the difficulty of teachers' questions on tests.
- 51% - 75% of students responded "sometimes," "rarely," or "never" when responding to questions regarding students' attitudes about their own classroom behavior, such as working quietly, listening, following rules, paying attention, and behaving when the teacher isn't watching.

The school has established classroom cultures and a school cultures where students are respected, feel safe, and are supported. In addition, Advance data reveals that 219 teachers need support in developing highly effective practice in Danielson’s 3c Engagement. Quality Review results in indicator 1.2, Instructional Core, shows the same need. Therefore, Professional Development is crucial for Teacher and staff to participate in to improve the school’s collective ability to support all students.

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.

Goal 2 Supportive Environment: By June 2016, 95% of teachers will conduct at least two learning cycles in their inquiry teams to study student responses on the Learning Environment Survey as evidenced by the development of action plans to support student learning needs.

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) <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> |
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| <p>Teachers, in teacher teams, will analyze the students’ Learning Survey Results to identify trends and focus areas.</p> <p>Building Trust : Provide parents opportunities to participate in Town Hall meetings to understand academic achievement standards, benchmarks and assessments and how to monitor their child’s progress, including IEP meetings and 3 Parent Teacher Conferences.</p> | <p>All teachers Teachers counselors, staff</p> | <p>September 2015 - June 2016</p> | <p>Teachers K-8, including clusters and administrators</p> |
| <p>Teachers will develop a primary grade version of the Learning Survey to gather data for all our students.</p> | <p>All teachers and students</p> | <p>September 2015 - June 2016</p> | <p>Teachers, Teacher Teams, & Administrators</p> |
| <p>Teachers will develop an action plan based on the identified trends and implement these strategies. Teachers will share their findings and results to colleagues during Monday Professional Development time.</p> | <p>Teachers, teacher teams</p> | <p>September 2015 - June 2016</p> | <p>Teachers, Teacher Teams, & Administrators</p> |
| <p>New, Probationary (not tenured yet) teachers will participate in the New Teacher Series with the Principal, as professional development to develop understanding of specifically components 2a and 3c in the Danielson Framework and best teaching practices.</p> | <p>Select teachers</p> | <p>Cycles September 2015 - June 2016</p> | <p>Teachers & Administrators</p> |

Part 4 – Budget and Resource Alignment

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|--|----------|---|-------------|---|------------|--|------------------|--|-------------------|----------------------|
| <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>Scheduling, existing program, Monday professional development, Tuesday collaboration time, teacher teams, and middle school Inquiry time.</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 | X | Title I SWP | X | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant |

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|---|-----|--|--------------------------------|--|---------|--|------------|--|---------|---|-------|
| X | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |
|---|-----|--|--------------------------------|--|---------|--|------------|--|---------|---|-------|

Part 5 – Progress Monitoring

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

By February 2016, teachers will conduct a mid-year Mini-Learning Survey, with only the targeted questions, to compare and contrast data results, as aligned by the Framework element "Supportive Environment."

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.

As aligned to the Framework for Great Schools' Collaborative Teachers element, we analyzed the needs of our lowest third students (in grades 6-8 on both NYS ELA and Math tests).

51% of the lowest third students in grades 6-8 (combined NYS ELA and Math) are in inclusion classes. Therefore, we believe that we can lift the level of teacher effectiveness through professional development around improved planning and the utilization of co-teaching methods.

Currently, 25% of these students (lowest third in inclusion) scored a level 1 on both the NYS ELA and Math tests. While we will always have a lowest third of students, we aim to raise the proficiency scores of these students.

PS/MS 219 has a variety of Inclusion classrooms, both traditional ICT and Nest, serving students with Autism Spectrum Disorder. Based on data from Advance and teacher feedback, many ICT co-teacher teams needed support in the Models of Inclusion. It is necessary to ensure that all school staff working with our students with disabilities - ASD and others - is trained to provide the appropriate services and support to all students. Our teachers need training and support implementing parallel and station teaching to lower the teacher-to-student ratio in these classrooms. Based on analysis of the Quality Review Results, the new School Quality Snapshot, feedback from ASD Coaches, GoldMansour and Rutherford consultants, Behavior Analysts, ASD Speech Consultants and NYCDOE ASD Supervisors, and data gathered via classroom observations by administrators, feedback conversations with teachers, and the addition of four new classes with ASD students, it is necessary to provide differentiated and targeted professional development to inclusion teams.

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.

Goal 3 Teacher Teams : By June 2016, 20% of professional development for inclusion teacher teams (Nest and ICT special education and general education co-teachers) will focus on strengthening planning, ICT models, and effective instruction, measured by teacher observations in Advance, by a 10% increase in Component 1a and Domain 3 (aligning with our Quality Review “Focus” 1.2).

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>Departmentalize ICT Special Education Teachers in Middle School to support and increase content-area expertise.</p> | <p>Middle School ICT teams: GE and SPED, including Nest</p> | <p>September 2015 to June 2016</p> | <p>Administration</p> |
| <p>Professional Development with GoldMansour and Rutherford focusing on teaming, adaptive materials, and co-teaching models, specifically parallel and station teaching.</p> | <p>Middle School ICT teams: GE and SPED, including Nest</p> | <p>September 2015 to June 2016</p> | <p>ICT, Nest and Horizon teams, GoldMansour and Rutherford consultants, administration</p> |
| <p>Teachers will participate in professional learning opportunities provided by:</p> <ul style="list-style-type: none"> • Nest • Horizon • Nest and Horizon Coaches • School-based teachers and staff <p>Professional Learning Opportunity Types: Study group, research and professional reading, case study, online courses, webinars, seminars</p> | <p>All teachers of ASD students</p> | <p>September 2015 to June 2016</p> | <p>ICT, Nest and Horizon teams and outside supports, administration</p> |
| | | | |

Part 4 – Budget and Resource Alignment

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| <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>Human Resources:</p> <ul style="list-style-type: none"> • Nest and Horizon teams, coaches and outside supports, administration |

- Financial Resources: school funds and program scheduling
- GoldMansour and Rutherford Consultants (G&R)

Schedule/Program:

- Per diem substitute teachers required for teacher team meetings and labsites for G&R
- Common Planning for teacher teams
- Monday/Tuesday Professional Development and Learning Communities time
- Before-School meetings for Nest (case studies)

Multiple Conference days provided by ASD Department - Nest and Horizon as part of school/DOE partnership agreements

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 | X Other |

Part 5 – Progress Monitoring

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

By February 2016, 20% of our professional development for inclusion teacher teams will continue to focus on strengthening planning, ICT models, and effective instruction as aligned by the Framework element "Collaborative Teachers." This will result in a 6% increase (of the 10% end-year goal) in component 1a and domain 3.

Progress will be monitored by using Advance reporting tools. The reports will be sorted by type of teaching model (parallel, station, alternate, etc.) to facilitate analysis of ratings to measure progress by February 15, 2016.

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

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

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

Part 1 – Needs Assessment

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

As aligned to the Framework For Great Schools' Effective School Leadership element and the most recent feedback from our PPO, our area of focus is on progress monitoring.

Our QR 1.2 (Proficient) feedback was: “Teaching practices across classrooms are aligned to the curricula and allow multiple opportunities and entry points for all students, including English language learners and students with disabilities, to engage in common core aligned activities. However, some teachers struggle with the implementation of scaffolds and with providing opportunities for students to take ownership of their learning.”

As of June, 2015 Advance data for 1e shows:

3% of our teachers were rated Ineffective
12% of our teachers were rated Developing
71% of our teachers were rated Effective
14% of our teachers were rated Highly Effective

As of June, 2015 Advance data for 3c shows:

3% of our teachers were rated Ineffective
18% of our teachers were rated Developing
66% of our teachers were rated Effective
14% of our teachers were rated Highly Effective

Student performance trends from the NYS ELA Tests (Grades 3-8) reveal that there is an overall decrease in the numbers of level 1s and 2s in our ELA state test scores (grades 3-8). While it is desirable to see this decrease and therefore an increase of 3s and 4s, we aim to increase the coherence and consistency across the grades.

