

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q221

School Name:

P.S. 221 THE NORTH HILLS SCHOOL

Principal:

PATRICIA BULLARD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 221Q North Hills School School Number (DBN): 26Q221
Grades Served: PreKindergarten – Grade 5
School Address: 57-40 Marathon Parkway, Little Neck, NY 11362
Phone Number: 718-423-8825 Fax: 718-423-8841
School Contact Person: Patricia Bullard Email Address: PBullard@schools.nyc.gov
Principal: Patricia Bullard
UFT Chapter Leader: Judy Kriegsman
Parents' Association President: Jennifer Dandrea and Joann Pikramenos
SLT Chairperson: Patricia Bullard
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 26Q Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street, Bayside, NY 11364
Superintendent's Email Address: DGiunta4@schools.nyc.gov
Phone Number: 718-631-6943 Fax: 718-631-6996

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-391-8222 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)
Patricia Bullard	*Principal or Designee	
Judy Kriegsman	*UFT Chapter Leader or Designee	
Jennifer Dandrea	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable/	
Karen Strauzer	Member/Staff	
Jennifer Haghghi	Member/Staff	
Tom Caniano	Member/Staff	
Ellen Stockstad	Member/Staff	
Michelle Maguire	Member/Staff	
Beth Chiariello	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
John Chuu	Member/Parent	
Gina Fini-Bianco	Member/Parent	
Amy Griffin	Member/Parent	
Winnie Wu	Member/Parent	
Misun Park-Cha	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.

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Contextual Information :

P.S. 221 believes in high expectations for every student. These expectations are not only shared across curricula and classroom instruction, but are also interwoven within our community of students, staff, and parents. It is a school-wide belief that all students are capable of success, and we as a school community strive to help all children reach their learning potential. Coherent instructional focuses are determined through collaborative efforts and are based on the needs of our students. Over the last few years we have implemented school-wide systems for curricula, communication, data collection and analysis, and safety.

PS 221Q Mission Statement : At P.S. 221, The North Hills School, our mission is to provide a nurturing learning environment in which students are challenged to reach their academic potential through a standards-based, rigorous curriculum. We are dedicated to developing and supporting each child's unique talents within an atmosphere of cooperation and respect for individual differences. Our focus is on the whole child. The North Hills School is committed to instilling in each student a desire to learn, to take appropriate risks, to solve problems, and to accept challenges. Teaching the values of good citizenship is integrated into all areas of school life. By working collaboratively as a team that includes teachers, parents, staff and administrators, we best prepare our students to be independent thinkers, lifelong learners, and responsible citizens who will be active and compassionate participants in our society.

We pride ourselves on our warm, welcoming, and nurturing environment which supports student growth, achievement, and happiness. The faculty is dedicated to collaborating to develop strong instructional practices that engage all learners. One stand-out feature of our curriculum is our use of Thinking Maps. These are an important component of student engagement and learning in our building. Teachers of all grades, including our cluster teachers, have been extensively trained in the use of Thinking Maps and are committed to incorporating them into classroom instruction.

Thinking Maps are used school-wide to improve student learning and skills. They support students in organizing information and focusing their thoughts to produce better writing. Our students have been immersed in Thinking Maps for the past three years and new concepts are added each year to enhance the students' experience. This year our Thinking Map focus is the use of different colors in the Frame of Reference. We have observed the growth of our students' writing, conversation, and thinking processes since these maps have been incorporated in our classroom instruction.

P.S. 221 staff and students have been featured educators at a Thinking Maps event at the NY Historical Society and will host the Lexington School for the Deaf this fall. We will share our strategies and student work with these educators who have just begun Thinking Maps work in their school. In November, one of our kindergarten teachers will present on Thinking Maps to the District 26 Parent Conference to share our knowledge and experience with these tools. In the past we hosted administration and staff from the Roosevelt School District to present our work with maps. A professional development session held at our school with Larry Alper and David Hyerle, Thinking Maps creators, included our students sharing their work with the attendees. Our Thinking Maps coordinator also leads the Thinking Maps Corps which is comprised of students in Grades 3-5 who teach the maps to our younger students, work on ways to improve our school-wide use, and implement their innovative ideas to keep us moving forward.

Our students have many opportunities to become active members in our school community and beyond. P.S.221 has a student government that is responsible for planning and organizing charitable activities that focus on helping the needy and instilling a sense of giving and caring for others in our students. We believe in teaching our students the importance of being responsible and caring members of society. During the fall season, our students collect for UNICEF, and we collect canned goods to donate to local food pantries during our Souper-Bowl Day. Our fourth grade students share their singing talents and spread joy to the seniors during the holiday season at Brandywine Assisted Living facility under the direction of our music teacher, along with our third graders who perform a recorder concert at Bradywine in the Spring. Furthermore, our students are empowered to take part in making our school safe and peaceful by being monitors in the classrooms, in the hallways each morning, and at lunch. In addition, our student government plans many exciting "Spirit Days" throughout the year, creating fun-filled experiences that unite the students and staff. Among others, we enjoy Twin Day, Pajama Day, Crazy Look Day, and Hawaiian Day.

For the past several years, children's authors have shared their insight and love of literacy with students, family and faculty. We have enjoyed visits from celebrated authors and illustrators including Johanna Hurwitz, David Adler, Dan Yaccarino, and Doreen Rappaport. Last year Doreen Rappaport was our Author of the Year, and her biographies were showcased through our book-of-the-month program. This year author Michael Northrop visited grades 4 and 5, and author Beth Ain presented to grades 2 and 3.

We have an active PTA led by dedicated officers who work diligently to organize and sponsor many events that enrich our students' learning and cultural experiences. Throughout the school year, students enjoy programs that engage, teach, and entertain them. These programs include Fire Safety, Hands-on Science, Sky Dome, and Journeys into Native American Territories. The PTA also arranges several fairs during the year including book fairs, gift fairs and multicultural fairs to celebrate the rich diversity of our community. We are fortunate to have many parents that eagerly share their time and talents with us.

P.S. 221 earned the National Blue Ribbon Award in 2013. Our students are encouraged to work hard and always do their best. The message is simple, but the results are impressive. Our strong academic program supports high achievement through the work of our conscientious students, dedication of our talented staff, and support of our parents. The equal emphasis we place on respect, responsibility, and caring for others sets us apart. From teachers, paraprofessionals and administrators, to the office staff, lunchroom and the custodial department, there is a commitment to seeing that the best interests of our students are served.

We believe that every child is a unique gift and capable of success.

Special Student Populations :

Self-Contained Special Education: There is one 12:1:1 self-contained grade 4/5 bridge classroom in the 2015-16 school year. The specific needs for this class include targeted instruction to maximize student progress in critical thinking skills within an environment where students feel safe and supported.

ICT Special Education Classes: There is one ICT class per grade level in grades K, 1, 2, and 3 for the 2015-16 school year. The specific needs for the ICT students include rigorous instruction with active student engagement that is aligned to the CCLS.

English as a New Language Students: ENL students in grades K - 5 receive ESL instruction by a certified teacher who utilizes a push-in and pull-out model. The specific needs of these students include targeted instruction in language acquisition and development.

Framework for Great Schools :

During the 2014-15 school year, P.S. 221 made the most progress in Rigorous Instruction and Strong Family-Community Ties.

Rigorous Instruction:

At P.S. 221, our staff members are enthusiastic and diligent about sharing best practices and learning as a community in order to motivate students and promote high levels of critical thinking and participation. The Danielson Framework for Teaching and the CCLS instructional shifts were first introduced to our practice three years ago. We worked meticulously to familiarize ourselves with the Framework's Domains and Components. At that time our school community focused on Domain 3b - Using Questioning and Discussion Techniques in the classroom; 3c - Student Engagement; and 3d - Using Assessment to drive instruction, and implemented them into our practice. Over the past two years we were provided professional development opportunities around the Danielson rubric focusing on the attributes of effective learning and classroom practices.

Our teacher teams examine the standards, understand the instructional shifts, and analyze data to inform instruction. We thoughtfully appraise our programs, student work, and assessments to plan and deliver needs-based instruction that is rigorous and CCLS aligned. Teacher teams work together to analyze common trends across grade levels. These trends are further discussed at vertical planning meetings and with administration to ensure all grades are aligned and maintain appropriate objectives.

The Chancellor's 2015-16 Framework for Great Schools sets developing a culture of collaborative professional learning as a priority. As a school community we employ a multitude of methods to aid teachers in achieving this goal. The partnership created by administration and faculty examines best practices and new strategies, and shares resources that all teachers can utilize in their daily instruction. Through both formal and informal classroom observations, administrators present teachers with specific feedback and recommendations regarding questioning, the nature of student discussion and active engagement, and the use of assessment to guide instruction. These professional conversations are an excellent tool for teacher growth and enable teachers to self-reflect and improve their practice. The Danielson Framework has improved communications with and amongst administration and pedagogical staff by providing a common language for our practice.

