

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75Q224

School Name:

P.S. Q224

Principal:

DESMOND PARK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P224Q School Number (DBN): 75Q224
Grades Served: Pre-K-8th Grade
School Address: 252-12 72nd Avenue Bellerose, NY 11426
Phone Number: (718) 831-4024 Fax: (718) 831-4026
School Contact Person: Desmond Park Email Address: DPark@schools.nyc.gov
Principal: Desmond Park
UFT Chapter Leader: DJ Meehan
Parents' Association President: Kathy Lennihan (Co) Susan Arndt (Co)
SLT Chairperson: Desmond Park
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 75 Superintendent: Mr. Gary Hecht
Superintendent's Office Address: 400 First Ave. New York, NY 10010
Superintendent's Email Address: GHecht@schools.nyc.gov
Phone Number: (212) 802-1503 Fax: (212) 802-1678

Borough Field Support Center (BFSC)

BFSC: District 75 Director: _____
Director's Office Address: 400 1st Ave New York 10010
Director's Email Address: Ghecht@schools.nyc.gov
Phone Number: 2128021504 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Desmond Park	*Principal or Designee	
DJ Meehan	*UFT Chapter Leader or Designee	
Kathy Lennihan	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Juliette Iadanza	Member/ Parent	
Lisa Kruger	Member/ Parent	
Kim Sidel	Member/ Parent	
Kathy Lennihan	Member/ Parent	
Danielle Hughes	Member/ Secretary Administrator	
Tom Campolitano	Member/Administrator	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joni Christi	Member/Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.224Q is dedicated to achieving high standards for all students through an interdisciplinary team approach that addresses their needs in cognitive, psycho/social and physical areas. We are committed to assessing, instructing and shaping behaviors through rigorous instruction and practices so that our students can build independence with a focus on achieving successful post-secondary outcomes. P.224Q is comprised solely of students with special needs ranging in grades from pre-k to 8 both alternate assessment and standard assessment. As a community, P.224Q continuously develops and refines their educational practices supporting their beliefs that students learn best when:

- They are taught in a safe, nurturing and motivating environment, they are presented with well-prepared, relevant standards-based lessons which foster independence
- They are taught through meaningful and appropriately challenging curricula with an emphasis on learning through different modalities
- They are challenged to meet their highest academic and behavioral expectations
- There is a strong collaboration between home and school.

This year in order to enhance learning, we collaborated with several arts programs including Inside Broadway, Town Hall, Queens Museum of Art, and Education in Dance. We were also awarded a BOOST grant from the Center for Education Innovation-Public Education (CEIPE). This is a special legislative grant from Senator Avella which supported our goal of improving our student's social emotional progress by offering special incentives for positive behaviors.

P.224Q is a D.75 school that services students with a wide variety of disabilities. Some of these disabilities include Autism, Hearing Impairments, Visual Impairments, Intellectual Disabilities, Emotional Disturbance, Speech and Language Disabilities, Preschool Students with Disabilities and students with Other Health Impairments. Student's specific needs across all populations are met by incorporating a variety of strategies including improving receptive and expressive communication, increasing appropriate social interactions and improving overall gross and fine motor skills. In addition, students receive appropriately challenging instruction in all subject areas. In reviewing the Framework for Great Schools, it is noted that teachers made the most progress by creating Rigorous Instruction and Collaborating with peers. At P224Q, teachers collaborate to create appropriately challenging rigorous instruction to ensure that each student reaches his or her individual potential. Progress is monitored in selected skill sets using various assessments. Our organization will continue to improve rigorous teaching instruction by implementing new curriculums and extending opportunities for professional development and collaboration. This will also aid in continuing to develop a collaborative and supportive learning environment. Faculty members will engage in team meetings, adapting materials to meet the individual needs of students and engage students using interdisciplinary approaches.

75Q224 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	435	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	14	# Music	14	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		89.7%
% Free Lunch	56.7%	% Reduced Lunch		1.3%
% Limited English Proficient	26.7%	% Students with Disabilities		98.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	4.9%	% Black or African American		28.9%
% Hispanic or Latino	31.1%	% Asian or Native Hawaiian/Pacific Islander		17.3%
% White	16.0%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.31	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.17
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	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	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
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		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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

After reviewing our summative and formative assessments in Math we found our pre-kindergarten students (with varying disabilities) showed a 29% increase in receptive math vocabulary from September 2014 to May 2015 and a similar increase in expressive math vocabulary.

Our next steps for this population are to continue to implement strategies to improve math vocabulary in all learners.

According to our summative and formative assessments, 98% of Alternate Assessment students reached a 5% growth in their ability to problem solve as evident by the selected SANDI skill sets and our trajectory data. In order to continue to increase and build on students ability to problem solve, Alternate Assessment teachers will be implementing a new web-based data collection system that will offer formative data about daily instruction. This will help teachers plan rigorous instruction and collaborate with colleagues on student progress while creating a supportive environment .

NY State CCLS Promotional Criteria Results:

With Standard Assessment population, 52% of our standardized students in grades 3-8 met promotional criteria (scoring 1.8 or higher). This is a 6% increase compared to last year’s results of 46%. Of this percentage 62% of our elementary school math standardized students met promotional criteria on the NY state CCLS math state test; a 13% increase from last year’s scores. Our 6th-8th graders expressed a 6% decrease in scores from 44% to 38%. However, the number of students dropped significantly from 48 to 34 students.

Fluency Data:

Standard assessment students who are in classrooms who use Morningside Fluency consistently made significant gains vs. classrooms that did not. Classes using Morningside Fluency on a consistent and regular basis as an intervention have 0% level 1 students. Classrooms using calendar math have shown the second most improvement in their fluency scores.

Next Steps: According to our formative and summative assessments and the item analysis we designed, students have displayed needs in geometry and measurement skills, solving multi-step word problems, backwards thinking strategies, vocabulary and answering higher order critical thinking common core aligned questions because of these multiple need we are implementing GO MATH as we feel it its is better designed to teach these steps.

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, P.224Q targeted students across each of the disability populations will continue to increase their ability to problem solve using selected mathematical strategies as evidence by a 5% increase over baseline.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • 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>Creation of a hierarchy chart of inquiry teams</p> <p>Inquiry teams will be established and will work with coaches to support goal</p> <p>Teachers will review current and new research based programs such as Go Math Touch Math Equals, Explore Math, Teaching to Standards Math, and Unique learning Systems to develop a bank of task to aide in assessing students problem solving skills</p> <p>Teachers will create a pacing calendar to implement tasks to aide in rigorous instruction</p> <p>Teachers develop 1st assessment</p> <p>Teachers implement 1st rigorous instruction unit of teaching and assess students with task</p> <p>Teachers meet in inquiry groups to discuss outcome of assessment</p> <p>Inquiry teams follow same cycle of teaching assessing and reviewing</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>September 2015-October 2015</p> <p>October 2015-November 2015</p> <p>October 2015-December 2015</p> <p>Ongoing from December 2015-June 2016</p>	<ul style="list-style-type: none"> • Coaches • Assistant Principals • Coaches • Teachers • Teachers • Coaches • Assistant Principals • Coaches with review from AP • Teachers • Coaches • With review from AP's • Teachers • Coaches

<p>Disability Grouping appropriate assessments are administered 2-3x per year to determine growth in problem solving</p>		<p>Ongoing from October 2015-June 2016</p> <p>Ongoing from September 2015-June 2016</p>	<ul style="list-style-type: none"> • With review from AP's • Teachers • Coaches • review from AP's • Teachers • Coaches • review from AP's and Principal • Teachers • Coaches • review from AP's and Principal
<p>Professional Development:</p> <p>To help P224 build on collaborative teaching and a supportive environment:</p> <p>In house professional development will be offered to support the teaching of selected strategies and the writing of rigorous instructional tasks</p> <p>In house professional development will be offered on supporting our ELL students.</p>	<p>Teachers</p> <p>Teachers</p> <p>ELL Students</p>	<p>Ongoing September 2015-June 2016</p> <p>Ongoing September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administration • Teachers • Coaches • Related Service Providers • ELL Teachers • Teachers
<p>Strategies to Address Needs of Students With Disabilities:</p> <ul style="list-style-type: none"> • Tailor instruction based on students IEP goals • Collaboration with Related Service Providers and school staff 	<p>Pre-K to 8th grade</p> <p>Students</p>	<p>Ongoing September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administration • Classroom Teachers • Literacy Coaches • Unit Coordinators • Related Service Providers • Curriculum Coordinator
<p>Family Engagement which allows for us to have a strong family-community tie include:</p> <ul style="list-style-type: none"> • Hold bi monthly Parent Workshops to help understand task based rigorous instruction 	<p>Pre-K to 8th grade</p> <p>Students</p>	<p>Ongoing September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administration • Classroom Teachers • Literacy Coaches