All Grades ELA Student Proficiency %

| | 2014 | 2015 |
|--------------|------|------|
| Level 1 | 22.3 | 23.4 |
| Level 2 | 42.3 | 36.4 |
| Levels 3 + 4 | 35.4 | 40.2 |

We have mixed consistency with NYS ELA proficiency growth (3s and 4s) in grades 5-8. As we see a rise in proficiency percentages from grades 3 to 4 (31.7% to 36.1%) , there is a decline in grade 5 (26.1%). We then see steady growth until grade 8 (ending with 66.7%).

We will continue to leverage the school’s ability to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Based on analysis of Advance data, data gathered via classroom observations by administrators, feedback conversations with teachers, and analysis of student performance/progress, staff members need differentiated and targeted professional development in 1e and 3c. The averages of the lowest competencies evaluated in Advance make it clear that we need to provide targeted support for the subgroup of teachers who need it. Improvement of teaching practices translates to improvement of the quality of instruction our students receive by setting goals based on individual results. A Supervisory Learning Team has been created to improve the implementation of protocols to review the effectiveness of all teacher professional collaboration teams.

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.

Goal 4 Progress Monitoring: By June 2016, in order to improve our instructional practice in Danielson’s Components 1e and 3c by 10% as measured by teacher observations in Advance, 75% of Ineffective, Developing, and Effective (<3.25) rated teachers will receive feedback that meets or exceeds a “3” on the PS/MS 219 Feedback Advance Rubric (FAR). The FAR will provide for focused feedback that is: Specific, Actionable, Relevant, Timely, and Plans to Follow Up (QR 1.2 Focus: Proficient).

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>Professional Learning Opportunity Types: Study group, research and professional reading, case study, online courses, webinars, seminars and trainings, curriculum adaptation planning, peer mentoring, intervisitation, and designing and implementing PD workshops</p> | <p>Identified teachers</p> | <p>Start Date: September</p> | <p>Teachers, Administrators, TC, G&R Consultants</p> |
| <p>Administrators will norm the ways in which feedback is given, using the FAR so that it is: Specific, Actionable, Relevant, Timely, and includes Plans to follow-up.</p> | <p>Admin</p> | <p>September 2015 – June 2016</p> | <p>Administration</p> |
| <p>Teachers will record and track individualized PD opportunities. Teacher teams will continue to meet and will use data</p> | <p>Identified teachers</p> | <p>Start Date: September</p> | <p>Teacher Development Coach, TC Staff Developers, Teacher Mentors</p> |

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| gathered from feedback sessions with administrators to create or revise professional goals. | | | |
| TDC, TC, and G&R Staff developers will continue to conduct professional development meetings and lab sites focusing on the areas of need as identified by administrators and teachers. | Identified teachers | Start Date: September | Teacher Development Coach, TC Staff Developers, Teacher Mentors |

Part 4 – Budget and Resource Alignment

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|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| 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. | | | | | | | | | | | |
| Danielson’s Framework, Feedback Advance Rubric, Curriculum Maps, Advance Resources, professional research articles and resources, professionally developed protocols for intervisitation and looking at student work from the Office of Teacher Effectiveness; Monday/Tuesday Professional Development and Learning Communities time; TC Staff development lab sites; GoldMansour and Rutherford lab sites and professional development, TDC inquiry groups and coaching, ½ Day Calendar-Change days and other Chancellor’s PD days. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| X | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February 2016, 75% of Ineffective, Developing, and Effective rated teachers will continue to receive feedback that meets or exceeds a "3" on the FAR (Feedback Advance Rubric), as aligned by the Framework element "Effective School Leadership." This will result in a 6% increase (of the 10% end-year goal) in component 1e and 3c. |
| Advance reports will provide data to monitor progress. Advance observation reports and feedback will provide additional data (February, 2016). The administrative Team will use the FAR to monitor progress. |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

As aligned to the Framework For Great Schools' Strong Family and Community Ties and Trust elements, we analyzed the school's learning environment survey. The school survey results show student responses with mixed results in the area of creating a culture of respect.

Data collected from the School Survey 2014-2015 indicates:

- 36% of students responded "disagree," "strongly disagree" or "I don't know," when responding to questions regarding teachers connecting to students of different cultures/backgrounds.
- 27% of students responded "disagree," "strongly disagree" or "I don't know," when responding to questions regarding teachers communicating well with parents/guardians from different cultures/backgrounds.
- 32% of students responded "disagree," "strongly disagree" or "I don't know," when responding to questions regarding teachers appreciating student culture/background.

We aim to increase the percentages of "strongly agree" and "agree" to the above statements.

Our Well Developed in indicator 3.4 on the QR was 2.2, School Culture reflects our school’s action plan’s effectiveness. Additional analysis of the Learning Environment Survey, Parent Teacher Sign Ins, and the other family engagement activities reveals that the school shows successful interactions and events for families. Positive feedback from the Survey and verbal feedback strengthens our ties with our families and motivates us to improve the experience of being a PS/MS 219 parent. We also aim to show improvement on the Learning Survey area of “offering enrichment and a wider variety of interesting classes and activities.”

Part 2 – Annual Goal

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

Goal 5 Parental Involvement : Our school will continue to coordinate activities for students and parents, based on the needs of our parents and communities measured by meetings, surveys, agendas, and/or notices. By June 2016, 50% of our parents will participate in at least four family-oriented student support and/or student celebration activities at school, as measured by sign-in sheets for these activities (QR 3.4 Well Developed).

Part 3 – Action Plan

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| <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>Host Events: Meet the Teacher/Curriculum Night, Student of the Month Ceremonies, Monthly Family Night, Pre-K/K/MS Orientations, Parent Workshops, Town Hall Meetings</p> <p>Notification for these events are sent via Multi-language phone messages and translations of NYCDOE and school-based memos</p> | <p>All parents</p> | <p>Starting in September 2015</p> | <p>Staff, Administrators, Parent Coordinator, PA</p> |
| <p>Middle School Parent Teacher Conferences converted to appointment only to facilitate the communication between parents and all of the students’ content area teachers.</p> <p>Translators provided to ensure language access for all parents.</p> | <p>Middle School Parents</p> | <p>November 2015</p> | <p>Middle School Teacher Team</p> |
| <p>All grade DJ Parties provided for students funded from school and PA fund raising events: 4 dances, multiple Family Nights, Book Fairs etc.</p> | <p>Students</p> | <p>September 2015 – June 2016</p> | <p>All staff, students, families</p> |
| <p>PreK Social Worker and Parent Coordinator conduct parent workshops with topics that include: parenting skills, understanding educational accountability PreK-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home.</p> | <p>PreK Parents</p> | <p>September 2015 – June 2016</p> | <p>Pre-K Social Worker</p> |

Part 4 – Budget and Resource Alignment

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|---|------------------------|----------|---------------------------|--------------------------|--------------------------------|---------------------------------|------------------------------------|--|--|--|
| <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>Time, Programming, phone calls and emails, school calendars, school website, School Messenger phone system, Parents Association Monthly Newsletter, NYCDOE translation office and NYCDOE service contractors, in-house bilingual staff, ASD parent support groups, school Permits for Student of the Month celebrations, and all evening events etc.</p> | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| <p>X</p> | <p>Tax Levy</p> | <p>X</p> | <p>Title I SWP</p> | <p>Title I TA</p> | <p>Title II, Part A</p> | <p>Title III, Part A</p> | <p>Title III, Immigrant</p> | | | |

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|--|-----|--|--------------------------------|--|---------|--|------------|--|---------|--|-------|
| | 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.

Ongoing monitoring: The Parents Association Executive Board invites the Parent Coordinator, Principal and Assistant Principal to every monthly meeting where much information is shared including feedback from the board and their respective stakeholders and constituents. This open pathway of communication allows for continuous communication to address parent concerns and planning for our wide range of multiple events.

Midpoint monitoring: By February 2016, we will invite the Parents Association Executive Board and Parent Coordinators as guests and will conduct the evaluation of the school's progress in meeting this goal, as aligned to the Framework's element "Strong Family - Community Ties."