All classrooms have a meeting area where teachers conduct and facilitate discussions amongst partners, small groups or whole class. Numerous teachers make use of the discussion circle where they became more of a facilitator, guiding discussion rather than leading it. This allows students to take a more active role in their learning and becoming better at leading and participating in academic discussions. Further, members of our fifth grade teacher team chose to arrange their student desks in a "U" formation. This fosters student academic conversation throughout the day in multiple lessons across the content areas. This desk configuration makes for more effortless conversations, allowing students to see and respond to one another. As teachers facilitate these discussion sessions they are able to observe and interject where necessary assessing students confidence levels and abilities to partake in academic conversations. From these observations, teachers make objective evaluations to determine multiple entry points and next steps in building academic student partnerships and groups.

Staff members attend professional development sessions within the school, at the district level, and those provided by the Borough Field Support Center, and the DOE. We have lead teachers in all content areas who attended monthly meetings facilitated by content specialists. At these meetings, discussions include the sharing of knowledge and strategies to enhance learning and questioning, and effective techniques to use in partner and group work. Lead teachers then turnkey information to the staff to promote best practices throughout our school community.

Additionally, we have undertaken a school wide initiative to focus on more effectively using assessments to drive instruction. Our teachers use varying methods to assess the knowledge their students have attained in lessons across the different content areas. To most effectively meet this goal, our staff takes into account the diverse needs of learners at all grade levels. One form of assessment used is quick check-ins to determine grouping. Our primary grade teachers often asked students for a visual prompt, such as a "thumbs up" to indicate understanding of a teaching point or strategy. Likewise, our computer teacher created a sign for each computer station to indicate if help was needed or there was a question. Teachers at all grade levels often use dry erase boards which provide on the spot information for determining if students need further instruction or assistance. In addition, pre-assessments are used to group students and create small groups. These assessments provide teachers with data indicating which students mastered a skill, as

well as those students that need instruction on the topic. This process enables teachers to offer enrichment projects to students who require acceleration, while identifying students who need additional small group instruction. Through flexible groupings created using formal and informal assessments, our teachers are able to design instruction with multiple entry points, thereby providing students with an optimal learning environment.

Notably, our school's instructional focus this year is to improve the quality of student writing. All teachers seek to rigorously guide students through the process of creating narratives, informational texts, and opinion-based essays that meet or exceed grade level standards. In order to meet this goal, teachers prompted students to create on-demand pieces at the beginning of the year in order to immediately determine the strengths and weaknesses of every writer. Additionally, this year we administered an ELA performance task to use as a baseline assessment in writing. This data will drive instruction and be used to gauge progress. Furthermore, we use the intensive training we receive in the use of Thinking Maps to help students better plan and organize their work. Finally, we incorporate the Teachers College Writers Workshop as a supplement to our Ready Gen program in order for the students to have the learning tools and strategies necessary to be budding authors. Within each writing unit, children are asked to self-reflect, peer edit, and utilize rubrics that contain clear expectations for each written task. These steps support their creation of original, well-constructed pieces of writing. Students are challenged to write fiction and non-fiction pieces, persuasive works, and dialogue projects. The goal is for the students to see writing as an integral part of their communications and interactions with the world.

Moreover, our school has been successful in carrying out the demands of the Danielson Framework and the CCLS shifts. Across the vast majority of classrooms, teaching practices were aligned to the curriculum and reflected a coherent set of beliefs about how students learn best. Learners were engaged in appropriately challenging tasks and demonstrated higher-order thinking skills in their work products.

To supplement our strong academic focus, P.S. 221 features various teacher-run student teams for our older students that serve to grow our students' interests and confidence as future leaders. Teams such as Green Team, Thinking Map Corps, Tech Club, Just Write, Artify it, and Pet Keepers create opportunities to increase the students' responsibilities, identify and enrich their interests in computers, writing, art, animal care, and recycling, and encourage their leadership as these students lead school-wide efforts in these areas. We have also added chess instruction for our lower grades, exposing these younger students to critical thinking and strategy building skills in a competitive environment - all while having fun.

Also enhancing the academic rigor of our school is our extensive arts program and focus on technology. Students receive instruction in recorder, ukulele, and ballroom dancing, and our fifth grade students draw in their own sketch books over the course of the year. To foster college and career readiness, under the direction of our new computer teacher, we have focused our emphasis on computer literacy and proficiency. Weekly computer classes feature projects based on real world projects to ensure our students are tech savvy.

Strong Family-Community Ties:

Special evenings are organized to further extend the children's learning and engage our families in the school community, including Family Art and Fitness Nights, the Science Fair, Open Mic Night, and the Talent Show. Through this community-based, multidisciplinary approach to learning, our staff members get to know students beyond those in their classrooms. Our Family Fitness Night, coordinated by our physical education teacher, encompasses varying physical fitness activities and sports skills, health literature, and water stations set up around the building for families to partake in. Family Art night is comprised of staff, student and parent led art workshops for families to choose during which they create projects across varying mediums. Our PTA hosts a fall and spring Family Fun Night where families gather to socialize, dine, and partake in various crafts and games. Our science teachers coordinate a Science Fair involving our entire school community. The annual Talent Show and Open Mic Night provide opportunities for our extended community to gather and share their talents as singers, dancers, poets and writers, and showcase for our students other possible outlets for their creativity. Each of these events supports college and career readiness by

providing students an opportunity to share and develop their individual interests, talents, and skills with the support of the staff, school community, and their families.

In addition to these evening events, parents are invited into the school for special performances by the students, including recorder, ukulele and choral concerts, ballroom dancing by our fifth graders, and dance festivals for our pre-kindergarten through second graders.

To further foster integration of the family and school community, in addition to the greater community, P.S. 221 hosts an annual Barnes & Noble book fair. Presentations by students, led by our teachers, are a highlight of the event. There is a student-written play performed by several students, musical performances by both students and P.S. 221 families, and read alouds by various teachers. This night, grounded in literacy and book appreciation, also builds strong community ties and enhances a feeling of belonging and joy in our students. Local businesses, including Barnes & Noble, Applebees, and Panera, participate in supporting fundraisers to support our school.

With a focus on sustainability and green living, our community garden project was launched in 2013, as a culmination of efforts to make science come alive for our children. Our fruit and vegetable garden has taught our children about the science of plants, has increased their appreciation of nature, and has enhanced the appearance of our community.

Administration, faculty, our parent coordinator, SLT and PTA, and families communicate regularly to maintain strong partnerships that supported student progress and achievement. In order to share our high expectations and details about school life, we have numerous avenues of communication. All grade teams and clusters produce monthly newsletters informing families of that month's curricula. These newsletters include units of study across all content areas, specific learning objectives, vocabulary, and how families can help their children at home. Our administration and parent coordinator work closely to arrange monthly workshops to inform parents and keep them abreast of important concepts and techniques to aid their children in becoming college and career ready. These workshops cross all facets of learning, including social-emotional, academic, and safety issues. We host workshops on varied topics of interest including Thinking Maps, supporting English Language Learners, the STARS Program, special topics in parenting, the Growth Mindset, and the NYS ELA and Math Assessments. These workshops are held during the daytime and evenings, including some that will be piggybacked to our PTA meetings to accommodate parents' schedules.

In addition, with the assistance of our technology teacher we maintain a school website, which enables parents and students to access important information about our school. This website includes links to each grade, the student organization, and the PTA. The grade links contain grade appropriate internet links to various reading and math sites. Each classroom and cluster teacher manages his or her individual site that contains varying information such as upcoming events, homework routines, and assignments. For example, our music teacher provides specific song lyrics that students need for concerts, specific musical instrument instructions, and rehearsal schedules. Our science teacher includes reminders and information pertaining to weekly observations, her Pet Keepers group, and the Science Fair. Furthermore, important school information such as notices and schedules are posted on our website.

We use email blasts organized by our parent coordinator, and robo calls utilized by our assistant principal to disseminate important information to our families. In addition to grade level newsletters, our parent coordinator works collaboratively with our PTA to produce a monthly calendar which includes basic information such as trips, lunch collection, school-wide assemblies, celebrations, and special evening events. These efforts reinforce the home-school connection. Our PTA also sends targeted emails to remind parents of important information and deadlines of special events.