<ul style="list-style-type: none"> • Daily Communication Sheets • Designated Parent Outreach Times • Parent Coordinator to help facilitate workshop • Echalk website to showcase rigorous work samples and assessments and to communicate effectively with families of all languages 			<ul style="list-style-type: none"> • Unit Coordinators • Related Service Providers • Curriculum Coordinator • Parent coordinator
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Human Resources:</p> <ul style="list-style-type: none"> • Classroom Teachers • Literacy Coaches • Unit Coordinators • Related Service Providers • Curriculum Coordinator <p>Instructional Resources:</p> <ul style="list-style-type: none"> • Common core aligned/connect curriculums <p>Schedule Adjustments: Schedules have been created to allow for common planning time and inquiry.</p> <p>Tax Levy money used for teacher professional development and support inquiry work</p>
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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.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Midpoint assessment will be completed between January 15th and 30th 2016</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

After reviewing our summative and formative assessments we found our Pre-kindergarten students (with varying disabilities) showed an average of 10% increase in social skills. We need to continue to implement strategies to improve social skills across all learners. Teachers will work collaboratively with related service providers to develop social skills in different environments including in and outside the classroom. Strategies will include:

- Incorporating speech therapist into rotations
- Adapting Unique Lessons for all learners
- Utilize interdisciplinary methods to develop pragmatic skills
- Develop lessons in teams during professional period
- Continue to have Autism Coach encourage growth and implement strategies

According to our summative and formative assessments, 100% of Alternate Assessment students reached a 5% growth in social skills/social interactions. We will continue to implement strategies to improve social skills across all learners in a supportive environment. Teachers will work collaboratively with related service providers to develop social skills in supportive environments including in and outside the classroom. Strategies will include incorporating speech therapist into rotations, adapting Unique Learning Systems Lessons for all learners, utilize interdisciplinary methods to develop pragmatic skills, and develop lessons in teams as a collaborative and supportive environment.

Standard Assessment students reached a 5% growth in social skills/social interaction. We will continue to implement The Power of Choice behavioral system program. We were awarded a BOOST grant from the Center for Education Innovation-Public Education (CEIPE), which was used to create a school store that correlated with the school behavioral system. The store offered the students incentives and positive reinforcement. We will continue to utilize the grant money to expand student’s social emotional development.

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.

In order to improve the learning environment, targeted P.224Q students across all grades levels will continue to improve social skills/social interactions by refining selected strategies and systems as measured by a 5% increase over baseline on appropriate behavioral assessment by June of 2016.

			<ul style="list-style-type: none"> • Assistant Principals • CIT's and BIT's • Teachers • Assistant Principals • CIT's and BIT's • Teachers • Assistant Principals • CIT's and BIT's
<p>Professional Development</p> <p>To help P224 build on collaborative teaching and a supportive environment:</p> <p>In house professional development will be offered to support the teaching of selected strategies and to promote a supportive environment</p> <p>In house professional development will be offered on supporting our ELL students.</p>	<p>Teachers</p> <p>Teachers</p> <p>ELL Students</p>	<p>Ongoing September 2015-June 2016</p> <p>Ongoing September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administration • Teachers • CIT's and BIT's • ELL Teachers • Teachers • CIT's and BIT's
<p>Strategies to address needs of students with disabilities:</p> <ul style="list-style-type: none"> • Tailor instruction based on students FBA's • Collaboration with related service providers and school staff 	<p>Pre-K to 8th grade</p> <p>Students</p>	<p>Ongoing September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administration • Classroom Teachers • Literacy Coaches • Unit Coordinators • Related Service Providers • Curriculum Coordinator
<p>Family Engagement which allows for us to have a strong family-community tie include:</p> <ul style="list-style-type: none"> • Hold bi monthly parent workshops to help understand the importance of appropriate social skills/interaction in a supportive environment • Daily Communication Sheets • Designated parent outreach times • Parent Coordinator to help facilitate workshop 	<p>Pre-K to 8th grade</p> <p>Students</p>	<p>Ongoing September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administration • Classroom Teachers • Literacy Coaches • Unit Coordinators • Related Service Providers • Curriculum Coordinator

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.

Human Resources:

- Classroom Teachers
- Literacy Coaches
- Unit Coordinators
- Related Service Providers
- Curriculum Coordinator

Instructional Resources:

- Common core aligned/connect curriculums

Schedule Adjustments: Schedules have been created to allow for common planning time and inquiry.

Tax Levy money used for teacher professional development and support inquiry work

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

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

Part 5 – Progress Monitoring

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

Midpoint assessment will be completed between January 15th and 30th 2016

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

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

Section 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.

After reviewing our summative and formative assessments we found our Pre-Kindergarten learners (with varying disabilities) showed a 9% increase in matching pictures, a 19% increase in receptive identification of targeted set of words, an 18% increase in expressive identification of targeted set of words, a 6% increase in receptive identification by feature of targeted set of words, a 10% increase in receptive identification by function of targeted set of words, a 13% increase in receptive identification by class of targeted set of words, and an 8% increase in intraverbal responses of targeted set of words. Our next steps for this population of students are to continue to implement strategies to develop receptive and expressive language across all learners. Teachers will work collaboratively with related service providers to develop vocabulary and literacy skills in different environments including in and outside the classroom.

According to our Summative and Formative assessments, 98% of Alternate Assessment students reached a 5% growth in reading comprehension as evident by the selected SANDI skill sets and our trajectory data. In order to continue to increase and build on students reading comprehension, Alternate Assessment teachers K- 5 will be implementing two new Literacy curriculums, Building with Stories and Early Literacy Skill Builder , to increase teacher collaboration and rigorous instruction. Alternate Assessment Middle school teachers will implement a new web-based data collection system that will offer formative data about daily instruction. This will help teachers collaborate with colleagues on student progress.

For our Standard Assessment students according to the NY State Common Core ELA standardized test, 46% of our 3-5th grade students met promotional criteria, which is an 8% increase when compared to the previous year. Along with our 3rd-5th grade students, 75% of our 7th grade students met promotional criteria, which is an 18% increase from the previous year.

According to the NY State Common Core ELA standardized test, 46% of our 3-5th grade students met promotional criteria, which is an 8% increase when compared to the previous year. Along with our 3rd-5th grade students, 75% of our 7th grade students met promotional criteria, which is an 18% increase from the previous year. According to Fountas & Pinnell, 91% of students showed an increase in their functioning academic book level by one book. In order to continue to increase and build a student’s ability to increase comprehension, K-2 standard assessment teachers will focus on using a new writing curriculum to build on expressive writing skills. Standard Assessment 3-8 teachers will focus on using high interest, low level texts that will build on students reading and comprehension skills on a more appropriate, functioning level. Teachers will work collaboratively with the literacy coach and outside literacy consultant in order to learn, plan, and implement these new and effective rigorous strategies to improve student’s comprehension skills in both reading and writing. Standard Assessment teachers will collaborate during common planning time to implement student-centered conversation protocols and discussion techniques to develop and strengthen accountable talk in all classroom to improve comprehension

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, M measurable, Achievable, Relevant, and Time-bound.

By strengthening the culture of collaborative teaching and inquiry, students will continue to increase their reading comprehension using specific/selected-reading strategies as evidence by 5% increase over baseline by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Creation of a hierarchy chart of inquiry teams to promote collaborative teachers</p> <p>Inquiry teams will be established and will work with coaches to support goal</p> <p>To enhance collaborative teachers in common planning/inquiry teachers will review current and new research based programs such as Unique Learning Systems (ULS), Early Literacy Skills Builder (ELSB), Building with Stories, Pathways to Literacy, Teaching to Standards English Language Arts, Read to Learn, and Explore American History to develop a bank of task to aide in assessing students in their reading comprehension skills.</p> <p>Teachers will create a pacing calendar to implement tasks to aide in rigorous instruction</p> <p>Teachers develop 1st assessment</p> <p>Teachers implement 1st rigorous instruction unit</p> <p>of teaching and assess students with task</p> <p>Teachers meet in inquiry groups to discuss outcome of assessment</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>September 2015-October 2015</p> <p>October 2015-November 2015</p> <p>October 2015-December 2015</p> <p>Ongoing from December</p>	<ul style="list-style-type: none"> • Coaches • Assistant Principals • Coaches • Teachers • Teachers • Coaches • Assistant Principals • Coaches with review from AP • Teachers • Coaches • With review from AP's • Teachers