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>Reading: Fountas and Pinnell Running Records, DIBELS, Teacher-Student Conferences, Reading Notebook Entries</p> <p>Writing: Pre and Post Assessment Data, Published Writing Pieces with Rubric</p> | <p>Tier I Intervention: Guided Reading and Small Group Strategy Lessons; ELLs: Mondo Let's Talk About It- Oral Language Development Program.</p> <p>Students not progressing in grades K-3 from Tier I intervention are recommended for Tier II RTI and are provided with instruction via Fountas and Pinnell's Leveled Literacy Intervention System (LLI) by our reading specialist.</p> <p>Tier III - Students will get DIBELS instruction with our SETSS teacher 4-5x/week.</p> | <p>Tier I and II- individual and small group</p> <p>Tier II- The Leveled Literacy Intervention System (LLI) is a structured small group (three to four students), supplementary intervention program designed for young children who struggle with reading and writing and who need intensive support to achieve grade-level competency.</p> <p>Tier III - DIBELS instruction and progress monitoring is 1:1.</p> | <p>Tier I- In the classrooms, during independent work time.</p> <p>Tier II- daily, during the school day, for 30-45 minutes with the LLI teacher/specialist, until he or she meets grade-level performance, which is an average of 18 weeks.</p> <p>Tier III - daily with the SETSS teacher, 1:1 in a separate location.</p> |
| Mathematics | Ongoing assessments, performance data, and diagnostics | Accelerated Math: flexible strategy groups based on assessed needs by needs, by topic. | Individual and small group | During the school day, in class |
| Science | Conferring Data | Close Reading activities | Small group instruction | In the classroom |
| Social Studies | Topic complexity & Rubric Assessments | Close reading activities, informational writing | Individual and small group | During the school day, in class. |

| | | | | |
|---|--|------------|----------------------------|--|
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | All of the programs are provided to students in either an individual basis or in small group sessions during the day, on an as-needed basis or as per mandated on the students' IEP. | Counseling | Individual and small group | During the school day, in class or pull-out. |
|---|--|------------|----------------------------|--|

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| The school utilizes every NYCDOE support to recruit new teachers such as the Open Market and the Teacher Finder. The school also develops extensive professional networking to spread the notice of any and all openings in the school. Each candidate is thoroughly evaluated for their credentials, experience, and "fit" for the assignment. The teachers and administration work hand in hand to discuss and plan for appropriate assignments for teachers that match up experience and expertise with student need. Where support in the form of professional learning is required, the school works together to seek out and implement the support necessary for teachers to succeed in the classroom. |

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). |
| The progress the school has made as evidenced by the Quality Review and student achievement gains on the NYS ELA and math exams, can be attributed to the high-quality, focused professional development that supports teaching from Common Core aligned curriculum and Advance feedback. |

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.).

Since the school is a K-8 with PreK, our students and families have extremely smooth transitions. Stepping up ceremonies, Open Houses and many other parent-involvement activities are conducted throughout the year. Also, because the PreK classes are included in all of the regular K-8 activities by grade bands such as school dances, Student of the Month and others, transitions are not an issue. Our PreK Social Worker actively supports all social and emotional issues for our PreK students. They may come to her via teacher recommendations, parent referrals, or simply by classroom observations. Our Parent Coordinator (PC) sets up 10 to 12 events every year where Community Based Organization’s present their services or products to our parents; all parents are invited for all events. The PC also works closely with our PreK Social Worker. They plan parent and facilitate workshops together.

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.

The Professional Development Committee, the MOSL Committee and Inquiry Teams have been meeting and planning for several years developing formative assessments. Much progress was made in the design and use of rubrics in ELA and math with Social Studies adding rubrics to everyday classroom teaching and learning. ELA teachers across grades K- 8 participated in the TC Writing Pathways System training to learn about assessment best practices. There is a schoolwide core belief that students learn best when they have excellent modeling, time to engage in the discussion of what they think and how they solve problems. Across classrooms in the major subjects and now art, PE, Spanish and technology, students use checklists and rubrics as learning tools, not solely as a scoring tool. The school uses a fourpoint rubric scale where “three” means proficient or grade-level mastery.

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 | 232,083.00 | x | 5A, 5B, 5C, 5D, 5E |

| | | | | |
|----------------------|---------|--------------|-----|--------------------|
| Title II, Part A | Federal | 85,239.00 | x | 5A, 5B, 5C, 5D, 5E |
| Title III, Part A | Federal | 11,200.00 | x | 5A, 5B, 5E |
| Title III, Immigrant | Federal | 0 | N/A | |
| Tax Levy (FSF) | Local | 3,381,446.00 | x | 5A, 5B, 5C, 5D, 5E |

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 219**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 219** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

PS/MS 219 , 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>PSMS219 Paul Klapper</u> | DBN: <u>25Q219</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>94</u> |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>4</u> |
| # of certified ESL/Bilingual teachers: <u>4</u> |
| # of content area teachers: <u>0</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: Before School Program: Students will attend the school's traditional "Sunrise Academy" for ELLs. This program supports language development in English and Native Language instruction. The program strives to provide test sophistication for the NYSESLAT Exam, with a focus on the speaking, listening, reading and writing skills in combination with familiarity in the test's format. The program design/plan also incorporate cycles within where students are flexibly grouped not only by grade level, but also by English proficiency level, and home language for native language support. All ELL students, across all proficiency levels, in grades K-8 are invited to attend the Sunrise Academy. The program's duration is 10 weeks- from February to early May. The program is scheduled from 7:30 AM to 8:10 AM every Tuesday, Wednesday and Thursday. All four of the teachers that teach the program are certified in ESL. The materials used by students in the program are Getting Ready for the NYSESLAT and Beyond from Attanasio and Associates, Inc.

Other: We provide additional support to our ELLs during the breaks- the mid winter and spring recess breaks. These include 2 days during the mid winter break and 3 during spring recess (for a total of 5 days). The program is scheduled from 9:00 AM to 12:00 PM on the scheduled days. All students, in grades 3-8 are invited to attend the recess programs. These are the same ELLs also invited to the above mentioned ESL Sunrise Academy. This program supports high academic achievement in ELA, Math, and other core academic areas. In addition, these programs support the rigor behind the CCLS, reading for stamina, and test sophistication for the NYS exams. The teachers that teach the recess academies are ESL, elementary, and/or secondary certified teachers. Materials include: Just Right Books, Rally Test Prep, NY Ready Test Prep by Curriculum Associates, and MONDO kits.

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 ESL teachers are immersed in PD that supports not only ESL strategies but also the rigor and curriculum of the general education population (since all of the ESL teachers are dually certified in ESL and either Common Branches or Special Education). All of the teachers who are working in the Title III program will be the recipients of PD sessions. All four teachers as well as other staff responsible for delivery of instruction and services to ELLs participate in weekly Common Planning with classroom teachers, weekly Inquiry Team meetings, weekly school-based Monday Professional Development, at least three cycles Teachers College staff development/lab sites (a cycle in October, February, and May) Network CFN 204 ESL instructional workshops, a monthly study group after school specifically about Advance and the Danielson Framework as it relates to best teaching practices for ELLs, as well as any other workshops provided from the NYC DOE specifically for ELLs. Topics include: meeting the rigor of the CCLS, MOSL performance assessments/tasks analysis with grade level benchmarks, increasing the rigor of reading conferences through Fountas and Pinnell's Literacy Continuum, standards-based rubrics and continua, and analysis of student work (to track progress) across the TC Writing Pathways System. In addition, we are offering a study group for the ESL teachers

Part C: Professional Development

of students with IEPs in January during morning, 45 minute "before school" sessions, as well as content area teachers in grades 6-8, during middle school common Inquiry across five Thursdays in January and February that focuses on text complexity, informational texts and shared reading comprehension strategies. The purpose is to increase the reading strategies and performance level of students with IEPs in the upper grades who are also ELLs in 12:1 classrooms as per need revealed in our data analysis. In addition, upper elementary grade teachers of ELLs (grades 4 and 5) will also participate in Phonics/Word Study training, one school session in December for three periods, to provide targeted language instruction that supports basic literacy skills for Beginner and Intermediate ELLs. As previously mentioned, data shows our ELL students mostly have proficiency in listening and speaking but struggle in the reading and writing section. Providers: Grade-level Lead Teachers, Core Inquiry Team Members, Network Specialists/Achievement Coaches, Assistant Principal, OELLS, and Teachers College staff developers.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parents are invited to attend workshops to develop English Language skills, Family Night activities, Meet the Teacher Night in September, Parent/Teacher conferences in November, March and May, Monthly Parent Association meetings, individual meetings concerning their child's progress, trips, celebrations, and special events. All events are posted on our school website <http://psms219.org>, are written in multiple languages on letters sent home, and are recorded in translated languages via home voice messages. Specific events include monthly (September-June) student of the month ceremonies and monthly Parent Association themed family nights.