26Q221 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	642	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.5%	% Attendance Rate		95.8%
% Free Lunch	25.3%	% Reduced Lunch		12.8%
% Limited English Proficient	6.1%	% Students with Disabilities		14.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		3.0%
% Hispanic or Latino	12.2%	% Asian or Native Hawaiian/Pacific Islander		65.5%
% White	18.9%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.44
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	62.2%	Mathematics Performance at levels 3 & 4		81.8%
Science Performance at levels 3 & 4 (4th Grade)	94.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		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.

Upon reviewing the CCLS, the Framework for Great Schools, our Quality Review Report, students’ writing across all grade levels, and 2015 NYS ELA assessment results, teachers and administration determined that there is a need to provide more targeted instruction to grade K-5 students to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Teachers, grade teams, and administration reviewed students’ writing progress as of June 2015 using Ready Gen writing rubrics for assessment. Additionally, the results of the 2015 NYS ELA assessments were reviewed in September 2015. Our data analysis revealed the following:

Overall Writing Scores as of June 2015:

Grades	Levels 3 & 4	Level 2	Level 1
K - 5	74%	22%	4%

Based on an analysis of these data sources and examining student work products, administration and teachers identified the need to focus on raising the level of writing for students in grades K-5.

Part 2 – Annual Goal

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

By June 2016, 80% of students in grades K-5 will demonstrate their ability to analyze multiple text sources and cite text evidence in their writing of informational essays, opinions or argumentative pieces as measured by achieving a level 3 or 4 on the selected writing 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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Instructional Programs:</u></p> <ul style="list-style-type: none"> • Classroom teachers will provide targeted instruction through the use of the Ready Gen units of study and Teachers College Writing Units to support teaching and learning in each of the three CCLS writing genres: Informational/explanatory; opinion/argument, and narrative. • Teachers will design lessons that engage and challenge students, and include multiple entry points for all learners including students who are high achievers, students with disabilities, and English Language Learners. • The school-wide Thinking Maps Initiative will continue to support student achievement in writing as their use empowers students to go from thinking to writing. • Teachers will assign writing assignments in each of the CCLS writing genres, then assess and recommend next steps to promote growth 	<p>Students</p>	<p>9/2015 - 9/2016</p>	<p>Classroom Teachers Cluster Teachers and Service Providers Paraprofessionals</p>
<p><u>Strategies to Address Students with Disabilities and English Language Learners:</u></p> <ul style="list-style-type: none"> • Teachers will support students in identifying clear, attainable learning goals that promote their growth as writers. Progress toward reaching goals will be assessed regularly and new goals set when appropriate. • Classroom teachers will meet with the SETSS and ESL teachers at regularly scheduled times to collaborate on instructional strategies and goals, and assess progress. • The AIS/RtI and teacher will support students who need Tier II intervention to strengthen writing skills. • Through focusing on the Danielson instructional components of Questioning and Discussion, Engaging Students, and Assessment, students will be cognitively challenged and engaged in activities which advance 	<p>Students</p>	<p>9/2015-6/2016</p>	<p>Classroom Teachers Cluster Teachers and Service Providers Paraprofessionals</p>

them through the content as measured by classroom observations and evaluations.			
<p>Engaging Families:</p> <ul style="list-style-type: none"> Parent workshops will be planned by teachers on varied topics in writing to enable parents to support their children’s work at home. Communication with parents will occur during parent engagement time on Tuesday afternoons, preparatory periods, parent/teacher conferences, and scheduled meetings. These interactions with parents will include sharing information, best practices, and strategies to assist students in their writing work. 	Parents Students	9/2015 - 6/2016	Classroom Teachers Cluster Teachers and Service Providers Administration
<p>Professional Learning and Trust:</p> <ul style="list-style-type: none"> Teachers and administrators will demonstrate and further develop a trusting relationship by working collaboratively to identify areas of concern and planning professional learning opportunities on writing. The literacy lead teacher, the ESL, and SETSS teachers will turnkey and provide professional development for teachers and paraprofessionals in writing to support student achievement. Professional development in September, November, and June, in addition to the dedicated time on Mondays and Tuesdays, will provide teachers and paraprofessionals with opportunities to gain knowledge and learn strategies that enhance the teaching and learning of writing. 	Teachers Paraprofessionals	9/2015 - 6/2016	Classroom Teachers Cluster Teachers and Service Providers Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> Grade teams will meet regularly beginning in September 2015 to continue their work in identifying needs, solutions, and impacts. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, FSF). Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature. OTPS monies (FSF) will be budgeted for purchasing professional books for teachers. 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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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, 65% of students in grades K-5 will demonstrate their ability to analyze multiple text sources and cite text evidence in their writing of informational essays, opinions or argumentative pieces as measured by achieving a level 3 or 4 on the selected writing rubrics.

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

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

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

Part 1 – Needs Assessment

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

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.

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>

Part 4 – Budget and Resource Alignment

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

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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.

The results of our 2015 Quality Review showed the following in Quality Indicator 2.2: Teachers and school leaders regularly collect and analyze student work and data on the class and grade level. However, school leaders and teachers have not yet developed a system which enables them to view student trends at the school level and set benchmarks towards the goals they have set. Based on this feedback, the administration and teachers need to extend and refine their practices to include establishing benchmarks for student progress and identifying trends in performance to make effective adjustments to meet students’ needs.

Part 2 – Annual Goal

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

By June 2016, 90% of teachers will be involved in collaborative inquiry-based teacher teams that study and analyze student writing, identifying both grade level and school-wide trends. Teacher participation will be measured by meeting attendance sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
<u>Instructional Programs:</u>	Teachers Paraprofessionals	9/2015 - 6/2016	Classroom Teachers

<ul style="list-style-type: none"> • The vast majority of teachers will participate in collaborative inquiry-based teacher teams including grade level teams, vertical teams, School Leadership Team, RtI Team, Professional Development Committee, Pupil Personnel Committee, Safety Team, BRT Team, MOSL Team, ENL Team, Special Education Team, and School Implementation Team. • As part of ongoing professional development, the ESL teacher, SETSS teacher and content area lead teachers will attend monthly meetings and turnkey information to the staff. Teachers will also have the opportunity to attend workshops on topics of interest that support their professional growth and student achievement. • Teachers will receive at least 40 hours of professional development opportunities to collaboratively meet with colleagues in order to further develop their practice leading to improved student learning. • There will be school-wide changes in practice that promote greater student achievement in writing as evidenced by teacher created writing curriculum which will be shared in June 2016 with all staff. 			<p>Cluster Teachers and Service Providers</p> <p>Administration</p>
<p><u>Strategies to Address Students with Disabilities and English Language Learners:</u></p> <ul style="list-style-type: none"> • Grade teams will analyze student data including learning tasks, portfolios, formative, and summative assessments to determine next steps and plan differentiated instruction that addresses the varied needs of learners. • Regularly scheduled meetings will be held with classroom teachers and the ESL, SETSS, RtI teachers and speech therapists to share information about student progress, best practices, and determine next steps. The cycle of learning will include continual reassessment. • Academic Intervention Service (AIS) teachers will be utilized in grades K-5 to provide Tier II support to struggling students. Integrated Classroom Teaching (ICT), 12:1:1 instruction and flexible scheduling will be used to provide LRE support to students when needed. • The PPC Committee will meet monthly to determine which supports and specific Tier I strategies will strengthen instruction. They will work collaboratively to design a plan to support student learning. Assigned staff from the PPC Committee will be designated liaisons to communicate plans to teachers and parents and follow-up within a designated time frame to readdress and analyze the impact of RTI. 	<p>Teachers</p> <p>Paraprofessionals</p>	<p>9/2015 - 6/2016</p>	<p>Classroom Teachers</p> <p>Cluster Teachers and Service Providers</p> <p>Administration</p>

<p><u>Engaging Families:</u></p> <ul style="list-style-type: none"> • Parent and staff members of the SLT will review the specific goals of the CEP to ensure there is rigorous teaching within a supportive environment throughout the school. • SLT minutes will be available for all families and staff to view on the PTA/SLT bulletin board. 	<p>Parent and Staff</p> <p>SLT Members</p>	<p>9/2015 - 6/2016</p>	<p>Teachers</p> <p>SLT Members</p> <p>Administration</p>
<p><u>Professional Learning and Trust:</u></p> <ul style="list-style-type: none"> • An environment of trust will be strengthened through collaborative practices. Inter-visitation will be scheduled for teachers to observe other classroom practices which enhance their own teaching and support student growth. Ongoing professional conversations will take place among teachers. • Teachers will meet in learning groups to share best practices and analyze data. This collaboration will strengthen trust among colleagues and support increased student achievement. 	<p>Teachers</p>	<p>9/2015 - 6/2016</p>	<p>Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Grade Teams including vertical teams will meet regularly beginning September 2015 to continue the investigation into student learning. Funds will be allocated for teacher coverages and related per session activities. • Per session monies will be budgeted for professional development activities, purchases of resources, and professional literature. • OPTS monies (FSF) will be budgeted for purchasing professional books for teachers. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 80% of teachers will show their commitment to supporting student achievement by participating in collaborative inquiry-based teacher teams. These activities will support student achievement, advance the professional growth of teachers, and further develop strong pedagogical practices. This participation will be measured by meeting attendance sheets.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

Part 4 – Budget and Resource Alignment

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

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

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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.