<p>Inquiry teams follow same cycle of teaching assessing and reviewing</p> <p>Disability grouping appropriate assessments are administered 2-3x per year to determine growth in problem solving</p>		<p>2015-June 2016</p> <p>Ongoing from October 2015-June 2016</p> <p>Ongoing from October 2015-June 2016</p> <p>Ongoing from September 2015-June 2016</p>	<ul style="list-style-type: none"> • Coaches • With review from AP's • Teachers • Coaches • review from AP's • Teachers • Coaches • review from AP's and Principal • Teachers • Coaches • review from AP's and Principal • Teachers • Coaches review from AP's and Principal
<p>Professional Development: to help P224 build on collaborative teaching and a supportive environment:</p> <p>In house professional development will be offered to support teaching of selected strategies and the writing of rigorous instructional tasks</p> <p>In house professional development will be offered on supporting our ELL students.</p>	<p>Teachers</p> <p>Teachers</p> <p>ELL</p> <p>Students</p>	<p>Ongoing September 2015-June 2016</p> <p>Ongoing September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administration • Classroom Teachers • Literacy Coaches • Unit Coordinators • Related Service Providers • Curriculum Coordinator
<p>Strategies to Address Needs of Students With Disabilities:</p> <ul style="list-style-type: none"> • Tailor instruction based on students IEP goals and FBA's • Collaboration with related service providers and school staff 	<p>Pre-K to 8th grade</p> <p>Students</p>	<p>Ongoing September 2015-June 2016</p>	<ul style="list-style-type: none"> • Administration • Classroom Teachers • Literacy Coaches • Unit Coordinators

			<ul style="list-style-type: none"> • Related Service Providers • Curriculum Coordinator
<p>Family Engagement which allows for us to have a strong family-community tie include :</p> <ul style="list-style-type: none"> • Hold bi monthly parent workshops to help understand task based rigorous instruction • Daily Communication Sheets • Designated parent outreach times • Parent Coordinator to help facilitate workshop • Echalk website to showcase rigorous work samples and assessments 	Pre-K to 8th grade Students	Ongoing September 2015-June 2016	<ul style="list-style-type: none"> • Administration • Classroom Teachers • Literacy Coaches • Unit Coordinators • Related Service Providers • Curriculum Coordinator Parent Coordinator

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.										
Human Resources:										
<ul style="list-style-type: none"> • Classroom Teachers • Literacy Coaches • Unit Coordinators • Related Service Providers • Curriculum Coordinator 										
Instructional Resources:										
<ul style="list-style-type: none"> • Common core aligned/connect curriculums 										
Schedule Adjustments: Schedules have been created to allow for common planning time and inquiry to promote collaborative teachers.										
Tax Levy money used for teacher professional development and support inquiry work										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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

Midpoint assessment will be completed between January 15th and 30th 2016

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

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

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

Part 1 – Needs Assessment

<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.

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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 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)	Lowest 3 rd Percentile	Words Their Way, Bookshop Mondo and Foundations are used to improve decoding skills. Great Leaps is used for students in Gr. K-5 to improve fluency. Treasures Enrichment Activities, Leap Frog, Scantron resources and I-Pad activities are used to improve vocabulary and comprehension skills .NY Ready is used to develop and improve test taking strategies, Common Core Clinics are used to improve all skill areas.	Small groups and/or 1:1 instruction	During the school day
Mathematics	Lowest 3 rd Percentile	Scantron Resources, I-Pad activities and Common Core Clinics are used to improve all skill areas .NY Ready is used to develop and improve test taking strategies. These activities are used to improve problem solving skills, number sense and operational skills	Small groups and/or 1:1 instruction	During the school day
Science	Lowest 3 rd Percentile	Students will complete intervention activities as outlined in the Harcourt Teacher	Small groups and/or 1:1 instruction	During the school day

		resource book, Smart Exchange activities, and Brain Pop These activities are used to teach concepts in different modalities and prepare children for the skills needed to succeed on state and local assessments		
Social Studies	Lowest 3 rd Percentile	Students will use leveled Social Studies Readers, Harcourt Activities, Brain Pop, and I-Pad activities. These activities Small groups and/or 1:1 instruction During the school day are used to teach concepts in different modalities and prepare children for the skills needed to succeed on state and local assessments.	Small groups and/or 1:1 instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Functional behavior assessments, behavior intervention plans, sudden changes in behavior parent request, attendance concerns	Students will be taught the strategies they need to maintain their behavior and interact appropriately in social settings as well as organize their time and materials. Students will be taught pre-vocational skills and transitional skills. Services will be provided by the guidance counselor and/or the School Psychologist.	Small groups and/or 1:1 instruction	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	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [P.224Q], 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.224Q] will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[P.224Q] , 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:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P224Q</u>	DBN: <u>75Q224</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>36</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P224Q has 98 ELL students in grades K-8. These students come from homes where the following languages are spoken: Spanish, Chinese, Russian, Urdu, Bengali, Arabic, Korean, Burmese, Greek, Punjabi, Malayalam, Hindi & Albanian. The varying disabilities of children at our sites is ED, ID, MD, PDD, SI, HH, AU & OHI. The students' mandates are as follows : Bilingual Instruction - 9 students, ESL 89 students; however students are enrolled in 8:1:1/6:1:1/12:1:1 classes with Alternate Placement Paras where necessary due to having no Bilingual Program. We currently serve our students using a push in/pull out model. The proficiency levels of our ELL population are as follows : 59 Beginners, 24 Intermediate, 13 Advanced and 2 Proficient. This year we anticipate serving 36 ELLs in the Title III program ranging in all proficiency levels from grades K-8. We will group students into 3 classes of 12:1:1 based on functional levels and grade bands K-2, 3-5 and 6-8. Or 1 class 12:1:1, 1 class 8:1:1 &/or 1 class 6:1:1 depending on who attends. Students in AA and SA will be targeted for our program with a goal of having each session contribute to their success in moving towards the next level of proficiency. We are encouraging a positive ELL learning environment by offering students and families the opportunity to learn and grow in a cultural, supportive program. With the generosity of Title III funding, we will be supporting students' language development through Art and ELA.

- The instruction of our Saturday program will be delivered in English by 3 licensed ESL Pedagogues and 6 bilingual paraprofessionals. The paraprofessional's selected to work the program will be based on the languages of the students and parents who register to attend. There will be a minimum of 2 Spanish Paraprofessionals. Six paras are needed to address the various languages of our students and parents for interpretation and translation. They will also be used to provide the ratios of our student groups, which often average about 6, due to our varying chronological and functional age ranges and the state requirements and limitations. The paras will also provide assistance and support for students requiring Alternate Placement, Health and Crisis 1:1 services. The teacher will align the lessons to the CCLS using ESL methodologies and scaffolding techniques to ensure understanding and participation. The developed lessons will improve language acquisition by encouraging students and families to communicate. Instruction will be designed based on student's specific needs. Differentiation will be based on IEP goals and student data collected by ELL teachers throughout the 2014/2015 school year. Resources and supplies used to prepare for and execute these activities include a MacBook, iTunes gift cards and various consumables to create teacher made, "hands-on" materials for participants. The MacBook will be used to create multi-media materials. The ESL teachers at P224Q also intend to give families links to different educational websites that offer activities and lessons to encourage students to feel confident doing school work at school as well as at home.

- This year we are targeting literacy through the arts with Ballet Hispanico. Ballet Hispanico is a company founded by Tina Ramirez who was born in Venezuela. Her mission for Ballet Hispanico states that it would like to " build new avenues of cultural dialogue by sharing the joy of dance with all communities." ([www. Balleshispanico.org](http://www.Balleshispanico.org)) Title III is a perfect program to assist us in showing our families how much we appreciate all the different cultures we share in our communities and classrooms. Implementing ELA and Art in instruction is our way of engaging our students and families in a societal, educational experience. ELL teachers will collaborate with Ballet Hispanico to align dance with literacy goals and activities to encourage language development. After our first professional development, ELL teachers will target specific language needs and create differentiated groups for literacy development. During the Saturday residency, ELL teachers will work alongside Ballet Hispanico artists, co-teaching, to provide

Part B: Direct Instruction Supplemental Program Information

instruction for students and strategies for parents, as well as individually, with small groups of students and parents. This instruction will continue with the ELL students after the residency has concluded during pull out and push in sessions. An instructional performance followed by a guided lecture will lead our participants through an exploration of dance influenced by Latin America. Developing language in this setting will help promote independence, creativity, team work, self-expression, and cultural experience through music and movement.

The direct instruction will take place at PS186 on three Saturday mornings in January & February from 9:00 am to 11:30 am. Instruction will be provided by our 3 ESL teachers, Erin Betito, Nikki Maldonado & Jessica Shurgan. During the course of our program students will receive instruction alongside their parents and in individual or small groups.