At PSMS 219, we partner up with a variety of agencies and Community Based Organizations to provide workshops/services to ELL parents. These include: The Office of Adult and Continuing Education (NYC DOE) who is providing classes at neighboring schools PS 107 & JHS 189 & PS 20, The Tutoring Club (Bayside)- math, reading and writing tutoring clubs; Adult Learning Centers at Queens Library and Generations Online at Queens Library (Flushing)- computer instruction, books, audio, video, etc.; YWCA of Queens- After School Program- NYS test prep, meals, HW help, special attention to ELLs and SWD, parent-teacher liaison services, family counseling, music, arts and crafts, computer, etc.; and the Learning Society (Flushing).

We evaluate the needs of parents through conversations, meetings, phone calls and surveys. Staff and the parent coordinator assist in this.

Our parent involvement activities address the needs of parents because we provide what they request. For example, the majority of our parents asked for English classes so our ESL teachers will provide free adult ESL classes after school at PSMS219. We will cycle throughout the school year across six week sessions that focus on speaking and reading skills separately. We will conduct three six week cycles, one hour each week. The first cycle will be in December, the second in February, and the third in May. Multiple groups will be going on during the same cycle, depending on the demand to assure that the groups are not too large in size. We will also conduct monthly parent-child homework assistance sessions, where the ESL teachers will provide direct opportunities for parents to do homework assignments with their child in the company of and explanation by a teacher. This will occur on a monthly basis, for one hour, every other month of school. Lastly, we will also recruit parent liaisons, bilingual parents within our school community who would like to volunteer to work alongside the ESL teachers to support parents of ELLs. All of these activities are year-long cycles.

Part D: Parental Engagement Activities

Phone messages and letters home are translated, which parents also requested. We also use an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages during assemblies, workshops and meetings. In addition, our parents are interested in workshops that provide them with strategies for how to help their child at home. Therefore, we have planned for workshops which our ESL teachers will facilitate about the following topics: How to help your child with their homework, How you can support your child's literacy development, and Math strategies that transfer to everyday life situations. We will also conduct trips to the Public Library where parents can take out a library card and books with their child.
 Note: "Town Hall" style meetings utilized simultaneous translators for Spanish, Chinese, and Russian speaking parents. Interpreters are used for Parent Teacher Conferences.

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | _____ | _____ |
| 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 219 |
| School Name Paul Klapper | | |

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 Fred Wright | Assistant Principal Marlin Vellon |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Qi Tang | School Counselor April Mavrovitis |
| Teacher/Subject Area Jinny Yuan, ENL | Parent Frances Mariconda |
| Teacher/Subject Area Efrosina Bezhani, ENL | Parent Coordinator Janet Ardezzone |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent type here | Other (Name and Title) type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 628 | Total number of ELLs | 99 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| 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 | 99 | Newcomers (ELLs receiving service 0-3 years) | 78 | ELL Students with Disabilities | 20 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 20 | Long-Term (ELLs receiving service 7 or more years) | 1 |

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 | 78 | | 8 | 20 | | 11 | 1 | | 1 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

| | |
|--|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|--|---|

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | 5 | | 5 | | 1 | | 3 | 4 | 6 | | | | | 0 |
| Chinese | 15 | 11 | 10 | 6 | 9 | 2 | 3 | 2 | 3 | | | | | 0 |
| Russian | | | | 2 | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | 1 | 2 | | | 1 | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | 1 | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | 1 | | 1 | 2 | 2 | | 1 | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|----|---|----|---|----|---|---|---|---|---|----|----|----|-------|
| Entering (Beginning) | 12 | | 2 | 2 | | 1 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 2 | 4 | | 1 | 1 | | 1 | | | | | | | 0 |
| Transitioning (High Intermediate) | 5 | 1 | 1 | 1 | 2 | | | 1 | 1 | | | | | 0 |
| Expanding (Advanced) | 2 | 9 | 13 | 5 | 10 | 3 | 5 | 6 | 8 | | | | | 0 |
| Commanding (Proficient) | 0 | 1 | 4 | 2 | 2 | 1 | 3 | 6 | 1 | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | | | 1 | | 2 | 0 | | | 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.
 Our school uses the Fountas and Pinnell Benchmark System as the assessment tool to assess the early literacy skills of our ELLs. The assessment, which includes running records, provide insight into our ELLs reading knowledge of concepts of print, accuracy, fluency and comprehension. The miscue analysis informs our instruction. For example, is the child making meaning-based, syntactic, or visual miscues? Specifically, this information helps inform our school's instructional plan because teachers modify the components of Balanced Literacy as needed to meet these needs. For example, accuracy strategies are included in shared reading, interactive writing, read aloud, guided reading, word study, conferences, etc. Teachers use these assessments along with other school work and observations to find out the weaknesses and strengths of our ELLs. Historically, our fall reading assessments reveal that the majority of our primary grade ELLs (grades K-2) struggle with accuracy. Specifically, they are making visual miscues due to minimal knowledge of letters and sounds. The LLI teacher coteaches with the ESL teachers when they service Kindergarten students to tackle the above mentioned needs using the Phonics Lessons Fountas and Pinnell program with techniques from the Leveled Literacy Intervention program. Historically, the pattern in the upper elementary grades has been that students struggle with comprehension skills. Specifically, "thinking beyond the text." We are using this data to plan for guided reading groups when the ESL teachers push-in into the upper grade classrooms. They have been trained on how to use the Fountas and Pinnell Literacy Continuum to confer with students on comprehension skills and strategies of need as identified on the running records. The goal is to lift the level of the students' reading levels towards grade level benchmark, using leveled reading books (just-right books) in combination with rich vocabulary nonfiction texts. Another tool our school used to assess all of our primary grade students, including our ELLs, is DIBELS Next. DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS helps to identify students who may be at risk for reading difficulties (universal screening); helps teachers identify areas to target instructional support; and helps to monitor at-risk students while they receive additional, targeted instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns across performance levels and grades reveal that the majority of our ELLs are in the elementary grades, K-4 (73 Of 99). Kindergarten has the highest number of Entering level students (12); across grades, the number of Entering level students lessens

(2 in 2nd grade, 2 in 3rd grade and 1 in 5th grade); Expanding is the dominant level across all grades (61 in total across grades K-8). Second and fourth grade service the most Expanding level ELLs (13 and 10).

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

We use the AMAO tool to track the percentage of students making progress in English as well as the percentage of students attaining English language proficiency. The data reveals that our students have made progress from Emerging to Transitioning and 20 of our students are Commanding/Proficient.

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?

a) After careful analysis of data, the following patterns were revealed: the majority of our ELLs are in the elementary grades, K-4 (73 Of 99). Kindergarten has the highest number of Entering level students (12); across grades, the number of Entering level students lessens (2 in 2nd grade, 2 in 3rd grade and 1 in 5th grade); Expanding is the dominant level across all grades (61 in total across grades K-8). Second and fourth grade service the most Expanding level ELLs (13 and 10). In relation to the NYS ELA and Math Exam Data: the majority of ELL students are at level 2 for ELA proficiency and level 3 in Math. We identified a pattern which was transitioning/expanding in ESL proficiency and approaching grade-level benchmark with a level 2 in ELA. b) School leadership and teachers use the results of the ELL periodic assessment to create individualized goals for students. We use the results as beginning of the year benchmarks and then as mid-year checkpoints to forecast NYSESLAT end of year performance. The results serve as data to track progress. c) After conducting the BOY periodic assessment, we noticed that students appeared to score the lowest in the following standards: ELL.2-4.2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression; and ELL.5-8.5: Students will demonstrate cross-cultural knowledge and understanding.