Based on feedback from the 2015 Quality Review and learning survey, both students and parents feel that the school should extend our success by increasing the number of school events that do the following: enrich the learning experiences of students; present parents with information on academic and social/emotional topics; and provide opportunities to help those in need.

Part 2 – Annual Goal

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

By June 2016, our school will have at least 5 events offered to parents and families sponsored by the school and/or PTA, and there will be at least 30% family participation in a minimum of 3 of them as demonstrated by sign-in sheets, ticket count, or volunteer lists.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Instructional Programs:</u></p> <ul style="list-style-type: none"> • Parent and parent-child workshops, book clubs, orientations, conferences, and events will be planned and presented by staff, including administration, classroom and cluster teachers, parent coordinator, ESL Liaison , Special Education Liaison, and related services support staff in order to aid parents in supporting their children in all facets of their learning and social /emotional growth. • Workshops, conferences and orientations will be scheduled regularly to share skills and strategies supporting parents at home on topics including CCLS based instruction, homework needs, understanding IEPs, NYS ELA and Mathematics assessment system, and the promotion process, thus reinforcing the home-school connection. 	<p>Students Parents</p>	<p>9/2015 - 9/2016</p>	<p>Classroom Teachers Cluster Teachers and Service Providers Parent Coordinator Administration</p>
<p><u>Strategies to Address Students with Disabilities and English language Learners:</u></p> <ul style="list-style-type: none"> • Information to support parents of ELLs and SWDs will be distributed at conferences, workshops, and IEP meetings. • In-house translators and NYC DOE Translation services will be offered during workshops, conferences, and PTA meetings. • ESL orientation workshops and workshops on varied topics will be provided by the ESL Liaison and Parent Coordinator to support parents of English Language Learners and encourage parent involvement. • Grade teams and cluster teachers will provide workshops to deliver information and strategies to parents in order to support student learning. • Notices of extreme importance are stamped, 'Important, please have translated' in Korean and Chinese. • Teachers will be proactive in communication with parents to support learning and the home-school connection, via emails, phone calls, or meetings. 	<p>Students Parents</p>	<p>9/2015 - 6/2016</p>	<p>Teachers Service Providers Parent Coordinator PTA Administration</p>

<p><u>Engaging Families:</u></p> <ul style="list-style-type: none"> • Parents, students, and staff will partner to provide community outreach by supporting those in need through the following Student Organization sponsored drives: Soup'er Bowl; a local food pantry collection; Trick or Treat for Unicef; and Valentines for Vets. • Each grade will lead a community service project and engage the school in activities to support the cause. • The PTA will collect box tops and partner with Stop & Shop to support school activities. • Parents, students, and staff will collaborate to plan events and activities to promote parent involvement and engagement on a variety of levels: academic support, open discussion groups, and social events. • Our PE teacher will facilitate a Family Fitness Night, involving students, parents, staff, and community organizations running activities to promote good health. • Our Visual Arts teacher/Arts Liaison will facilitate a Family Art Night that includes staff, student, and parent run workshops involving a variety of art mediums. • The Parent Coordinator, in collaboration with a parent, will coordinate special literacy events. Students will learn about the craft and life of a writer from published authors who will be guest speakers at assembly programs. • The music teacher and a fifth grade teacher will collaboratively organize and direct a talent show where students, staff, and parents perform and conduct work behind the scenes. • We will continue and extend the work we started with the Queens Botanical Gardens during a 13/week mini- grant program. This opportunity involved staff and the Botanical Garden's teaching residents instructing our students in botany and proper gardening techniques. This year we have received the grant again, thus enabling our students to participate in workshops and beautify the grounds of our school. • We will continue our fruit and vegetable garden that was started with a Grow to Learn mini-grant won by a fourth grade teacher. We will educate students on growing their own food. Students, staff, and parents will maintain the new raised bed garden. • We will extend our Earth Day, Every Day celebration, a collaborative effort between our Science teacher and a fifth grade teacher, that involved student and parent facilitated stations on "being green." • Teachers will facilitate discussions on being 'Earth Friendly' with our community. From our QR parent session, it was noted that our parents support and encourage our school's Going Green efforts and would like to see it taken further into the community. 	<p>Students</p> <p>Parents</p> <p>Staff</p>	<p>9/2015 - 6/2016</p>	<p>Teachers</p> <p>Support Staff</p> <p>Parent Coordinator</p> <p>Administrators</p> <p>PTA</p>
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<p>Professional Learning & Trust:</p> <ul style="list-style-type: none"> Parents and school staff, including administration, will mutually respect and support each other's respective roles thus strengthening the home-school connection 	Parents Staff	9/2015 - 6/2016	Teachers Support Staff Parent Coordinator Administrators PTA
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> Per session monies for staff lead workshops and events Per session monies for planning and preparation by teachers Monies for supplies, food, and beverages for school community events CSD Parent Liaison support Active PTA and executive board, SLT, parents, teachers, administration and parent coordinator support 											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 50% of our families will have at least participated in one school or PTA sponsored event as demonstrated by sign-in sheets, tickets used, and parent volunteer tear offs.</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 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)	TC benchmark scores	<ul style="list-style-type: none"> • Guided reading • iReady • Foundations • Great Leaps • Books on tape • Teachers College Reading and Writing workshop strategies • Small group instruction - Comprehension and critical thinking skills • TCRWP Assessments - fluency, comprehension, word recognition, and decoding. • Ready Gen resources • Remediation skills and strategies 	<p>Small Group</p> <p>One-to-One</p>	During the school day

Mathematics	GO Math unit assessments and benchmark scores	<ul style="list-style-type: none"> Go Math curriculum resources 	Small Group One-to-One	During the school day
Science	Formative and summative classroom assessments	<ul style="list-style-type: none"> Content remediation Hands-on learning Observations & step-by-step instruction 	Small Group One-to-One	During the school day
Social Studies	Formative and summative classroom assessments	<ul style="list-style-type: none"> Small group instruction Content remediation 	Small Group One-to-One	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals by classroom teachers, cluster teachers, and administrators	<ul style="list-style-type: none"> Small group instruction Remediation skills and strategies 	Small Group One-to-One	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 221Q in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 221Q 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 1 st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

P.S. 221Q 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 1 st 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>The North Hills School</u>	DBN: <u>26Q221</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The Title III program is open to all current and former English Language Learners in Grades 1-5 in order to help them meet the Common Core Learning Standards for ESL, Math and English Language Arts. It will provide supplemental instruction by a certified ESL teacher along with a certified general education teacher through a 1 hour before school program from 7:20-8:20am with the following students enrolled: 5th grade- 7 students on Tuesday morning; 3rd & 4th grades- 4 students on Wednesday morning; 2nd grade- 6 students on Thursday morning; and 1st grade- 7 students on Friday morning. The program will run from October 20 through April 2. The ESL teacher will focus on language acquisition skills and the common branch teacher will concentrate on content specific skills and understanding. Activities will include deepening their awareness in comprehension, prediction, phonics, phonemic awareness, and word study. The teachers will use a wide range of strategies including modeling, text deconstruction, and contextualization. Tools to support learning will include Rosetta Stone Software, Thinking Maps, graphic organizers, books on tape and instructional videos. Emphasis will also be placed on the 4 modalities of Speaking, Listening, Reading and Writing. Materials will include work books-Phonics and Word Study, Practice Exercises in Basic English, Step by Step Language and 2015 NYSESLAT Review Books.