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: _____ Administrator, teachers and paras will collaborate with Ballet Hispanico to design coherent, meaningful instruction. It is important that collaboration time be used to immerse ourselves in the culture and activities Ballet Hispanico will be delivering to our ELL community. The ELL teachers will differentiate the specific goals, instruction and student groupings to ensure an educational and fun ELL experience. We will meet two times for 1.5 hours after school on Wednesday 1/14/15 and Wednesday 3/11/15. (The March PD will focus on reflection of this year's program and improvements for next year's implementation, as we intend to use this program for our 15-16 school year's Title III plan and expand upon it, providing funds are similar. This format was also recommended by Ballet Hispanico and is educationally sound practice. It will also benefit our ELL teachers who will continue to use the techniques in their pull out and push in sessions throughout the remainder of the school year.) This will be a collaborative professional development given by ESL Teachers and the partners from Ballet Hispanico. On each Saturday, P224Q staff and Ballet Hispanico staff will stay an extra half hour to discuss the progress of the program. Topics that will be covered include the exploration of different Latin American dance forms, cultures and music. This will enhance student and parent involvement by taking the time to plan a three memorable Saturday mornings. Based on the CCLS, our collaboration will help inspire ELL's to explore new ideas and concepts and give them the opportunity to tie their learnings to culture, heritage and personal experiences.

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: _____ Engaging families in their child's learning is important to our community at P224Q, as well as the NYC DOE. Inviting parents to take part in our program encourages them to embrace their child's school and offers them educational support and experience. Families in ELL communities, in some cases, hesitate to reach out to schools due to fear of educational institutions and language barriers. We hope to encourage a positive, warm, and welcoming environment that will make

Part E: Budget

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

Allocation Amount: \$13868

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>Macbook - \$1150.00</u> <u>Itunes Cards - \$ 150 .00</u> <u>Consumables : \$ 492.70</u>	<u>Mac Book</u> <u>Computer 3-</u> <u>\$50.00 Itunes Cards</u> <u>Consumable supplies for students and parents :</u> <u>Party City - Masks, Feathers, Colorful Skirts, Costumes, Maracas, Beaded Necklaces, Cultural flags, Hats, Glue, Pencils, Pen, Paper, Ink, Scissors, Dry Erase Markers.</u> <u>Thank you notes for families</u> <u>Instructional Reinforcements for Families - Music of each culture, Books, Blank CD's, Pictures</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$ 150 .00</u>	<u>30 - \$5.00 Round Trip Metro Cards- Family Travel</u>
Other	<u>\$ 200 .00</u>	<u>Refreshments for Parents</u>
TOTAL	<u>\$13 ,868 .00</u>	<u>Title III - 2014/2015</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 75	Borough Queens	School Number 224
School Name P224Q		

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 Mr. Desmond Park	Assistant Principal Mrs. Danielle M. Hughes
Coach Ms. Mary Joyce	Coach
ENL (English as a New Language)/Bilingual Teacher J.Shurgan,N.Maldonado, ENL	School Counselor Mr. Lerro
Teacher/Subject Area Mrs. Elsa Myer/ Teacher	Parent Ms. Juliet Ladanza
Teacher/Subject Area type here	Parent Coordinator Ms. Susan Gelman
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	3	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	1	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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	422	Total number of ELLs	100	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	100	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	100
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	2

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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	68		68	30		30	2		2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2	0	0	0
4	1	0	0	0	0
5	6	0	0	0	0
6	1	1	0	0	0
7	4	0	0	0	0
8	0	0	0	0	0
NYSAA			15	10	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	4		0		2		0		0
4	1		0		0		0		0
5	5		1		1		0		0
6	1		0		1		0		0
7	3		1		0		0		0
8	0		0		0		0		0
NYSAA	0				11		14		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		0		0		0		0
8	0		0		0		0		0
NYSAA Bilingual (SWD)	0		0		0		0		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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
 Assessment tools used at P224Q include - Fountas and Pinnell, Foundations, SANDI, NYSESLAT, NYSAA, READING A-Z running records, ELKB, Pathways to Literacy, Building with Stories, Language Links to Literacy, Teachers College Units of Study Writing Continuum, and teacher made assessments. The insight this data provides about our ELLs highlights their early literacy skills and next steps. This gives teachers the opportunity to properly design instructional goals based on assessment results. During assessment we are able to determine, based on results, if a student is able to : read accurately, fluently & if the student is able to comprehend the text being read. This data helps inform our school's instructional plan because we design instruction based on results. ELL teachers can use IEP's, student NYSESLAT scores, plus assessment evidence to create meaningful instruction aligned to the CCLS. Also, it helps us determine what curriculums will work best with our student population. Based on results, teachers instructional plans will be data related.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 It is important to recognize that the majority of our ELLs are cognitively challenged therefore they tend to only attain a beginner level. In lower grades k-2, standardized assessment ELLs have stronger basic interpersonal communication skills than cognitive academic language skills. They are able to converse and perform well in speaking and listening but perform significantly below level in their reading and writing ability. As per instructional data, progress was noted for most students in speaking and listening, while reading and writing skills are still an area of weakness for the majority of our students. There are 49 entering students, 29 emerging students, 6 transitioning students, 12 expanding students and 4 commanding. Based on these results, this year, we would like our instructional focus to target reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our Annual Measurable Achievement Objectives are based on the NYSESLAT exams. While our students do make progress within each modality, we notice that as our students test on a new grade band their scores plateau or even decrease. Our plan for our ELL students is to schedule on-going instructional intervention services through ability grouping, one-to-one tutoring, the use of specialized

materials, and test prep opportunities to help students achieve improvement in language proficiency. Assessment is obtained through ECLAS-2, Standardized Testing, SANDI, Fountas & Pinnell, Reading A-Z, running records, NYSAA, ELL Periodic Assessment, and Informal Teacher Observations. This data is necessary in designing lessons that meet specific areas of need.

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

A. Performance patterns show that our students have stronger proficiency skills in Listening and Speaking.

B. Teachers are using the results of the ELL periodic assessments to help gear instruction based and appropriate student groupings. The leadership team uses the results to assist and evaluate teachers and support staff on how to implement different programs and resources to continue enhancing ELL student learning and success.

C. This assessment helps us target areas of need in Listening, Reading, and Writing. This then drives our instructional planning throughout the year. The HLIS is used to confirm ELL native language, ELL eligibility, and prior education.
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](#).] In order to meet the academic needs of our diverse students, we use streaming. Students are grouped based on literacy and math levels. This allows teachers to target specific areas of development for each student and provide instruction based on student need. We also use academic intervention services. Using AIS, student's needs are determined and targeted strategies are put into place. Progress is monitored on an ongoing basis to determine the success of the strategies on student achievement.
6. How do you make sure that a student's new language development is considered in instructional decisions? In order to develop second language learning, we use a variety of ENL approaches. These approaches include, Total Physical Approach, Language Experience Approach and the Cognitive Academic Language Learning Approach. These methods help to make language purposeful and meaningful. We use the strategy that best meets the needs of our students based on proficiency levels and learning styles. The goal of all of our lessons is focused on second language acquisition.
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?

At this time, we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We use the NYSESLAT to measure outcomes of student learning. This will assist us in determining if our ELLs make adequate yearly progress. Based on their progress, we will take the necessary steps to enhance our ELL program. Depending on their scores, as per CR-Part-154, schedules are made based on Integrated and Standalone instruction. Based on these findings, teachers are able to collaborate with classroom teachers to enhance instruction and language proficiency. We also turn-key information to teachers about using ENL methodologies in the classroom to ensure students are given consistent ENL support. TITLE III is a supplemental ELL program that is evaluated by the parents/guardians who attend. ENL pedagogues give a feedback form to families at the end of the program, this is truly helpful when planning for future sessions.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section. The identification process should take place at CSE. However, if it isn't complete, in order to initially identify ELL students in the P224Q organization, the following occurs:

Our Pupil Accounting Secretary shares three documents with our New York State Certified ENL/ELL Compliance Liaison to assist them in locating P224Q's new potential ELLs: the New Admits Report, the NYC School Transfers Report, and a third document that is generated each Monday alerting us to new students who have an indicator for LEP status. They also use Special Education Student Information System & Stars to obtain student IEP profiles, recommendations and test results. From these various records the ELL information is then recorded. Besides reviewing these documents for potential ELLs, a Home Language Survey is administered to all parents of our new student arrivals who are starting in Kindergarten, and/or entering a New York City public school for the first

time/or have re-entered after an absence of 2 full years. During the HLIS process we utilize our diverse bilingual staff to assist the ENL pedagogues in order to accurately complete the survey. We use our Language Access Kit to have parents point to the language they need upon entering our school. Once determined bilingual, our bilingual staff will assist ENL pedagogues in the interview process. If a language is not available, we accommodate the family by accessing our Translation & Interpretation Unit. We then conduct an informal interview based on questions related to the HLIS. This interview helps us determine a child's language needs. It is always top priority to ensure parents language needs are being met. It is crucial for us to have the most valid and up-to-date information about our ELL families. Based on the HLIS criteria, we then meet with the LPT to determine whether or not a student is eligible to be administered the NYSITELL. Once the NYSITELL is given and the potential ELL falls below the cut-score, the ELL is then deemed entitled to receive services. The HLIS, NYSITELL, and Spanish LAB for Spanish speaking ELLs are administered within the first twenty days of the students' first attend date for students with an IEP. At P224Q an IEP is relevant to all students. The unit coordinators are notified of the newly eligible ELLs who in turn inform the LPT of the students' eligibility. This practice only occurs in the event that CSE has not followed procedural protocols for new ELL admits. The Language Access Kit provides us with the Language Identification Guide and other materials that help us determine language needs. The languages of our diverse school staff include: Spanish, Chinese, Hindi, Greek, Korean, Punjabi, Urdu, Italian, Czech, Slovak, French, Haitian Creole and American Sign Language. Furthermore, again, in the event that our diverse staff is unable to assist with this process, we use the Translation and Interpretation Unit.

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).
Within 30 days from initial enrollment we are required to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps within the ELL Identification Process to determine if a student has had an interruption or inconsistency in their formal schooling. The DOE website provides a criteria for SIFE screening. In the instance that we have a possible SIFE the provided protocol will be followed in order for us to make a valid determination.
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).
In order to determine eligibility to take the NYSITELL we interview students, review work samples, form a Language Proficiency Team (LPT) and review the students IEP. We then meet with the LPT and determine if the student will benefit from ELL services. If the team agrees that the student should receive ELL services we administer the NYSITELL. The first step taken is the administration of the HLIS which is given to parents/guardians of the students with IEP's new to the DOE, students coming from a school within NY State with an IEP and students reentering the DOE after 2 years out of a NYC school. The ENL teachers - Ms. Jessica Shurgan, and Ms. Nikki Maldonado begin the process with the assistance of the LPT which consists of our Assistant Principal, Mrs. Danielle Hughes/Mrs. Jamie Allen-Zic and our Unit Coordinators dispersed between our P224Q sites. LPT meets to determine if administration of the NYSITELL is appropriate for the child. If our team believes the student is not eligible for NYSITELL then this information is sent to our Principal, Mr. Desmond Park, for review. After careful revision, the information is forwarded to our Superintendent Mr. Gary Hecht. It is our duty to notify parents within 5 days of this decision. If the team decides that the student will take the NYSITELL, those results will determine if a student enters the ENL program. After NYSITELL, the scan sheet will be sent to Central and the scores will then be reflected into ATS. If a student speaks Spanish, the Spanish Lab will also be administered. Families will be notified of their child's NYSITELL results/ENL entitlement.
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.
At P224Q we will ensure that the entitlement and non-entitlement parent notification letters are distributed by tracking and keeping record of dates that each letter has been sent. This will help us keep track of the appropriate time frame each family is entitled to. Once it is determined that a child is eligible for ENL/bilingual services, the parent is informed of the choices within 5 school days. Presently, our school only offers a freestanding ENL integrated/standalone program. Parents are made aware of the program choices but ultimately choose freestanding ENL. We are continuously looking at student demographics to create self-contained ENL and bilingual classes.
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).
The IEP serves as the notification to parents and families for ENL services however, in the beginning of the year during the ELL identification process, we also send home an Entitlement Letter to inform families that their child is eligible for ELL services and that the parents have 45 to decline the program if they choose to. All letters will be sent in the native language of each of our families. A universal letter template has been provided by the DOE.
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.

Options for our ELL students are presented to parents during the Educational Planning Conference at the CSE level. However, if this does not occur then, it is done when the child is admitted at the school level, by our ENL Teachers. District 75 parents are offered several options for their ELL children. Among the choices are: Transitional Bilingual Education, Dual Language or Freestanding English as a Second Language. At our parent breakfast a poster was made showing the families the different program options. We made it clear that at P.224Q we only offer Freestanding ENL. Parents are also made aware of program choice during informal interviews & on the entitlement letters. Information is translated into specific languages for the letters. .

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.

Parent surveys and program selection forms are processed at the CSE level. At the beginning of the year, the ELPC screen provides us with information about parent program choice. At P224Q the date of NYSITELL administration is entered for new ELL admits, on this screen we are able to view parent program choice, and placement as well as language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. This process should be completed on a CSE level. Parent selection is made in conjunction with the IEP team, which recommends student placement. Also, Mr. Wuest, our District 75 Placement Office Representative will contact families to discuss their child's placement.
9. Describe how your school ensures that placement parent notification letters are distributed. At each of our P224Q sites Mr. Wuest sends out a Detail Placement Inquiry form to inform the school of students who can be offered a seat within a selected room. All this information comes from our District 75 Placement Office. Once a student has accepted placement bussing is put into place by the District 75 Placement office. Placement letters are kept in the Unit Coordinator's office and each site and put into the students permanent file once the placement is accepted. An ENL teacher will be notified of a new student arriving from the admittance/discharge report. ENL teacher will then begin the ELL identification process. Within the process, if a student is determine as an ELL, letters will be distributed to families within the 5 day grace period by sending them home with the student. ENL teachers will make a copy of each letter and record on a checklist that it has been sent home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). At P224Q we keep our records in files at our main site. HLIS are put onto the SESIS portal and placed in student files. Entitlement letters will be filed and saved in a folder and uploaded onto SESIS. This information will be put into students personal files by the ENL pedagogues. Administrators and teachers have access to all ELL information. Our compliance binder is stored in the principals office; while ENL teachers can access the information at any site using Google Docs. ENL teachers communicate with classroom teachers and related services by letting them know the specific languages their ELLs speak- they can access any info about their ELLs by contacting the ENL teachers. All records and information are maintained by the ENL staff.
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.

To identify all ELL students and to ensure that they are administered the NYSESLAT annually, our ENL staff , Ms. Shurgan, and Ms. Maldonado utilize ATS reports. These reports include RPOB, RLAT, RYOS, RFSE, RLER, and REXH. Compliance documents are also utilized to determine which ELLs will be taking the test. Our staff has created a template to organize and ensure that all modalities of the NYSESLAT are administered. This template keeps track of the dates that each student is tested on each session/ modality. It also includes their site location, OSIS number, birth date, class #, grade and home language. If a student is a new transfer to our P224Q organization from another NYC school, we would use the same reports mentioned above , as well as investigate student files (Cumulative file) to obtain any information that helps us determine their ELL status. ENL teachers help each other administer the speaking section by having someone score, and someone adminster the test. During Listening, Reading and Writing, teachers split their caseloads by creating site specific schedules in order for the test administration to run smoothly. We ensure the proper space and always make sure that each learner has access to the appropriate testing accomodations. The NYSESLAT is administered to all ELLs to determine English language proficiency levels.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Families are made aware of continuing/ transitional services at IEP meetings. However, at P224Q we send letters informing families of continued ENL services. All letters sent from our school are translated for parents. During the IEP meetings, an interpreter is provided.
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).

Parents are made aware of all three biligual program models. 100% of parents choose to place their child in our Freestanding ENL program model. At this time we currently do not have enough bilingual students with the same class mandate,age, and language to open a bilingual class.

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.

Based on CR Part 154, ENL teachers will create servicing schedules based on the specific mandates. Integrated service will give ENL teachers the opportunity to continue collaboration with classroom teachers to provide comprehensive instruction aligned to the CCLS. Integrated instruction will take place in the students' homeroom. Standalone will take place in the ENL rooms provided at each site. Standalone will provide students an opportunity to have small group /and or/ one-on-one instruction to reach the specific ENL/ IEP goals provided for the school year. Homogeneous, heterogeneous, and different cultural backgrounds will be present in both settings of Integrated and Standalone instruction. At P224Q we always create our student groups based on CR-PART-154 mandates (proficiency levels, age appropriate groupings, home-room classes)
 - b. TBE program. *If applicable.*

At this time, based on student enrollment, we do not have enough students with bilingual mandates to offer this program.
 - c. DL program. *If applicable.*

At this time, we do not offer a Dual Language program.
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)?