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.](#)]

We refer to a variety of data sources to guide our instruction for ELLs. In literacy, we review the students' reading level as assessed by the running records or concepts of print assessments. If the student is reading below grade level, the classroom teacher provides tier 1 RTI. After a sequence of targeted instruction, overall progress is assessed. Further interventions, if applicable, are then applied. If the student is reading very far below grade level, tier 2 RTI is implemented by our Leveled Literacy Intervention (LLI) teacher. Eligible ELLs participate in a cycle of intense reading instruction, daily for about 10 - 12 weeks. We constantly monitor progress, comparing growth to that of formal data such as that of proficiency levels on the NYSESLAT and ELA NYS exam results. Similar steps are followed in the math and the content areas; tier 1 RTI interventions are implemented by the classroom teacher with support from our ESL teachers and SBST. As mentioned above, new to the 2015-2016 school year in our school is the DIBELS Next screening tool. DIBELS provides us with the necessary data to identify students who may be at risk for reading difficulties via universal screening; helps teachers identify areas to target instructional support; and helps to monitor at-risk students while they receive additional, targeted instruction. The four action steps for schools within the RTI Framework include: universal screening, strong core instruction, intense tailored instruction, and progress monitoring. We follow these four steps to assure that our RTI framework for all students, including ELLs, is in place. In addition, we use iReady for ELA and Math as our screening and progress monitoring tool to gather additional data and instructional supports for our ELLs.

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

We meet as a team monthly to discuss patterns and growth to assure that our students' second language development is considered in instructional decisions. For example, we purchase resources based on the need displayed by language proficiency level. For example, if a child is in 5th grade and is a "beginner" as well as is reading below grade level standard, we purchase high-interest low level chapter books or bilingual books in the child's native language as well as English. We also plan for which instructional methods best fit depending on which modality is of focus- reading, writing, listening or speaking. In addition, we scaffold when accessing grade level texts, especially in the nonfiction genre. Classroom teachers use data to form flexible groups based on proficiency levels. We infuse technology such as the Smart Board and I pads to provide additional venues for learning.

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of our program for ELLs by the gains we see in our students in literacy. For example, we analyze running records, DIBELS Next screening results, iReady screening results, periodic tests and quizzes, MOSLS, and state wide assessments/Regents to assess growth. We track growth across guided reading levels, gains in the listening/speaking,

reading/writing sections of the NYSESLAT, and comments/scores on standards-based writing rubrics from Common Core-aligned tasks. We also analyze growth in the Math NYS Exam to monitor content area knowledge gains. Lastly, we also analyze the data that reveals who is at proficiency each year on the NYSESLAT (overall and in listening/speaking, reading/writing).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
ELL students are identified through processes as outlined by the NYCDOE, within 10 school days of enrollment. Families of all incoming students are required to complete the HLIS. When a new admit deemed potential ELL enters, our ESL teachers are notified. The ESL teacher conducts the HLIS interview with parent/guardian in home language. The trained ESL teachers complete the HLIS form with the parent. When the HLIS is started, we determine if a greater understanding would be possible through interpretation. If needed, we contact translation services at (718) 752-7373. An oral interview is also conducted with the child and parent to determine the student's home language. The HLIS is only evaluated by a licensed pedagogue- an ESL teacher (languages other than English spoken by pedagogues include Chinese, Spanish). On-site staff members who can translate speak Russian, Urdu and Korean). We then determine if the student is eligible to take the NYS Identification Test for ELLs (NYSITELL). If the student speaks Spanish, we also administer Spanish LAB.
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).
When we complete the HLIS, if the parent indicates interrupted or inconsistent prior schooling, we proceed with the SIFE Identification Process as outlined in the English Language Learner Policy and Reference Guide, including the SIFE questionnaire. Initial SIFE status is then indicated in ATS within 30 days of enrollment.
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).
When a newly enrolled student with an IEP enters and the Home Language is not English, the LPT members review evidence of the student’s English language development. Three of our ESL Teachers- Ms. Heltzer, Ms. Arnold and Ms. Gigante are dually licensed in TESOL and Special Education, therefore are qualified to assist in this process. In addition, the Special Education AP, Ms. Paley also assists alongside AP Ms. Vellon. Based on this review, the LPT recommends that the student either takes or does not take the NYSITELL. If the team recommends that the student takes the NYSITELL, the ELL identification process continues. If the team recommends otherwise, the principal reviews and then the superintendent makes the final decision as to whether the student should or should not take the NYSITELL. The student’s parent or guardian is included in the process, with the appropriate interpretation, to accept or decline, within 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
We ensure that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and scored is determined. One copy of the entitlement letter is sent home to parents in the students' book bags, in parents' preferred language. A second copy is also mailed home. ESL teachers as well as administrators and classroom teachers keep a tally checklist of each child who received a letter and check off when the child returns it; for collection tracking purposes and therefore are the ones responsible for this process. Phone calls as well as back pack letters requesting the return of the entitlement letters are conducted, as needed.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are notified, in their preferred language, that they have the right to appeal ELL status and proceed with the Re-identification Process once the child is determined eligible to proceed with the ELL Identification Process. This occurs within 45 days of enrollment. The lead ESL teacher, Ms. Tang, and administrators are responsible for this process. Copies of letters are filed and maintained in the 2015-2016 ESL Admin Binder, alongside other ESL student-parent letter records.
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.
To ensure that parents understand all three program choices, the ESL teachers and Assistant Principal conduct parent orientations in the beginning of the year (ongoing during the first few weeks of September 2015), during the day and in the evening as well as

during September's Meet the Teacher Night (September 17, 2015). Additional times are added in the beginning of the year to accommodate for parents. Throughout the year, we conduct the parent orientation on a one to one basis as necessary when a new admit arrives. If a parent does not attend the orientation, we persistently call and mail an invitation letter until we receive a response. Translation services are provided at the parent orientation sessions. The presenters speak Chinese and Spanish. We arrange for translation services for the other languages, as needed. We show the video to parents in their home language. We discuss the three options of programs- Transitional Bilingual Education, Dual Language, and Freestanding ENL. Parents complete "Parent Survey and Selection Form" in appropriate home language. If parents choose an option that is not available in our school, we explain to the parent that this school does not offer that program and let them know of schools in the area that do offer the program. Parents may choose to keep the student in our school and select their choice as ESL Program on the form or choose to send child to another school. We tally the number of parents who want a program other than ENL, which is what we offer, so that if the numbers grow to the designated number, we can provide one of the two other programs. Lastly, if a parent would like to send their child to a program not available in our school, the procedures indicated in the ELL Policy and Reference Guide ask that we contact ELLPROGRAMTRANSFERS@schools.nyc.gov

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The method of ensuring that the parent surveys and program selection forms are returned are as follow: The Parent Survey and Program Selection Form are collected from parents immediately after they view the video about program choice during the orientation. All correspondence is in parents' preferred language. If parents do not attend the orientation session, we continuously call until they do attend and if that doesn't occur, we mail home information packets.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If parents do not attend the parent orientation, we continue to call them and send letters home until we get a response. ESL teachers as well as administrators and classroom teachers keep a tally checklist of each child who received a letter and check off when the child returns it; for collection tracking purposes. As described, phone calls as well as back pack letters in parents' preferred language, requesting the return of the forms and surveys are conducted, as needed.
9. Describe how your school ensures that placement parent notification letters are distributed.
One copy of the placement parent notification letter is sent home to parents in the students' book bags, in parents' preferred language. A second copy is also mailed home. ESL teachers as well as administrators and classroom teachers keep a tally checklist of each child who received a letter and check off when the child returns it; for collection tracking purposes. Phone calls as well as back pack letters requesting the return of the entitlement letters are conducted, as needed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school retains the completed HLIS forms in student's cumulative files/permanent record folders. Other essential documents such as ESL exam scores are also included in the culumative folder. Copies of non-entitlement, entitlement, continued service letters and parent surveys are all filed and tabbbbed in one centralized ESL binder, by school year.
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.
During the spring term of the school year, we prepare all ELL students for the NYSESLAT. The ESL department confirms who is eligible by comparing our attendance and data reports to the RLER report on ATS. We then create a schedule across the testing window, with the four components of NYSESLAT listed with time frames to ensure that all components are administered. We plan according to the testing window, grade bands and proctors. This schedule is monitored by the lead ESL teacher, Ms. Tang and ESL supervisor, Ms. Vellon.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
One copy of the continued entitlement and transitional support parent notification letter is sent home to parents in the students' book bags, in parents' preferred language.. A second copy is also mailed home. This is monitored by the lead ESL teacher, Ms. Tang and ESL supervisor, Ms. Vellon.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms, the trend in program choice that the parents have requested has been Freestanding English as a Second Language (ESL), which is now ENL. The program model offered at our school aligns with the parent requests. We monitor trends in parent choice via the ELPC screen on ATS and also enrollment data.