Part C: Professional Development

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

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

Begin description here: _____ Professional development will be given to all teachers of ELLs at our school to train them on using appropriate ESL methods, strategies, and techniques to support student achievement. The team involved in this professional development consists of the ESL teacher and the general education teachers of our ELLs. These professional development sessions will take place four times throughout the year in November, January, March and May during the 80 minute block on Monday afternoons. The topics to be addressed include vocabulary and language development, providing cognitively demanding activities, and modeling using visuals and graphic organizers. There is ongoing collaboration throughout the school year between these classroom teachers and the ESL teacher to identify specific linguistic and academic difficulties of individual students. The ESL teacher turnkeys training from monthly ELL meetings/conferences for teachers and will explain, and model, skills and strategies that support ELLs in language acquisition. Additionally, the ESL teacher will engage in planning sessions on Monday and Tuesday afternoons with the grade specific teacher teams. During this time, planning and organizing unit plans, specific lessons, and activities that meet the varied needs of the ELLs will occur. Conferencing between classroom teacher and the ESL teacher takes place daily as well as on Tuesday afternoons during other professional work. The ESL teacher will increase her capacity to effectively carry out the activities in the Title III program through learning opportunities presented by CFN 205 that take place monthly, additional support from Jessica Snell/ELL compliance and acquiring new materials and learning tools.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ The ESL teacher will present the following parent workshops: 11/20/14 (9:00-10:00am) - Strategies to Utilize at Home presented by E. Stockstad and T. Caniano/Computer teacher - to assist parents in helping their child to be successful in school and utilize educational websites; 1/13/15 (1:00-2:00pm) -Strategies to Prepare for NYS Assessments in ELA, Math, and Science as well as the NYSESLAT presented by E. Stockstad - to provide parents with ways to help their child prepare and also explain the assessments to them as they look at sample tests; and June 10 (10:00-11:00am) - Summer Reading and Writing presented by E. Stockstad and P. Bullard - strategies and activities to keep students learning and engaged during the summer months. Notices regarding the workshops will be translated into the home language of our students and sent home. We will hire translators to be available at the workshops. Throughout the year, bilingual teachers and a family worker will make phone calls to parents so that important information is effectively communicated to them. Additionally, parents participate in the annual Multi-Cultural Festival at which they share information, food, games, and artifacts from their country of origin.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$8179.38</u>	<u>Teachers (2) will work before school for 81 days/1 hr. per day = 162 hours.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	-	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$1368.12</u>	<u>Phonics & Word Study, Step by Step Language, 2015 NYSESLAT Review Books</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	<u>\$1042.50</u>	<u>Rosetta Stone software for 10 students in grades 1-5 at the rate of \$104.25 per child</u>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>\$150 Food and \$460 for translators</u>	<u>Three parent meetings requiring translation in Korean and Chinese</u>
TOTAL	<u>\$11,200</u>	<u>_____</u>

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 26	Borough Queens	School Number 221
School Name P.S. 221 - The North Hills School		

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 Patricia Bullard	Assistant Principal Karen Scher Strauzer
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ellen Stockstad/ENL	School Counselor Melissa Barnes
Teacher/Subject Area Maria Tsemelis/ENL	Parent Jennifer Dandrea
Teacher/Subject Area Suzana Utic/Common Branch-ENL	Parent Coordinator Maria Aprilakis
Related-Service Provider type here	Borough Field Support Center Staff Member
Superintendent	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	632	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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	34	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	33			1		1	0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			2	3	1	1								0
Chinese	5	6	1	5	2									0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1	1	1	2		1								0
Punjabi														0
Polish														0
Albanian														0
Other		1			1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					3		3		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.
TCRWP is one assessment tool our school uses to assess the early literacy skills of our ELLs. This assessment helps to determine the ELL students' alphabet recognition, phonemic awareness, and independent reading levels. They are also used to determine whether or not the student has had exposure to literacy before entering our school. Although we have students at the Expanding level, we have discovered that some of these students need additional instruction in the areas of reading and writing, therefore AIS/RtI services are provided.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
After analyzing Spring 2015 NYSESLAT and 2015 NYSITELL data, we have the following in Kindergarten: 2 Entering, 4 Transitioning, 2 Expanding; First grade: 1 Entering, 1 Emerging, 1 Transitioning, 2 Expanding and 6 Commanding; Second grade: 1 Emerging, 2 Expanding, 5 Commanding; Third grade: 6 Expanding, 7 Commanding; Fourth grade: 2 emerging, and 1 Commanding; Fifth grade: 6 Commanding. As a result of the data analysis, appropriate instruction is determined that focuses on students' needs. The trend we have identified is that moving through the grades, most students advance at least one level per year. New arrivals account for the numbers of entering and emerging students in the upper grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The data from the AMAO report shows us how our ELL students are progressing through the levels of performance. We have learned that most of our ELLs have moved up at least one if not two levels per year. Our ELL students tend to reach proficiency after 2-3 years in the program.
- 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. When applicable, our students elect to take the state math in their home language, however, when provided with both the English version and their home language version, they tend to utilize the English version as much as or more than their home language version. This is true of all proficiency levels across all testing grades. Students in grades 3-5 are provided with glossaries, peer tutoring, and translation dictionaries. Glossaries and home language dictionaries are provided during math and science standardized tests, where applicable. Teachers provide appropriate response time for ELLs to comprehend, answer, and to ask questions for clarification. In addition, AIS/RtI services are provided throughout the year, if needed.

b. N/A *

c. N/A *

* Beginning in school year 2015-16, PS 221 will be utilizing ELL periodic assessments.

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](#).]

PS 221 analyzes TCRWP running records throughout the school year to identify English Language Learners who need additional support. Students below the grade level benchmark receive AIS/RtI services. Tier I intervention is provided using a leveled literacy program to support and track progress. In addition, early childhood students receive Foundations instruction at the Tier I level. Tier II instruction is provided in small groups for a time determined by the RtI team. If the child is in need of new services for a longer period of time or requires more intensive services, Tier III support and intervention is provided.

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

We ensure that the students' second language is considered in all instructional decisions through varied strategies. ENL strategies and methods are incorporated into the Ready Gen Program. Scaffolding is always used to help create meaning and to make content and language instruction comprehensible. During the Read Aloud the following strategies are used: reading slowly, visual aids, modeling and giving visual directions using gestures. ENL techniques in the shared reading component include providing literature that has patterns and is predictable, with the teacher frequently checking for comprehension. During the interactive read aloud and writing, ENL approaches include: increasing students' time to think and process the presented material; making literature more accessible and comprehensible through scaffolding; and using thinking maps and diagrams to convey meaning. Math instruction using the Go Math program integrates ENL instruction by eliciting prior knowledge, pre-teaching math terminology, and using manipulatives and multisensory approaches to achieve grade level math objectives. Native language support such as bilingual dictionaries, bilingual books and the buddy system assist ELLs in accessing prior knowledge and bolsters self-esteem. Newcomers are encouraged to write in their native language, if desired. ENL strategies include TPR, whole language, small group and individual instruction.

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of our program for ELLs by analyzing the results of the NYSELAT, and the NYS ELA, Math, and Science Standardized Assessments. Additionally, we utilize ReadyGen performance tasks, Go Math unit assessments, and TCRWP assessments. All these data sources provide us with information on student growth, achievement and meeting AYP.

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. Upon registration at PS 221, Ellen Stockstad, our licensed ESL teacher, assists in the completion of the HLIS. She conducts an oral interview with the parents and reviews each question to ensure all sections are completed, and addresses any questions or concerns the families may have regarding our school and ENL instruction. If parents require translation to complete the HLIS and the informal interview, bilingual staff members or the DOE phone translation service unit is utilized. When the home language is not English, a more indepth interview is performed to determine eligibility for NYSITELL testing. Ellen Stockstad then administers the NYSITELL to eligible students. Students not passing the NYSITELL exam receive mandated services. Parents are notified of services by letter in their preferred language. Copies of each letter are placed in the students' cumulative record as well as in the ELL classroom with Ellen Stockstad. Completion of this process is done within 10 school days.