Based on the New York State CR Part 154 mandates, our ENL practitioners are aware that ELL students in grades K-8, at the beginning/entering and low intermediate/emerging proficiency levels require 360 minutes per week of ENL instruction. Beginners will have split service of 180 standalone minutes and 180 integrated minutes. Low Intermediates will have 90 minutes of standalone instruction and 180 minutes of integrated instruction. Transitioning intermediates will have 180 minutes, 90 integrated and 90 integrated OR standalone. They are also aware that students who have achieved the advanced/expanding level on the NYSESLAT, should receive 180 minutes of ELA instruction and 180 minutes of ENL integrated services, and those students who have scored at the proficient/commanding level will receive two years of transitional 90 min ENL services. In order to deliver the mandated ENL instructional minutes to our students, ENL teachers have maximized their groupings optimally based on class ratios.
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.

In our Freestanding ENL Program, we deliver content area instruction through thematic units, utilizing a variety of ENL approaches such as: TPR, LEA, the Natural Approach and CALLA. When planning instruction, modifications, scaffolding techniques and differentiated instruction are incorporated. This facilitates learning, and targets various learning styles in order to make content comprehensible and enrich language development. In order to support ELLs in accessing the common core, we provide scaffolds. Our goal is to provide ELLs with comprehensible concepts so they can easily and comfortably begin to use language within context. Then, we gradually pull back the supports to allow our students to become more independent in their own learning and language use. With the new CR-PART-154 mandates, the main core content will be present within collaboration as well.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students at P.224Q with a Bilngual mandate are entitled to an Alternate Placement Para. During the year, students with the Alternate Placement Para will have their evaluations and instruction given in their home languages. We ensure this by making sure each child with a bilingual mandate recieves a AP Para in their classroom. Paras work with the ENL teachers to ensure that instruction and information is being relayed appropriately in the students native language.
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, we have created an ENL inquiry team. This team is comprised of our ENL pedagogues. This year we created NYSESLAT formatted assessments for each of the modalities. These assessments will be used along with Periodic Assessment results to determine english acquisition throughout the year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing

d. Long Term

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

A. P224Q is a Special Education school that presently has 0 SIFE students. If we had a student with SIFE, the services available to this student include technology, community awareness, support of native language and culture, and a nurturing environment to facilitate language production. We also encourage a high level of parental involvement for SIFE students by engaging their parents in the school community. This is done through our large number of parent workshop offerings, our PTA meetings, TITLE III, and many other school events. The use of our Translation and Interpretation Unit also helps to reach out to these parents. These intensive services are offered to newcomers and long term ELLs. P224Q has 3 subgroups of ELLs. 1. Newcomers (students with less than 3 years of service) 2. Students with an Extension of Services (students with 4-6 years of service) 3. Long term ELLs (students who have completed 6 years of service). We provide these subgroups with extensive exposure to the English language in the 4 modalities using the ENL standards, NYSAA, and CCLS; we will target the five CORE reading elements: phonemic awareness, phonics, reading fluency, vocabulary and comprehension using scaffolding strategies during instruction to support newcomers; we will differentiate instruction using learning styles, multiple intelligences and Universal Design for Learning in order to provide multiple means of representation, action and expression, and engagement; we will provide opportunities for students to utilize CALLA learning strategies to enhance learner independence; we will use the students' L1 native language to improve L2 comprehension, where relevant, via cognates; we will provide comprehensible input by using visuals, realia, concrete examples, TPR, and technology; we will tap into students' background culture and knowledge to help make L1 to L2 connections; and we will also provide learning experiences targeting the four language modalities: speaking, listening, reading and writing. For each ELL group being served, differentiation and scaffolding techniques are present. By connecting IEPs, student groupings, the CCLS, and ENL Lab-r results, each child has a differentiated learning experience.

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.

As per the ELL policy referency guide, "The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period." We ensure the student's academic progress has not been adversely affected by the re-identification process by ensuring that the student is receiving ENL services/ additional academic support services.

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

P224Q is a district 75 school. All of our ELL students are ELL-SWDs. In order to provide access to academic content and increase student language proficiency we have purchased Rigby: Activate Early Learning for grades K-3 and On Our Way to English for grades K-5. Many instructional and scaffolding strategies are targeted through each unit that also support cross curricular learning in Mathematics, Science, and Social Studies. We also have a technology based program called Reading A-Z that gives students the opportunity to read at school and home while the application tracks their progress. Parents and teachers also have access to this application. The programs target all four modalities and differentiate for the five language stages. For our students in grades 6-8, we utilize many Pearson and Longmann products. We utilize their low/beginning cultural readers that target seven knowledge areas and stimulates cross-cultural exchange. We also use Pearson and Longmann's Writing to Communicate books to help build vocabulary, focus on writing structure and the mechanics, and communication. Through ENL and classroom teacher collaboration, student needs in the content areas are discussed and interventions are then addressed by the ENL staff. The interventions most commonly are 1) explicitly teaching content area vocabulary using visuals 2) hands on activities 3) breaking down larger concpets into smaller more comprehensible components. (Integrated learning)

P224Q system wide curriculum in the content areas (Math, Science and Social Studies) is also used by our ENL staff. We adapt the content area materials in order to support our ELL students' needs. Creative and flexible programming is used to allow ENL teachers the ability to collaboratively plan with classroom teachers and infuse ENL strategies into classroom instruction. Strategies include TRP, scaffolding techiques, creating visual cues, modifying instruction etc. Block ELA schedules are programmed mid morning to allow students to receive 90 minutes of whole language instruction. Collaboration among ELL teachers and classroom teachers is maximized at this time -

(As per our site CR-Part-154 instructional regulations.) As our school's student body consists of all students with disabilities, time spent with non disabled peers occurs through partnerships with mainstream principals and classroom teachers. Our students participate alongside their same age non-disabled peers during special activities and events whenever possible. Students in inclusion receive their services primarily in their general education classrooms where they spend the majority of their day. Their adaptations are made through collaboration between the mainstream teacher and the SETTS

Chart

teacher who adapt materials and curricula accordingly. This allows for minimal pull out services thus maximizing times spent with non-disabled peers. Students who improve in all areas are re-evaluated and moved to the next LRE, whenever instructionally appropriate.

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?

P. 224Q is committed to encouraging collaboration among the ENL staff, and classroom teachers in order to provide our subgroups of ELLs with intensive small group explicit, direct instruction. ELL interventions will be provided by certified ENL teachers, Ms. Jessica Shurgan, Mrs. Erin Betito and Ms. Nikki Maldonado during regular scheduled service times, using the integrated and standalone model. Instructional programs and materials presently used in our ENL program include: iPads, Laptops, LeapFrog Language First Program for grades K-5 with Audio Support in six languages for families; Rigby Curriculum - Activate Early Learning and On Our Way to English with ELL Assessment Kit (aligned to TESOL Standards), Cavallo Publishing Letter Buddies Alphabet books, Attanasio & Attanasio/NYSESLAT Test Preparation materials for grades K-8, RADIUS Audio Learning System by Learning Resources (targets content area concepts and vocabulary), Unique Learning Systems, Reading A-Z, Touch Math, Children's Press Soundbox Books (targets initial sounds - vowels and consonants), Lakeshore's photo cards to build language, Word and Sentence Flip Books, Word Family Stamps and Teaching Cards (targets homophones, idioms and multiple meanings), Alpha Chants, music, puppets, ENL libraries, Amazing English by Addison Wesley, A Chorus of Cultures: Developing Literacy Through Multicultural Poetry, thematic teaching materials, graphic organizers, multicultural charts, and teacher-made adapted materials. These programs, materials and interventions are based on current researched based ENL methodologies. Finally, NYSESLAT test prep opportunities will continue to be implemented.