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.

All of our ELLs in grades K-2 are in heterogeneous, standalone ENL/integrated classes. As per CR Part 154.2, ELLs in standalone K-2 ENL classes travel as a group (by grade-level) and are in mixed proficiency level classes taught by a dually certified common branch/TESOL teacher. An ELA instructional component incorporating the ELA and ESL standards as well as curriculum) and a content area instructional component is focused on. All ELLs in grades 3-8, are serviced through the ESL Push-In model, also in heterogeneously grouped classes, via the freestanding model. There also is an ELA instructional component incorporating the ELA and ESL standards as well as curriculum) and a content area instructional component .
 - 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)?

All three of our primary grade students receive the mandated number of instructional minutes according to proficiency levels via the program they are in, Stand-Alone ENL and Integrated, with a dually certified teacher. Two of our middle school ESL teachers are also certified in special education as well as content area, therefore we program them to provide the mandated number of instructional minutes. Lastly, we have one ESL teacher who we program to service via the push-in model all of the remaining ESL students. The five proficiency levels for ELLs require and receive the required mandated minutes. Specifically, due to the number and span of licensed TESOL teachers that we have, all entering level students receive both standalone and integrated ENL. Emerging proficiency level students receive at minimum the 90 or 180 minutes of standalone ENL and 180 minutes of ELA/ENL. Transitioning proficiency level students receive at minimum 90 minimum of integrated and standalone minutes, for a total of 180 minutes. Advanced level students receive the 180 minutes of instruction via integrated services. Lastly, commanding level students receive the 90 mandated minutes via integrated ENL/ELA or content area services.
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.

All instruction is provided in English, incorporating the four modalities: Listening, Speaking, Reading, and Writing. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. Our focus is targeted at developing academic vocabulary and grammatical structures that often impede ELLs from comprehending content area material. In all grades a Balanced Literacy program is implemented where ELLs are supported as they read “just right” books, receive small group instruction based on need and confer on a regular basis with teachers. In science and social studies our newly arrived Middle School ELLs are supported in the content areas through the use of differentiated level texts to teach content. Peer tutoring is available as students are assigned buddies who speak their native language on an as needed basis. Content area instruction focuses on providing students with a variety of graphic organizers, analogies and previews to build meaningful verbal learning. In mathematics the focus is on building and sharing problem solving strategies orally and in writing by having students work collaboratively and by using hands-on materials to build concepts. These methods have been found to increase proficiency for our ELL students. In all content area classrooms, teachers activate prior knowledge/build background knowledge; provide access to content; and extend language. Materials such as photographs, charts and graphs are used to enable students, in Science and SS. Primary sources are also referred to in SS. The content area teachers have been trained intensively in the CCLS. Since the ESL teachers are stand-alone, dually certified teachers, they have also been trained intensively in aligning lessons to the CCLS. The push-in ESL teacher coteaches and confers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

After analyzing the home language reports, we ensure that ELLs are appropriately evaluated in their native language by providing them with translated exams on the NYS Math Exam/8th grade Math/Science Regents and/or providing them with native language/bilingual dictionaries and pictionaries. Students are able to read and write in their native language for accurate assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. The periodic assessments, screening tools, as well as classroom informal assessments all target the four modalities. We use the data gathered from these sources to assess progress and performance.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a: We differentiate instruction for ELL subgroups. This past school year, we did not have any SIFE students. In the past though, the ESL teachers who work with our SIFE students have used a variety of manipulatives and visuals to enhance comprehension during the instruction time. For example, we use technology program such as Raz-Kids to provide reinforcement of language acquisition. In addition, we use strategies from Fountas and Pinnell's Leveled Literacy Intervention (LLI) system to provide for SIFE students the foundational skills learned in the primary grades.
- b: With ELLs who are newcomers, basic conversational skills as well as concepts of print and literacy will be addressed. PSMS 219 implements all of the parts of the Balanced Literacy Curriculum. Additional supplemental materials include shared reading materials from MONDO, the Let's Talk About It Kits as well as the Let's Sing About Kits to promote speaking and language immersion. We also provide all ELLs with multiple opportunities such as the morning sunrise program and LLI. ESL teachers also use the Fountas and Pinnell Phonics Lessons word study program to teach language skills.
- c: Historically, data shows that our developing ELLs are for the most part either advanced or proficient in listening/speaking and reading/writing. Therefore, teachers will continue to scaffold the language and use a variety of graphic organizers to assist the students with their accountable talk and writing. In addition, these students will receive support in the writing process as well as in the qualities of good writing, in ways that lift the level of their writing across grade/common core aligned benchmarks. Materials include the MONDO graphic organizers from the Now I Get It series as well as reading small groups created via the use of the Fountas and Pinnell Literacy Continuum. In content area classes, we use Tony Stead's nonfiction strategies.
- d: We currently have a few Long-term ELLs in our middle school special education self-contained classrooms. When assessing data, the struggle lies in reading and writing. We will provide LTEs with explicit verb and adjective usage in writing along with content/craft support. We will use the MONDO Now I Get It series to supplement the balanced literacy components, including writer's workshop. In addition, pre-writing activities that build background knowledge will also be implemented. Lastly, LTEs will be serviced by stand-alone and integrated ENL services, since we have the appropriately licensed MS ESL staff.
- e. Former ELLs up to two years after exiting ELL status will receive integrated ENL in ELA via push-in services by our ESL staff. Strategies such as modified guided reading, reciprocal teaching, and literature circles will be used to reinforce.
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.
- All of our classes at PSMS219, including those with ELLs follow Common Core-aligned curriculum as well as use the same literacy assessment tools and RTI screening tools. Therefore, a student who has been re-identified as ELL or non-ELL, will not have "suffered" in academic progress because he will have been receiving appropriate instruction and interventions, as needed. Ms. Tang, our lead ESL teacher, is the assigned qualified and trained staff member who manages the initial identification process (6-12 months) as well as the re-identification process (6-12 months).
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?
- ELL SWD students in restrictive settings (either self contained special education classes or ICT) will receive additional ESL support via stand-alone and integrated ENL. In addition, we will utilize high-interest lower level reading materials designed to give students access to content area information and implement methodologies designed to enable each student to meet his/her IEP goals and objectives. Short, leveled nonfiction texts from Newsela.com as well as from Scholastic subscriptions to Scope magazine will be used to support content area knowledge. This in combination to texts used in content area classes, will support the informational texts task which is the DOE's current instructional initiative as well as a big emphasis in the CCLS.
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?
- Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL SWDs within the least restrictive environment in a variety of ways. For example, ELL SWDs participate in the same opportunities/programs and use the same

Chart materials as non ELL SWD students. Also, teachers of ELL SWDs attend/participate in professional development sessions that provide them with the appropriate resources to best teach their students. For example, a number of our TC labsites and meetings center around teaching strategies for ELL SWDs. Lastly, our related service providers work in conjunction with the ESL teachers to support the classroom teachers of ELL SWDs.