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).
If there are indications within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process. This process includes students who are newly identified ELLs in grades 3 - 9 and are at the beginning/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. In addition, students that are two or more years below grade level in mathematics and/or literacy in their home language due to inconsistent or interrupted schooling prior to arrival in the United States are eligible for the SIFE Identification Process. The SIFE identification process is as follows:
1. Administer the oral interview questionnaire.
 2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, administer the LENS.
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).
Our Language Proficiency Team (LPT) reviews evidence of the student's language development. Our LPT consists of Principal, Patricia Bullard; Assistant Principal, Karen Scher Strauzer; ELL Coordinator, Ellen Stockstad; Special Education Liaison, Bridget Hayes, and the child's parent or guardian. When the team recommends the student take the NYSITELL, the ELL identification process proceeds. For students the team recommends the NYSITELL not be taken, the LPT recommendation is sent to Mrs. Bullard for review. The principal then determines whether or not the student should take the NYSITELL. If Mrs. Bullard determines the student should not take the NYSITELL it is sent to the Superintendent, Mrs. Giunta for review. The Superintendent will make the final decision on the student's testing status. The parents are then notified of the decision.
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.
Ellen Stockstad ensures that all parents of students receive entitlement and no-entitlement letters in English and their home language. Accurate record keeping is maintained to track the distribution of these letters within the 5 school day window. She produces these letters and distributes them to classroom teachers to be backpacked home. These letters include a due date and if they are not returned by the specified date, another letter is sent home. If needed, parents will be called and reminded to return the letters. Additionally, copies of every letter sent home are stored in the ESL classroom with Mrs. Stockstad and in the students' cumulative record.
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).
After testing, Ellen Stockstad will send the entitlement/non-entitlement letter of ESL status notification within 5 school days, which includes information about their right to appeal this status within 45 days of enrollment. These letters are prepared and sent home in the parents' preferred home language. Copies of these letters are stored in the ESL classroom with Mrs. Stockstad and placed in the students' cumulative record.
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.
When a child is eligible for English language development services, parents are notified through letters and parent orientation meetings. In September, parents are invited to attend a Parent Orientation. Translators and parent volunteers translate the teachers' presentation and act as facilitators. The presentation explains the 3 programs. The orientation video for Parents of Newly Enrolled English Language Learners is shown in the appropriate languages. If parents cannot attend the orientation or their child is admitted during the year, the ESL teacher contacts the parents and provides individual orientations with translator assistance. The established protocol used when there is difficulty scheduling a meeting is that repeated attempts are made by the ESL teacher and Parent Coordinator to set up a convenient appointment for parents to view the video and fill out the Parental Selection Survey. As a last alternative, telephone conferences are held to inform parents of their program options with translators available by telephone or in person. DOE simultaneous translation services are also used for these conferences.
Parents have been informed regularly about TBD/DL programs available. After reviewing choices, the trend of the parents has been choosing to place students in an ENL Program. In the future, if fifteen choose TBE, then we would open a TBE program. The ESL teacher ensures that all entitlement letters are distributed and Parent Survey and Selection forms are returned. The teacher compiles lists of students who are entitled to services based on NYSITELL and NYSESLAT. The parents are then sent letters in their preferred language. The teacher provides a place for parent signatures and date, and requests that they be returned. The ESL teacher files the returned letters in the ESL classroom.
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.
To ensure completion of the parent survey and program selection forms, Ellen Stockstad, the ESL teacher makes phone calls to each family who were unable to attend the parent orientations. The ESL teacher, with the support of a bilingual staff member or

translation service if needed, will set up one-on-one conferences or discuss options with the parents on a phone conference. If a parent did attend the orientation but chooses to complete their program selection form at home, we follow up with that family to ensure the documentation is returned. Parent choice is recorded in the ELPC screen by the ESL teacher which can be referred to at anytime for a record of parent choices at our school. The Parent Survey and Parent Selection form are stored in students' cumulative records and copies are filed in the ESL classroom.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In order to monitor completion of the parent survey and program selection forms, Ellen Stockstad, the ESL teacher, makes phone calls to each family with the support of a bilingual staff member or translation service if needed, to set up one-on-one conferences. If a parent did not attend the orientation but chose to take the form home, we follow up with that family to ensure the documentation is returned.
9. Describe how your school ensures that placement parent notification letters are distributed. Once a student's program has been determined, Ellen Stockstad ensures that the appropriate placement parent notification letters are distributed in both English and the home language. Ellen Stockstad produces these letters and distributes them to classroom teachers to be backpacked home. Copies of these letters are filed in the ESL classroom with Ellen Stockstad and in the student's cumulative record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Originals of all ELL documents (HLIS, non-entitlement, continued entitlement, entitlement, parent survey, and program selection forms) are placed in the students' cumulative records, while copies of all letters are filed in the ESL classroom. Ellen Stockstad is responsible for maintaining these records and has access to all files in the ESL classroom.
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. The NYSESLAT is administered by organizing students into testing groups based on their grade band levels and current class. The speaking section is carried out by Ellen Stockstad and Maria Tsismelis for students they themselves do not service. The reading, writing, and listening sections are administered by either Ellen Stockstad or Maria Tsismelis and scored by a disinterested teacher. We track students on a spreadsheet containing all names of ELL students and the sections they have completed. After all sections are administered to all ELL students, our two ESL providers complete all necessary information on the scans and transfer K-2 grade answers from the test booklets. They then work with a team of trained scorers to score the writing and complete the packaging and delivery process.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Ellen Stockstad ensures that continued entitlement letters are distributed in both English and the home language. She produces these letters and distributes them to classroom teachers to be backpacked home.
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 for the past few years, the trend in program choices has been that the majority of the parents still prefer the ENL program. These trends in parent choices are regularly reviewed. The data is recorded on the caseload form for accessibility and monitoring. The ENL program offered at our school is aligned with parents' requests as 30 out of 39 this year requested ENL as a first choice. For parents who request TBE or DL programs, ELLProgramTransfers@schools.nyc.gov is consulted to assist them in finding placement. The parents at PS 221 who were interested in another program other than ENL, after being made aware of their options, chose not to change schools and requested to remain in ENL at PS 221. Students who are placed in ENL as a result of their parents not returning the survey are counted towards minimum thresholds as per the Aspira Consent Decree. We are cognizant of the requirement which specifies that if 15 or more parents in two contiguous grades request a certain program, the school must open up classes with that program. Our parents' requests have not met this criteria.

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.

For our stand alone program, we have 2 ESL providers, Ellen Stockstad and Maria Tsemelis who deliver instruction to our ENL students. Students in grades K through 5 are grouped in two ways: heterogenously by grade level and homogenously, according to their proficiency level, by grade level.

For our intergrated ENL program, we have one dual licenced teacher in grade 1, and our two certified ESL teachers who deliver English Language Development instruction along with core content area instruction.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The number of instructional minutes a student receives adheres to the regulations mandated by NYS, and is determined by student English Proficiency levels as per NYSITELL or NYSESLAT. The Entering and Emerging are allotted 360 minutes per week of ENL, Transitioning and Expanding are allotted 180 minutes of ENL per week, and Commanding are allotted 90 minutes of ENL per week for an additional 2 years after reaching this level. In the ENL program, Language Arts is taught using ENL and ELA methodologies .
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.

Core Content Instruction is delivered in Stand Alone ENL and Integrated ENL by focusing on the Scope and Sequence for Science and Social Studies, in addition to the CCLS and the ESL Standards for Reading, Writing, Listening and Speaking. The curricula followed includes ReadyGen, Teachers College Writing Units, and Go Math. Instruction is in English. Students work in flexible groups, with partners, and independently to develop language proficiency. A variety of methodologies are utilized to make content comprehensible such as scaffolding, TPR, visual supports, and fiction and nonfiction read alouds. Glossaries and picture dictionaries are provided in native languages to support learning in the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We provide support for ELL students' home languages. Our ENL classroom has bilingual dictionaries and books in students' home languages. These supports help scaffold learning experiences, although our ELLs are instructed and tested in English. Students are permitted to use word for word glossaries on classroom tests. For NYS Standardized Math and Science Assessments, students receive translated versions of the exams in their home language or are provided with an oral translator.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, teachers will create assessments that are both formative and summative. During whole group, small group and one on one instruction, teachers will collect data using checklists to monitor student progress and areas of deficiency. ELLs practice listening and speaking with peers and teachers throughout the school day. In addition, we utilize the Teachers College Running Records and Writing Assessments to evaluate in all four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

At this time there are no SIFE students. Our instructional plan for SIFE students would be to provide small group instruction. The use of technology would be incorporated into curriculum for all SIFE students. Goals would be met using instructional approaches and methods such as cooperative learning/group work, discovery, TPR, role play, and differentiation. Instruction is differentiated to target our students in the US less than three years. Newcomers participate in individual conferencing sessions and work in small groups with the teacher. Emphasis is placed on providing grade 3-5 students with effective and specific test taking strategies. All ELL students receiving services for four to six years are targeted with differentiated reading and writing strategies. Reading strategies include finding the main idea, supporting details, fact vs. opinion, cause and effect, and using context clues to build comprehension. Writing strategies include prewriting activites, modeling, shared writing, and word walls. We have one long term ELL who is also a SWD. Students' assessment are taken into account when determining the

strategies necessary to achieve ELL proficiency. In addressing the needs of ELLs-SWDs, the ESL teacher has copies of the IEP and instruction is driven by data and student goals. Long term ELLs (6+ years) are required to take all state exams in their mandated subject areas. The ESL teacher and instructional staff adapt curriculum to meet the needs of ELLs. Course work is modified and teachers use varied methods of instruction. Goals are met by using numerous instructional approaches and methods including cooperative learning, role play, differentiation and small group instruction. Former ELLs, in years 1 and 2 after attaining proficiency, are given extra time (time and a half) when test-taking and will receive 90 minutes of mandated ENL instruction. The ESL teacher collaborates with general education and special education teachers regarding former ELLs progress. Strategies to support student progress are discussed as needed.