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

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

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

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

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

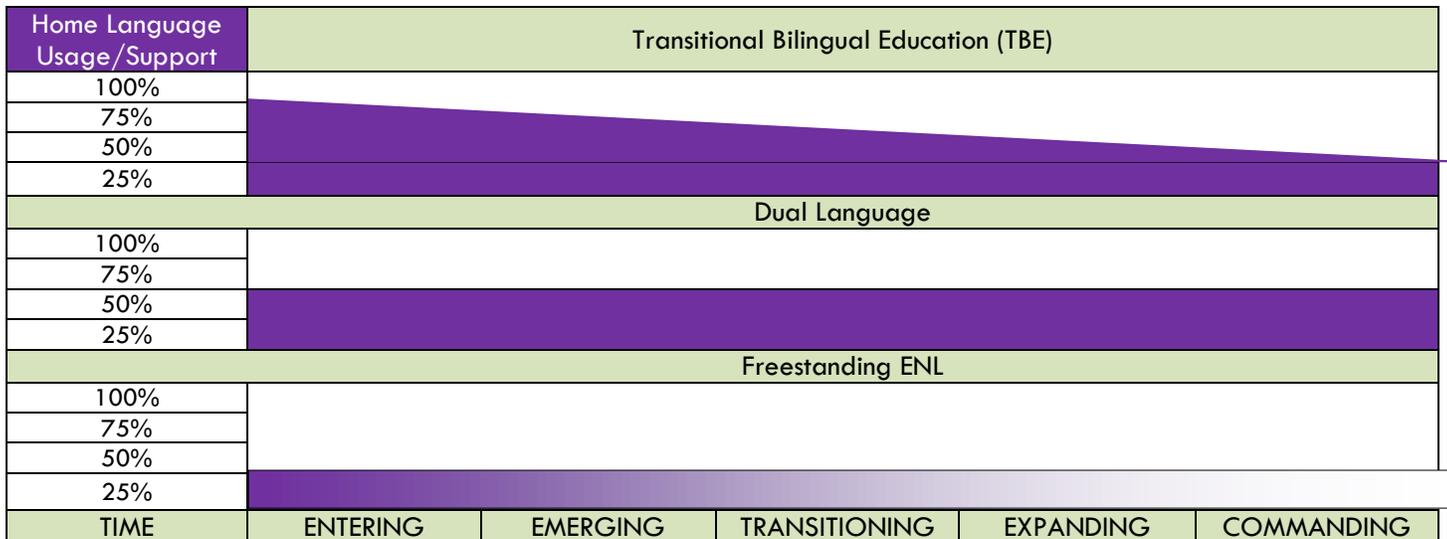


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. At P224Q, intervention services are provided in the English Language. At our school, we only offer Freestanding ENL services. Some of the resources used to intervene in specific areas include - For our Standardized students, we use the Go Math Curriculum, Brain Pop, Reading A-Z, Everyday Math & Treasures. For our AA students, we use Unique Learning Systems which is a thematic based curriculum that covers math, science, SS, & ELA for our NYSAA students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
At P224Q we measure the effectiveness of our program based on student performance in multiple assessments. (NYSAA - Sandy Fast, Fountas & Pinnell , & NYS assessments) Based on data and specific scores, ENL teachers are able to determine student learning needs. This helps teachers build instruction, lessons, differentiation and proper groupings for sessions.
12. What new programs or improvements will be considered for the upcoming school year?
Presently, we will continue our programs , however, new programs are being considered for the upcoming school year. We will continuously analyze student demographics across sites to create self contained ENL and bilingual classes when possible.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All of P224Q's programs are offered to all students regardless of ELL status. Program participation is based on ability and appropriateness in meeting a student's overall goals. Academic, social, and emotional factors are taken into consideration. ELL students are offered the same opportunities in these types of curricular activities as their English speaking peers. Examples of some of these programs are: Broadway Theatre, Mainsite Plays & events, Basketball Tournaments, Get Ready to Learn. Programs offered vary from year to year. We invite all students to participate based on functional ability and parental permission. Written correspondence is translated for our ELL parents. ELLs participation in these activities is in direct proportion with participation by their non-ELL peers. At the current time, P224Q does not have after school extra-curricular activities. However, along with the previously named programs, our ELLs receive additional supplemental services through our Title III Program, based on funding. This year, with our Title III funding, we will be offering our students and their families four Saturday sessions. During these sessions, students, teachers and parents were given techniques and programs to improve their children's language acquisition. They also had the opportunity to learn about dance in different cultures. These programs are ELL specific.
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.
Instructional materials presently used in our ENL program include: iPads, Alternative Augmentative Communication Devices (AAC), SamrtBoards, Laptops, LeapFrog Language First Program for grades K-5 with Audio Support in six languages for families, Rigby Curriculum - Activate Early Learning and On Our Way to English with ELL Assessment Kit (aligned to TESOL Standards), Uniques Learning Systems Cavallo Publishing Letter Buddies Alphabet books, Attanasio & Attanasio/NYSESLAT Test Preparation materials for grades K-8, RADIUS Audio Learning System by Learning Resources (targets content area concepts and vocabulary), Children's Press Soundbox Books (targets initial sounds - vowels and consonants), Lakeshore's photo cards to build language, Word and Sentence Flip Books, Reading A-Z, RAZ Kidz, Word Family Stamps and Teaching Cards (targets homophones, idioms and multiple meanings), Alpha Chants, music, puppets, ENL libraries, Amazing English by Addison Wesley, A Chorus of Cultures: Developing Literacy Through Multicultural Poetry, thematic teaching materials, graphic organizers, multicultural charts, and teacher-made adapted materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our school does not presently have a TBE program that targets Native Language Arts, however our ENL teachers deliver native language support through NLA libraries, dictionaries, and use of bilingual paraprofessionals in the school. Native language culture is valued in a variety of ways. To support native language, instructors enhance their vocabulary for foreign languages whenever possible, plan multicultural events and continue cultural explorations. Teachers may also group students of the same native language for certain activities and tasks with hope that the students can serve as a guide for one another, academically and socially. For those students with formal education in their native language, instruction will be offered with the understanding that a basic education has already been established. Therefore, we will concentrate initially making connections between native and English language instructions. Although at P224Q we only offer ENL, some of our students have a bilingual mandate. To ensure home language support, each student has an Alternate Placement Para to assist them with their language needs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ENL teachers provide instruction using ENL methodologies aligned to the CCLS ensuring all student work is grade and age appropriate. Teachers also collaborate with other classroom teachers and service providers to apply IEP mandated adaptations and modifications to specific instruction.

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).

At P224Q newly enrolled ELL's and those enrolled throughout the school year are encouraged to participate in the Chapter 683 summer program where they will receive ENL instruction. (This only applies to a student newly enrolled before the school year begins.) We also host a carnival at our PS 710 site for new families entering P224Q before the school year to assist students and families in becoming well versed and comfortable in their new school environment.

19. What language electives are offered to ELLs?

Language electives are offered to our middle school students. Presently, spanish is the langugae offered.

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.)
Title III, Monday Professional Development Sessions, District offered PD's. This year as per CR-PART-154 schools are asked to have 15% ELL based PD's. Ms. Jessica Shurgan & Ms. Nikki Maldonado will present this year on specific ELL topics that will help our administration and staff become aware of the major changes (CR-PART-154 and how it will impact their students,) as well as give them insight about how to better accommodate ELLs in their classrooms. (Translation/ Interpretation services/collaboration/minutes/SIFE/Cultures etc) Topics include best practices of co-teaching, scheduling and mandates, language acquisition and alignment with core content area instruction, how to incorporate ENL strategie/methodologies in instruction. Teachers work with literacy coach, Mary Joyce, to discuss how to implement ENL methodologies within ELA instruction.
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?
Standardized with literacy coach, Alternate Assessment with Alternate Assessment coach. PD's are given by the coaches turn-keying and relaying information to teachers about how to implement ELA strategies in the classroom. The ENL teachers work with the coaches to produce content based professional developments guiding teachers in learning how to incorporate ENL into ELA in order to best support each learner in their classroom. Both coaches support our programs by giving us information on how to utilize assessments, and different school based curriculums.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We work with the counselors by speaking to them about ELLs and their possible transition needs. We do this in order to increase their functional language so together we can adequately address student anxiety. We also come up with strategies for the families to assist in the transition for their child. This includes making families aware of the major changes ahead and informing them on topics to discuss with their child at home. We also do site-visits for families and students so they are aware of the new school they will be attending. This helps support functional language because they will be able to relate their experience and feelings towards change with their new setting for the upcoming school year. This also gives families the chance to speak to on-site-school staff to address any questions, anxieties or concerns.
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.

Professional development provided for our staff in curriculum, computer technology, literacy and language development have resulted in effective instruction for our ELL students. The collaboration between classroom and ENL staff is imperative for student success. Classroom teachers provide content area instruction using ENL techniques and methodologies with support from our ENL staff in both integrated and standalone settings. This year we will provide the following training:

- Training in Language Experience Approach, the Natural Approach, TPR, the integration of the Arts and use of multi-cultural literature with ENL instruction
- * How to utilize the Translation/Interpretation Unit
- * Different cultures in your classroom - how this can impact student learning
- Training in CALLA learning strategies required to develop Cognitive Academic Language Proficiency (CALP) in ELL students
- How ELLs Access the Common Core
- Workshops on scaffolding strategies to target critical thinking skills
- On-Going Jose P. training to ensure all SPED Teachers meet 10 hour requirement
- Turn-key training based on the ENL District, UFT andn University workshops
- Opportunities for classroom and ENL teachers to collaborate on units of study/CCLS
- * Ongoing development of the Alternate assessment curriculum K-8
- * Process of identifying ELL's / Scheduling / Mandates / CR-PART-154

We will continue to provide time for collaborative planning among classroom teachers, ENL teachers, and related service providers in order to enhance instruction for all ELL students. This will be conducted during common planning times and in inquiry sessions.