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

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



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

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

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

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

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

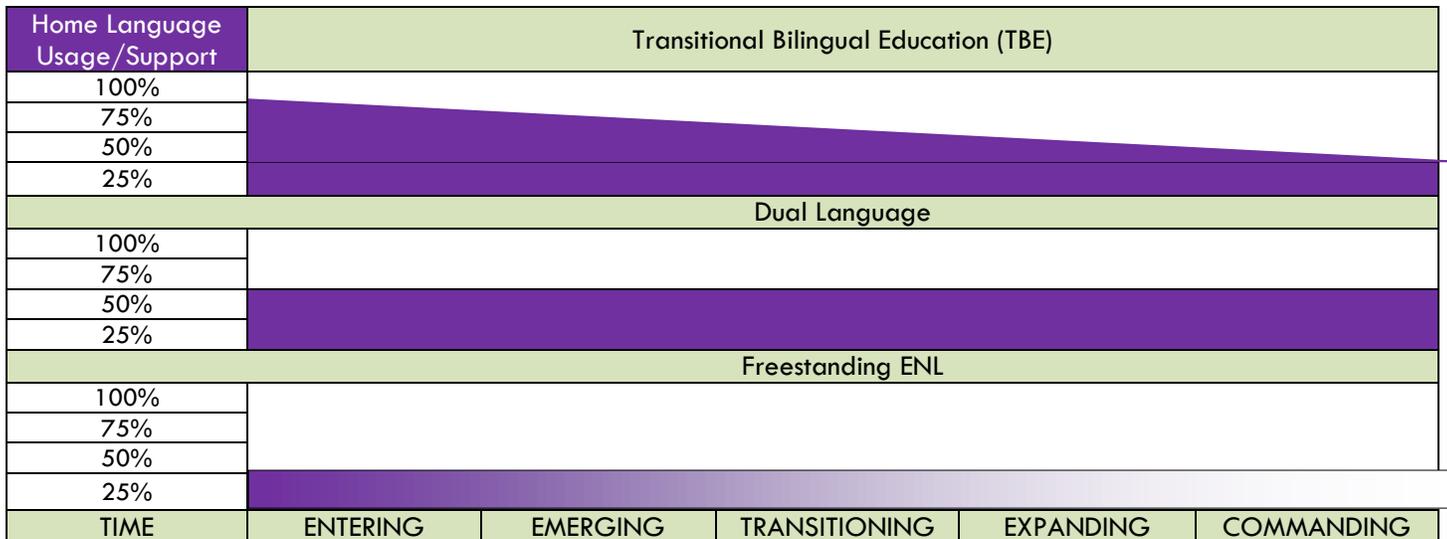


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The intervention for ELLs in ELA, Math and other content areas require the use of both the push-in/pull-out model. The ELLs study the same materials with additional support in language development focusing on vocabulary. Strategies such as juicy sentences will be used to help ELLs in building comprehension on the content material. Middle School newcomers occasionally participate in pull-out services to provide an extra layer of vocabulary introduction, background knowledge, and planning tools that will transfer to the content area subject. Intervention programs occur before school during the Sunrise program, during the school day via conferences, as well as during RTI Tier 1 and 2 services multiple times a week. Teachers conduct the following strategies during Science and SS, to activate prior knowledge and build background knowledge: brainstorming/discussion, use of graphic organizers, visuals in texts, short-term and long-term direct experiences. To access content, they dramatize and clarify language as well as relate academic words to student's native language. During math, teachers use visuals and provide hands on experiences as well as make personal and cultural connections. As previously described, primary grade ELLs are screened with DIBELS Next and upper grade ELLs are screened via I-Ready. Both screening tools are also progress monitoring tools which provide targeted intervention lessons in ELA and Math for the ESL teachers to use to increase proficiency.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We consider our current program to be very effective. Year after year the number of language proficient students increase as do the advanced levels, as per data analysis from RLAT reports. In addition, the literacy levels in the second language continue to rise closer and closer to grade level benchmark. Assessments used include Reading Assessments (Running Records) in ELA, writing performance tasks in ELA (MOSL baselines, pre and post on demands, published pieces), and topic exams/quick checks/performance tasks in Math. Formal NYS data from the ELA and Math exam as well as Science and Math 8th grade Regents are also referred to. The ESL department collaborates with teachers of ELL students to analyze data and plan for next steps. The data is reviewed on an ongoing basis. For example, the NYSESLAT as well as NYS ELA and Math and Regents data is reviewed yearly as frequently as needed. Running records and the DIBELS Next as well as I-Ready Screening Tools are conducted and analyzed at minimum three times a year. Topic exams in Math, Science and SS are conducted every few weeks, at the end of every topic.
12. What new programs or improvements will be considered for the upcoming school year?
New for the upcoming school year will be the adoption of the RTI Framework for ELLs via the use of two new screening tools- DIBELS Next and I-Ready. These two assessment tools will provide us with specific data to provide targeted Tier 1, 2 and 3 instruction to our ELLs.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs and events. They are a part of all instructional periods and school events, since we limit the periods of pull-out services. Supplemental services offered to ELLs are the sunrise test prep academy (for ESL, ELA and Math), and leveled literacy intervention (LLI). In addition, middle school ELLs take part in and fully participate in regents level courses (Algebra and Earth Science). School events such as monthly PA funded Family nights, student of the month, middle school overnight trips are also offered to ELLs.
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.
Some instructional materials being used to support ELLs include: Columbia University Teacher's College reading and writing workshop models. In addition, IPAD echnology as well as listening centers along with interactive Internet sites and the smart board support our ELLs. We also use Accelerated Math as well as Raz Kids online. The ELMO is also used in ESL classrooms as a technology tool to model literacy strategies.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided for ELLs in our school. Our school library and classroom libraries contain many trade books in a variety of languages for our students. Students have access to native language/bilingual dictionaries and dual language texts. Standardized tests are provided in a variety of languages and translators have been hired to assist with testing. Our ESL teachers are fluent in Chinese, Greek and Spanish. We also pair ELLs up with other students who are bilingual in their native language as well as English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ESL teachers provide age appropriate materials depending on the ELL's grade level and abilities. For example, middle school ELLs receive push in services so that they do not miss subject classroom instruction in combination with conferences that provide an extra layer of scaffold so that the middle school ELL does not feel "behind." In the primary grades, we engage in many shared

class experiences such as shared reading, singing of songs and poems, picture sorting for vocabulary development and story telling to foster immersion of language.

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).

Parents who bring their children to register meet the ESL teacher and are provided assistance through translation as needed. Newly enrolled ELL students also go on a tour of the school and see first-hand all of the experiences they will receive. Parents receive information packets as well as a June orientation on ELL activities. ELLs who enroll throughout the school year are given a peer buddy to help adjust to the new setting.

19. What language electives are offered to ELLs?

We offer Chinese as a language elective for all middle school ELLs.

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.)
All ELL personnel at PSMS 219 (teachers of ELLs, paraprofessionals, administrators, guidance counselors, SBST, related service providers, parent coordinator, and office staff) will receive in-house PD as well as off-site PD opportunities. Structured professional development sessions and workshops will be provided by the OELL, our licensed ESL teachers, administrators, Teachers College staff developers, the Queens North Borough Field Support Center, and consultants. Topics include, but are not limited to academic language of science and math teachers of ELLs, developing academic language for algebra teachers of ELLs, and NYSESLAT PD. Topics of discussion will include differentiation as well as instructional methods that support ELLs across each of the stages of language development. Classroom teachers and paraprofessionals will also be provided with structured PD/workshops designed to develop strategies to modify instruction in the content areas and to develop vocabulary and improve comprehension. Professional texts related to ELLs will also be used in staff development sessions, study groups and inquiry teams. A log of professional development is maintained by the ESL supervisor, which includes the table of organization, and a sampling of agendas from workshops with dates and topics. Specific dates and topics of full day workshops at Teachers College for ELLs and Literacy include are TBA. Also, in-house cycles of TC staff development for grades K-2, 3-5 and 6-8 will provide lab sites to specifically support ELL teachers. As workshops arise from the Office of ELLs and our Field Support Centers, we will attend. Specific ones include: Understanding the ENL Classroom – a Collaborative and Supportive Approach for Administrators; Academic Research Rounds; Nuts and Bolts of ELL-Related Topics and Regulations;
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?
The professional development sessions described above are all common core aligned, therefore all the PDs offered to teachers of ELLs are geared towards supporting ELLs as they engaged in the the CCLS. In addition, school faculty conferences, grade conferences, half-day PDs and Monday/Tuesday Collaborative sessions that focus on the CCLS are also offered.
3. Since we are a K-8 school, we have our students across the transition to middle school grades. This allows us to align our literacy PD for teachers to support our current ELLs, our transitioning ELLs and our newcomers. Furthermore, one Teachers College staff developer services grades 3-8, and builds in support to staff to assist ELLs as they transition from fifth to sixth grade. Lastly, our ESL teachers service all the grades therefore continuity is seamless.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We have one ESL teacher who services all of our upper elementary and middle school students, therefore she frequently meets with the middle school guidance counselor to assure that she receives the necessary support to assist ELLs as they transition. The guidance counselor attends relevant in-house teacher team meetings with the upper elementary ESL teachers to learn about students' specific needs so that she can plan the transition process accordingly. This becomes a critical source of professional development for her. We are a Prek-8 school, therefore the elementary to middle school transition is smooth; especially since we already semi-departmentalize fourth and fifth grade.
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.
Our school meets the PD requirements since at minimum 15% of the total hours of PD provided throughout the entire school year for all teachers of ELLs specifically addresses the needs of English language learners. As prescribed by CR Part 154.2, once a month during the Monday PD time or Tuesday Collaboration time, ESL teachers meet in study groups to focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. In addition, when one staff member attends a PD outside of the school building, she is responsible for turnkeying the information to the rest of the staff. Lastly, when administrators plan cycles with consultants for PD to support the ESL teachers, they focus on best practices for integrating language. Activities and topics that relate to the ones mentioned in Question #2 above are of key focus at these in-house PDs. Each teacher maintains his/her own individual PD log to track professional development and professional opportunities.