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

The principal will consult with the ENL Coordinator, Ellen Stockstad, classroom teacher, the parent/guardian and the student. The CSE team will be consulted if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write, or listen in English. These individuals will participate in both the initial identification process and the re-identification process. If the principal in conjunction with the recommendation of staff and in consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the school must provide additional support services to the student. She may reverse this determination in the 6-12 month period. The request made that the student may have been misidentified as an ELL or non-ELL must take place within 45 days of enrollment. The Re-identification process must be completed within 10 school calendar days of receipt of written notice; however if the CSE must be consulted, the process must be completed within 20 school calendar days

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

At P.S.221 our plan for ELL-SWDs is to develop critical thinking and comprehension skills. We use a variety of instructional strategies and grade level materials to provide access to academic content. ReadyGen, Teachers College Writing, and Go Math materials are used in addition to Foundations (Grade K-2). Some instructional strategies include modeling language, TPR, realia, visuals, interactive read alouds and close reading. Teachers also use a variety of technology including Rosetta Stone, Storia, and BrainPop to support content area instruction. Additionally, we utilize thinking maps, leveled libraries, content word walls, anchor charts, and varied learning activities for student practice, language development, and attainment of content area knowledge.

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 ELL-SWDs are serviced within the classroom to the maximum degree that flexible scheduling allows. We mainstream students for clusters such as Music, Art, Computer, Science, and Physical Education. ELL-SWDs also work in inclusive groups to achieve English proficiency with ELLs who do not have IEPs. Our school is focused on having multiple entry points and engaging all students. Rtl approaches are provided for ELL-SWDs as well, if needed.

Chart

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

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

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

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



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

Chart

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

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

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

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

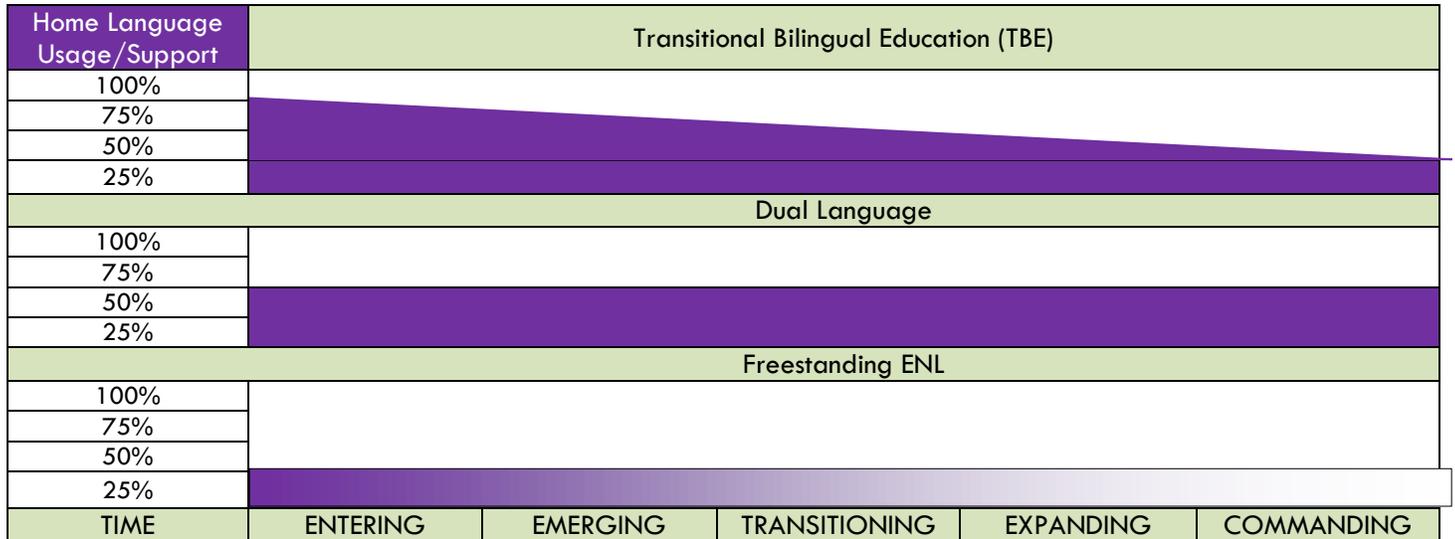


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
P.S.221 offers Tier I, Tier II, and Tier III ELA and Math intervention for all students including ELLs and SWDs. The language of instruction is English. Our early childhood students also receive intense Foundations instruction if needed. Targeted instructional groups are created for all ELL subgroups depending on the specific need in ELA, Math, Social Studies, and Science. Ongoing data is collected to determine which students need additional support and our AIS/ RtI providers work with students to focus on the individual needs within each group.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ENL program has shown student improvement across the grades in language development. Both ESL certified and dual licensed teachers instruct our ELLs and FELLs in both content areas and language development. In the school year 2014-15, our non-exempt third graders scored at levels 1, 2, and 3, on the NYS ELA and Mathematics Assessments. Our fourth and fifth graders scored at levels 1, 2, 3 and 4 on the NYS ELA and Mathematics Assessments. Our fourth graders scored at levels 3 and 4 on the NYS Science Assessment. Translated versions of NYS standardized tests are available for Math and Science. Interim assessments are analyzed to determine the strengths and needs of students. Instruction and support by classroom and ESL teachers is guided by data. After analysis of TCRWP running records and Foundational Phonics Skills, it was determined that first graders need support with reading, writing, speaking, and listening skills with special emphasis on speaking and writing development. Grade two and three ELLs need support in all four skills with emphasis on listening. The ENL program at PS221 stresses acquisition of English Language skills in all four modalities. Learning styles of each student are addressed in planning specific curriculum.
12. What new programs or improvements will be considered for the upcoming school year?
New programs and improvements for the upcoming year:
 1. We have hired a dual licensed teacher to target our grade 1 ENL students.
 2. New PD hours: All teachers must receive a minimum of 15% of their PD hours on ELL professional development, while 50% of the PD hours of ENL and bilingual teachers must be on ELL professional development.
 3. Integrated ENL/ELA/content area requires pushing-in and co-teaching, fostering greater collaboration between ENL and classroom teachers.
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 which include the Student Organization, Tech Team, Green Team, Pet Keepers, Just Write, Artify it, North Hills Harmonics, Thinking Map Corps, Renaissance, as well as the talent show and Barnes and Noble Night performances. ELLs participate in programs based on interest, need, teacher recommendations, and discussions with parents. Additionally, ELLs are given the opportunity to receive services during the school day including RtI and guidance, and participate in the Title III before-school program. Our school also provides a self-sustaining after school program which assist ELLs with homework, socialization, and interest-based learning. ELLs are able to fully participate in all school programs utilizing the help of peer translators or bilingual staff members, if needed.
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.
Our ELLs are supported through the use of picture dictionaries, Thinking Maps, and listening centers. We use a variety of technology supported through the use of SmartBoards, iPads, and computers to reinforce content area instruction. The programs used are Rosetta Stone, Storia, BrainPop, and assorted video clips.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our ENL program, home language support is delivered by utilizing picture dictionaries and books in the native language. Our school does not have DL or TBE programs. Teachers, paraprofessionals, service providers, support staff, and students help translate for our new ELLs and offer native language support as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our ESL certified and our dual license teachers provide required services based on grade level and need. Teachers work with their grade team and Ellen Stockstad to ensure that the resources and services meet the needs of our ELL students. Our ESL providers share materials to support all areas of instruction, and modify instruction as needed. Our collaborative professional community meets during PD on Mondays, and during other common planning time throughout each week, to plan and differentiate instruction for our ELLs
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).