In order to support ENL staff, opportunities to attend training is provided to them to develop strategies and ideas to assist with student and teacher development.

Teachers who require 10 hours of Jose P. instruction are directed to register for professional development training sessions offered by District 75 ELL Department. ENL teachers will provide in school trainings to turn-key information obtained at District meetings.

Each professional development session encompasses a focus on ENL relevance and accompanying suggested strategies for each

population. ENL teachers plan common meetings with teachers of ELLs to assist them in providing content area instruction using ENL techniques and methodology.

All staff including all related service providers, paraprofessionals and administrators are encouraged to avail themselves of ELL training offered by D75 and New York City.

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?

Our annual meetings are given during the student IEP meetings. For an annual individual meeting, P224Q provides parents/families the opportunity to meet on other occasions throughout the school year to discuss their child's progress as a learner. With proper scheduling parents are invited to come to school to meet with teachers during the allotted time for parent outreach each Tuesday. When aware of a parent arriving, teachers will previously arrange interpretation and translation services to be part of the meeting.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Title III, Parent Workshops, Welcome Breakfast, PTA Meetings, Parent teacher conferences, Family Carnival, Parent orientation, IEP meetings. Parents are encouraged to attend these events through translated letters in their home languages, newsletters and the P224 website, which is also available for translation.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parent coordinator arranges meetings with Community Based Organizations to provide workshops that will help families work with their children. Families are encouraged to attend so they can learn strategies that will foster a collaboration between school and home. We believe this will encourage student success.
5. How do you evaluate the needs of the parents? At P224Q we provide monthly parent trainings on various topics. Needs are evaluated based on informal interviews with parents, results from evaluations after events, and from working with students.
6. How do your parental involvement activities address the needs of the parents?

In order to involve parents at our school, outreach efforts are made to reach out to all of our parents, including those of ELL students, to attend Parent Orientations, Parent Breakfast, events/workshops, PTA meetings, and Parent Teacher Conferences. Our Parent Coordinator continues to assist in the planning of parent events/workshops that include topics specific to our ELL students. Her previous outreach efforts have demonstrated an increase in parental attendance at school events/workshops that target community based organizations and topics that pertain to specific Special Education concerns. Furthermore, interpreters are provided when requested and when possible. When in-house interpreters are unavailable, we use the NYCDOE Translation & Interpretation Unit to assist us. During scheduled parental events, consideration of parental needs are evaluated and addressed. At all times P224Q's staff take into consideration the language and cultural needs of our ELL parents. We also use our school website on eChalk to share information about upcoming events. This information can also be translated into several other languages to accommodate the needs of our diverse families. Encouraging families to fill out surveys gives us the proper feedback to ensure that we are addressing all needs. We believe the needs are being addressed because we are providing each family with a hands on experience as well as information that pertains to their child's learning. We are approachable and willing to answer questions at any times. With feedback forms and informal/formal interviews, we work hard to cater to our families in our P224Q community.

D. Additional Information

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

Paste response here: QUESTION #2 - PARENT INVOLVEMENT SECTION - UNABLE TO SUBMIT A RESPONSE. - SEE RESPONSE HERE : Records are kept for annual individual meetings by the ENL pedagogues. Ms. Jessica Shurgan & Ms. Nikki Maldonado keep record of each meeting by taking careful notes about students progress , data, & parent concerns. When outreaching to families, our in - person

meetings and phone calls are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Letters sent home to inform families of the annual individual meetings are translated into the families home language. During the meetings an agenda and sign-in sheet are provided to keep record of attendance.

School Name: P224Q**School DBN: D75**

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)
Mr. Desmond Park	Principal		10/30/15
Mrs. Danielle Hughes	Assistant Principal		10/30/15
Ms. Susan Gelman	Parent Coordinator		10/30/15
J.Shurgan/ N.Maldonado/ENL	ENL/Bilingual Teacher		10/30/15
Juliet Ladanza	Parent		10/30/15
Ms. Elsa Myer/Teacher	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
Ms. Mary Joyce	Coach		10/30/15
	Coach		10/30/15
Mr. Lerro	School Counselor		10/30/15
	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **P**
Superintendent: **Gary Hecht**

Before you begin, please check the following:

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

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

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

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

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

The following data is used to identify the preferred home language of parents/guardians of students enrolled at P224Q:

At the beginning of the school year, our Language Access Coordinator Susan Gelman, sends out the NYC DOE Language Preference Form as an assessment tool to determine the preferred languages of P224Q families. In this form, parents are asked in 10 different languages their preferred language of oral and written communication when information is sent from the school. The Language Access Coordinator and ENL teachers collaborate to share information based on the Home Language Identification Survey (HLIS), Place of Birth Reports and the OTELE Table. Interviews take place with parents/guardians during parent orientations and all parent engagement events throughout the year which include parent breakfast, parent orientation, parent workshops & other in school events.

This data helps us to provide translation and interpretation, whenever possible, using our diverse bilingual staff and the services of The Translation and Interpretation Unit. Though not always possible, appropriate translation and interpretation services are done as timely as possible and in the families native language (not all languages are available).

Information is also used to to maintain contact with families. Language preference will be verified. Language preference will be given to Unit Coordinators at each site and placed on Emergency Contact Cards.

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.

Spanish
Chinese
Bengali
Urdu
Arabic
Haitian-Creole
Korean
Punjabi
Albanian
Mandarian
Portuguese
Tibetan
Malayalam
Wolof
Nepali
Cantonese

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.)

All school based documents will be marked with a stamp informing families that they are available on Echalk in 90 languages. If families do not have website access they are translated into their home language and backpacked home. Upon the beginning of the school year outreach includes determining which families do not have electronic access to information within their homes.

For the 2015/16 school year, translated documents will be sent to ELL homes related to :

- Testing date announcements - NYSESLAT
- Parent handbook mentioning important dates such as holidays and school announcements. Handbook provides instructions in different languages on how to access information on our schools website.
- Annual Parent teacher conference announcements - September , November , March & May
- Title III - ENL program announcements - October, December
- Parent Workshop Meeting announcements

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.

Parent Breakfast* Parent/Teacher conferences are held in September, November, March and May for parents to discuss individualized student grades and progress/ student needs.

* Reconfigured day allows for parent/teacher communication on an "as needed" basis.

* If a child is absent attendance teacher will reach out to families

* Open door policy allows parents/caregivers to contact the administration with any concerns

* Monthly parent training and workshop facilitated by parent coordinator

* Direct parent engagement via one-on-one meeting based on parent/student needs

* IEP meetings

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.

Our in-house personnel translate written correspondence as needed. If in house personnel are not fluent in the specific language needed, P224Q will reach out to translation services & interpretation unit for translation/interpretation assistance. Parent Coordinator and Unit Coordinators provide notices in additional languages to communicate information by encouraging families to access specific information using our school's website. Translation options are given on the P224Q webpage. The Parent Coordinator will distribute parent letters, brochures, contact information & other related DOE resources to ensure effective communication with the DOE, our families and our school community in parent/guardian's preferred language.

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 diverse bilingual staff, parent volunteers and the Translation and Interpretation Unit provide oral & written interpretation/translation as needed. Alternate Placement Paras assist our families with their language needs. If interpretation is needed over -the- phone, depending on in house languages, we typically use the help of our in-house bilingual staff. If we do not have the language on site, Interpretation Unit is accessed. If a language is needed that is not provided from either resource, with the help of the Translation and Interpretation Unit, outside contractors are requested. This can take place in person, or over-the-phone. All requests for translation and interpretation are made in a timely matter to ensure proper preparation for meetings, work shops, & parent trainings.

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.)

- * As per CR-Part-154 schools are mandated for ENL professional development - Training on Translation services and over-the-phone translation services will occur during each meetings.
- * The Parent Coordinator is available to arrange for translation services (oral and/or written) when needed.
- * Language cards distributed before meetings - parent teacher/ parent workshops.
- *Poster with specific languages from LAK posted .
- *Translation on our school website is accessible to all staff members & families in the P224Q community

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

- * Parent handbook is sent home to parents in the beginning of the school year- translation information in packet
- * Notice of availability of Translation and Intepretation Services are sent home with each student and posted at all sites
- * Parent Coordinator & ENL teachers arranges for workshops and training to answer questions and assist parents/guardians in their translation needs (ENL during TITLE III)

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)

- * Provided School Survey for Parents
- * Keeping records of oral and written translation requests at each site
- *Informal outreach during allotted parent outreach times - Tuesday Afternoons.
- * Direct feedback from parents at parent trainings, workshops, and all other parent engagements
- * Written and oral evaluation at various parent activities
- *ENL LPT forms
- *Evaluation form for TITLE III - ENL - program