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?

We schedule annual individual meetings with parents of ELLs on the Tuesday parent engagement times, throughout the school year. Since these are appointments that are scheduled ahead of time, interpretation is arranged as needed. In addition, goals and progress of SWDs who are also ELLs are discussed during annual IEP meetings.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night in September, Parent/Teacher conferences in November, March and May, Montly Parent Association meetings, individual meetings concerning their child's progress, trips, celebrations, and special events. All events are posted on our school website <http://psms219.org>, are written in multiple languages on letters sent home, and are recorded in translated languages via home voice messages. The Parent Coordinator, Ms. Ardezzone, is the one responsible for coordinating and distributing the school's calendar, online website, and voice messages.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At PSMS 219, we partner up with a variety of agencies and Community Based Organizations to provide workshops/services to ELL parents. These include: The Tutoring Club (Bayside)- math, reading and writing tutoring clubs; Adult Learning Centers at Queens Library and Generations Online at Queens Library (Flushing)- computer instruction, books, audio, video, etc.; YWCA of Queens- After School Program- NYS test prep, meals, HW help, special attention to ELLs and SWD, parent-teacher liaison services, family counseling, music, arts and crafts, computer, etc.; Learning Society (Flushing)- Free adult ESL classes (weekly).
5. How do you evaluate the needs of the parents?

We evaluate the needs of parents through conversations, meetings, phone calls and surveys. Staff and the parent coordinator assist in this process, with the appropriate interpretation and translation services at hand (either via a staff member who speaks the parents' preferred language or other parents who have signed up ahead of time to translate/interpret). Specifically, the parent coordinator also works along the PSMS 219Q PA Executive Board to evaluate the needs of parents.

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

Our parent involvement activities address the needs of parents because we provide what they request. We partner up CBOs. Similarly, phone messages and letters home are translated, which parents requested. In addition, we purchased an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages during assesmbles, workshops and meetings. In addition, our parents are interested in workshops that provide them with strategies for how to help their child at home. Therefore, we have planned for workshops which our ESL teachers will facilitate about the following topics: How to help your child with their homework, How you can support your child's literacy development, and Math strategies that transfer to everyday life situations. Our Parent Coordinator, Ms. Ardezzone assists in all these events. We will also conduct trips to the Public Library where parents can take out a library card and books with their child.

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: **Paul Klapper**

School DBN: **25Q219**

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) |
|-------------------|---|-----------|-----------------|
| Fred Wright | Principal | | 10/30/15 |
| Marlin Vellon | Assistant Principal | | 10/30/15 |
| Janet Ardezzone | Parent Coordinator | | 10/30/15 |
| Qi Tang | ENL/Bilingual Teacher | | 10/30/15 |
| Frances Mariconda | Parent | | 10/30/15 |
| Jinny Yuan | Teacher/Subject Area | | 10/30/15 |
| Efrosina Bezhani | Teacher/Subject Area | | 10/30/15 |
| | Coach | | |
| | Coach | | |
| April Mavrovitis | 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: **25Q219** School Name: **Paul Klapper**
Superintendent: **#INGEST ERROR!**

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.learn DOE.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.

Staff use a variety of data sources to assess language preferences of our parent community: ATS Adult Preferred Language Report (RAPL), Home Language Identification Survey, the RLER report, and Student Emergency Contact Cards (specific section on preferred language). We also evaluate the needs of parents through conversations, meetings, phone calls, surveys, and the DOE's Parents' Preferred Language Form. All staff and the parent coordinator assist in this.

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.

We have found that we need both oral and written translation services in multiple languages. The predominant languages identified as a result of the needs assessment are Chinese and Spanish. Other languages include Arabic, French, Hebrew, Pashto, Urdu, Russian, Tagalog, and Farsi.

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.)

The following documents are typically disseminated to and translated for families: Emergency Blue Cards (September 2015), Lunch Forms (September 2015), Annual Title I Meeting (October 2015), Family Daily Language Planner with curriculum resources (elementary/middle school version) bimonthly, parent-teacher conference announcements (September 2015, November 2016, March 2016, May 2016), half-day memos, before/after school student programs memos (for example: ELA/Math/ESL Sunrise Academy permission slips) January 2016. Individual classroom teachers send home written translated letters/memos on an as-need basis. We have in-house staff members who translate in writing. In addition, our school website www.psms219.org has a "select language" link where parents can click and read the school's most current information in their preferred language.

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.

Formal face-to-face meetings our school typically has with parents throughout the school year include: Parent Teacher Conferences (November 2015, March 2016, May 2016), Meet the teacher/Curriculum Night (September 2015), IEP Meetings (on an as-need basis, based on individual students), ESL Orientation Meetings (on going, as applicable). Informal meetings/conversations, such as discipline-related coordinated by the Dean or academic/intervention/guidance-related coordinated by support staff are accommodated.

Part C: Providing Language Assistance Services

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

We provide written interpretation needs in the following ways: We translate school memos that inform parents of school events such as meetings, conferences, workshops, celebrations, individual student progress, and instructional programs in-house by school staff. As funds permit, we seek the services of the Translation and Interpretation Unit for languages our in-house staff does not speak.

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

We provide oral interpretation needs in the following ways: For all four formal NYC DOE Parent Teacher Conferences via on-site interpreters from the Translation and Interpretation Unit (outside vendor) and from in-house staff; we also use the over-the phone interpreters. All other face-to-face meetings (as described in part B) are interpreted by in-house staff or the Translation and Interpretation Unit's 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 hard-copy at the beginning of the school year, during Faculty Conference, the necessary documents from the Translation and Interpretation Unit to be aware of how to use translation services and the over-the-phone interpretation services. In addition, these documents are distributed a second time during the NYC DOE's formal Parent-Teacher Conference dates to assure that all staff members are aware of the procedures. Included are the above stated documents, including a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation. .

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We meet all the Chancellor's Regulations for A-663 by providing timely translations for parents to enable them to have access to the same information as English speaking parents by utilizing staff, DOE publications, DOE translation services, Title III funds to pay for outside contractors, and simultaneous transmitters for our meetings such as PA and Town Hall meetings. In addition, we post documents such as the Parents Bill of Rights www.PSMS219.org for all parents to access. Translation signs and notices are posted in the lobby, by the main entrance, in the main office and in the parent coordinator's office. All notification documents can be found at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

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)

We evaluate the needs of parents through conversations, meetings, phone calls, surveys, and the DOE's Parents' Preferred Language Form. All staff and the parent coordinator assist in this. For the first time, this school year we will consider creating a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on communicating with families.