We do not offer any programs before the beginning of the school year to our newly enrolled ELL students. Activities for all new ELLs include providing grade and age appropriate books on varied levels, distributing supply lists, and sharing information on internet resources, including the school's website and access to our textbooks online. Our parent coordinator, Maria Aprilakis, introduces herself to our new students and parents and invites them to participate in school events including our new parent breakfast, adds them to her email blasts, provides them with information on our PTA, and encourages them to attend our Curriculum/Back-to-School Night. Our guidance counselor meets with new admits to assist in their acclimation to our school. Additionally our ELLs in grades 3-5 are invited to our district's summer Title III program.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Part of our goal to grow as professionals and ensure that we are meeting the needs of all our students is to participate in professional development. The ELL providers will participate in many professional development opportunities this school year including Thinking Maps, ReadyGen, Go Math, and Common Core Learning Standard workshops. Information garnered at offsite professional development by any pedagogue is turn-keyed to all staff including our ELL providers, administration, classroom teachers, paraprofessionals, guidance counselor, social worker, special education teachers, occupational/physical therapists, speech therapists, secretaries, and our parent coordinator, where appropriate.
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?
Professional development hours can be done through in-person trainings and meetings as well as through online learning. Videos can be found on the ELL Educator Resources page at <http://schools.nyc.gov/Academics/ELL/EducatorResources/default.htm>. The BFSC also provides training and development for teachers. Monday PD days are programmed to support teacher learning through turnkey meetings as well as bringing in experts from outside the building. These PD sessions support teachers in delivering Common Core-aligned instruction by using the reading, writing, listening and speaking standards of the CCLS to lesson plan and deliver rigorous instruction that pushes ELLs to succeed in being college and career ready.
Our administration is involved in a project centered around ELL instruction through the Cahn Fellowship Program. Lily Woo, Director of the Cahn Program, presented a workshop to the staff on effective ELL strategies, needs of newcomers and their families, and cultural awareness on October 19th. The calendar of professional development dates for the current year will be as follows: Oct 19th; Nov. 17th; Dec. 15th, Jan 19th; Feb 2nd; Mar 15th; Apr 12th; May 24th; & Jun 21st.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To support our staff in assisting our ELLs transition from Elementary to Middle School, the ENL Teacher and the School Guidance Counselor have on-going communication with the ENL Teachers at the Middle School level regarding transitioning of our fifth grade students. Discussions include the students' academic strengths, weaknesses, and learning styles, and any pertinent data that may inform instruction.
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.
A minimum of 15% of the required professional development hours for all teachers must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. For all bilingual and English as a new language teachers, a minimum of 50% of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For each PD, agendas are distributed and sign-in sheets are passed around for attendance purposes.

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?

Each year we hold an ENL Workshop for all parents of ELLs, and this year included parents of FELLs. Throughout the school year, Ellen Stockstad will contact parents via a letter or phone call to set up individual appointments during her Tuesday parent engagement time or another mutually convenient time. These meetings can be face-to-face, email, or over the phone, and may include a translator if necessary. She will continue to support ELL parents by setting up other individual and group meetings as needed. Attendance will be recorded, maintained, and filed in the ESL classroom.

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.

Our ENL teacher will keep a record of all interactions with parents regarding their child during these annual individual meetings. Letters will be sent home asking parents for their preference of time as well as mode of communication. Meetings can take place during the teacher's prep and during Tuesday Parent Engagement. These meetings may take the form of phone, email, face-to-face, or written correspondence.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS 221 recognizes the importance of involving our parents in our school community. All parents are welcomed into our school and encouraged to ask questions, express their needs, and participate in school life. Our PTA meetings introduce parents to our ELL programs, the school's goals and objectives, common core standards and assessments. Our parent coordinator works cooperatively with our school's administration and our teachers to provide workshops that are aligned with curriculum standards. She is also a constant source of information for the entire school community. She shares information at parent orientations, and through school newsletters, flyers, calendars, email blasts and the school website in different languages as needed. The parent coordinator also reaches out to school community as a resource when dealing with new ELL parents. Many parents assist in communication with the newcomers and encourage them to become involved in school events. We have a Multi-Cultural Fair and International Food Festival where all ethnicities are represented and celebrated. We have bilingual staff who are fluent in Chinese, Korean, Spanish, and Greek. They are available to translate at workshops, meetings, and events. Notices are sent home in all languages available or stamped on top with "Important Information, Please Translate" in the major languages. We also utilize NYCDOE translation services. Data is collected and analyzed from the school survey to determine the needs of our parents which guides future workshops.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with NYCDOE translation services and encourages parents to attend PTA and CDEC meetings. Our parent coordinator disseminates information on workshops that may be relevant or of interest to ELL parents.

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

The needs of our parents are evaluated by surveys, through discussions at PTA and SLT meetings, and during individual conversations with administration, classroom teachers, and the parent coordinator. School administration and the staff use the data provided by the learning survey to further determine the needs of our parents. We use school staff for translation as well as the DOE translation unit. We obtain translated versions of important notices sent home or stamp these notices with our "Important Information, Please Translate" stamp in the major languages.

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

In addition to the normally scheduled parent conferences, we promote and encourage attendance at the Back-to-School/Curriculum Night in September to give parents the opportunity to meet the classroom teachers, cluster teachers and service providers, and learn about the curriculum, our instructional programs, and the overall expectations of the year. The parent coordinator is available daily for all parents and will contact the ELL Coordinator when an ELL parent has a specific question in regard to ELL services and the language acquisition process. School activities and events for parents are open to all, determined by need and interest, and provide educational and social opportunities. Our learning survey results demonstrate that we successfully maintain a strong school-home connection. Bilingual staff members and parents are available to translate, in addition to the use of the DOE translation services, thus enabling the active participation of all of our parents.

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.

School Name: _		School DBN: _	
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)
Patricia Bullard	Principal		9/15/15
Karen Scher Strauzer	Assistant Principal		9/15/15
Maria Aprilakis	Parent Coordinator		9/15/15
Ellen Stockstad	ENL/Bilingual Teacher		9/15/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Melissa Barnes	School Counselor		9/15/15
	Superintendent		9/15/15
	Borough Field Support Center Staff Member _____		9/15/15
Maria Tsemelis	Other <u>ENL Teacher</u>		9/15/15
Suzana Utic	Other <u>ENL/Common Branch</u>		9/15/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q221** School Name: **North Hills School**
Superintendent: **Danielle Giunta**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.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.

At enrollment our ESL teacher meets with parents to make an initial determination of the child's home language. The ESL teacher also reviews the following ATS reports to determine written translation and oral interpretation needs: Preferred Languages, RPOB, RHLA, RBIR, the RLER-NYSITELL, and the RLER-LAT. The ESL teacher and pupil accounting secretary additionally check the Blue Cards to cull data on language preferences for communication. Attendance records are kept for parent/teacher conferences, workshops, and meetings that indicate when the translation unit is used. Our ESL teacher distributes surveys to parents to determine parent needs, concerns, requests, and interests in order to better serve them and their children. During both day and evening parent workshops, LEP parents are provided with either Translation Unit translators or parent volunteer translators.

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.

Parents' preferred languages for both written and oral communications are Korean, Chinese and Spanish.

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.)

Our ESL teacher works closely with our Parent Coordinator to assure that all pertinent information is translated and disseminated to families, as well as posted on our school website.

Documents that are translated include:

Back-to-School Information Packet - September 2015

Back-to-School Night notice - September 2015

Parent-teacher Conferences - October 2015

Open School Week - November 2015

Parent-teacher Conferences - March 2016

NYS Assessments notice - March 2016

Parent-teacher Conferences - May 2016

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.

Back-to-School/Curriculum Night - September 2015

New Parent Breakfast - September 2015

Monthly PTA meetings - SY 2015-16

Parent-Teacher Conferences - November 2015 , March 2016, and May 2016)

IEP Meetings

Weekly Parent Engagment - Tuesdays during SY 2015-16

New ENL Parent Orientation - September 2015

Monthly SLT Meetings - SY 2015-16

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.

After reviewing Home Language Surveys (HLIS) we determine which families require both oral and written translation. Our ESL teacher distributes a questionnaire regarding translation service needs. A list is made by the parent coordinator of these families and translated information is provided

accordingly. We use both the Translation & Interpretation Unit as well as staff and parent volunteers for face-to-face meetings and phone conversations.

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.

Our school uses over the phone interpreters via the Translation and Interpretation Unit as well as bilingual staff to communicate with families. During parent/teacher conferences we also utilize interpreters from a DOE approved outside vendor. Due to our large Korean and Chinese population, we have formed a group of Korean and Chinese parent volunteers to perform translation services as well.

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.)

The ESL teacher will give an in-service PD to staff as to the workings of the over-the-phone translation services. She will also work closely with our Parent Coordinator to ensure that documents and presentations at workshops are appropriately translated. In addition, she will make the Language Identification Card available to all staff members.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The following documents are displayed at the entrance of our school: Welcome Poster; Parents' Bill of Rights, and the Parents Guide to Language Access. At our security desk and in the main office, Language ID guides are posted and available for family use. In addition, when an emergency notice must be distributed and there isn't enough time to have it translated, we stamp it with a stamp reading "Important - Please have translated" (in Korean, Chinese, & Spanish).

Part F: Monitoring and Quality Control

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

Our school will use the following mechanisms to gather feedback from parents on the quality and availability of services:

- Home Language Survey
- Learning Survey
- ESL teacher questionnaire
- PTA survey
- Parent Coordinator translation request forms
- Classroom teachers use of the "Tell me about your child and anything else I should know" form sent home the first day of school.