

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **29Q251**

School Name: **P.S. 251 QUEENS**

Principal: **EDNA LONCKE**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 251Q School Number (DBN): 29Q251
Grades Served: Pre-K, K - 4
School Address: 144-51 Arthur Street, Springfield Gardens, NY 11413
Phone Number: 718 276-2745 Fax: 718 723-7822
School Contact Person: Edna Loncke Email Address: eloncke@schools.nyc.gov
Principal: Edna Loncke
UFT Chapter Leader: Vanessa Gooding
Parents' Association President: Syndel Hughes-Brister
SLT Chairperson: Kamla Sandiford
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Monalisa Myles
Student Representative(s):

District Information

District: 29Q Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Ave. Rm. 217, Queens Village, NY 11428
Superintendent's Email Address: LMurray3@schools.nyc.gov
Phone Number: 718 264-3146 Ext. 2171 Fax: 718 264-3148

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard | Ozone Park, NY 11416
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 718 281-3259 Fax: 718-642-5705

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) |
|-----------------------|---|-------------------------|
| Edna Loncke | *Principal or Designee | |
| Vanessa Gooding | *UFT Chapter Leader or Designee | |
| Syndel Hughes-Brister | *PA/PTA President or Designated Co-President | |
| Coleen Dennis | DC 37 Representative (staff), if applicable | |
| Monalisa Myles | 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 | |
| Kamla Sandiford | Member/UFT | |
| Jamieka Fraser | Member/ Parent | |
| Magnolia Egerton | Member/Parent | |
| Arlene Burrell | Member/ UFT | |
| Vaughn Simmons | Member/Parent | |
| | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------|---|---------------------------------|
| | 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.

Public School 251, The Early Childhood Magnet School, is tandem to MS 355 and MS 356, located in Springfield Gardens, a section of Southeastern Queens, New York. We are a school that is in expansion, having been granted PK/K – 5 status, commencing in the 2015-2016 school year. In September 2015 we will welcome our current third graders as fourth graders in our school. In September 2016, these fourth grade students will remain for fifth grade and become our first fifth grade graduating class in June 2017. This is an exciting as well as a challenging time for our school community, particularly our students and their parents.

In 2015-2016 P.S. 251Q will be serving a population of approximately 350 students, Pre-Kindergarten through fourth grade. They hail from locations across the Queens District 29 community and are predominantly of African descent.

Less than 1% of our population is English Language Learners and about 20 % are Students with Disabilities.

Our mission is to work closely with families and the community to nurture all students by providing instruction that exemplifies high standards and expectations. We envision that high percentages of PS 251 students will achieve college and career success and make positive contributions to society.

Our faculty is committed to providing standards based instruction through best practices. Our professional practice is guided by the Principles of Learning for Effort-based Education and Charlotte Danielson's Framework for Teaching.

The school's curriculum is based on the New York State Common Core State Standards (CCSS)/New York City Common Core Learning Standards (CCLS) which determine the essential content and skills for each grade level.

Curriculum Units for teaching and learning are developed from curriculum support materials that are aligned with these standards and the State/City Scope and Sequence.

The core curriculum is supported by an enrichment program that taps into students' interests and talents. The core curriculum subjects are English Language Arts/Literacy- which is integrated into all curricular areas, Mathematics, Science, and Social Studies. The enrichment subjects are STEAM (Science, Technology, Engineering, Art and Mathematics), Library/Media, Spanish, Health and Physical Education, and Music (vocal and instrumental).

Performing Arts form the basis for school wide activities and events such as Monthly Assembly Programs, Winter Holiday Show, Spring Poetry Slam, School Play by the Theater Arts Club, Moving Up Ceremonies, and other special occasions. The Arts are also integrated in content areas or accessed through class trips and Move-to Improve activities. This year our school became a Move-to-Improve Champion School.

The implementation of classroom instruction includes multiple approaches and differentiated strategies. For example, teachers apply Bloom's Taxonomy and Webb's Depth of Knowledge hierarchy of questions as a scaffolding strategy to address the learning needs of a range of learners. Teachers also provide Tier I intervention by grouping students for Instruction, based on assessment (pre/post assessment or teacher observation of student responses/participation).

Teaching and learning as well as assessments are facilitated by online technological resources. Accessing and sharing useful websites and online resources help to strengthen collaboration, instruction and best practices at P.S. 251.

Our school is studying and applying The Framework for Great schools to strengthen our approach to student achievement and school wide improvement. All areas of operations will be aligned to the elements of the Framework (Trust, Effective School Leadership, Strong Family and Community Ties, Supportive Environment, Collaborative Teachers, and Rigorous Instruction) in order to facilitate a smooth transition to upper elementary grades and create a seamless focus for Pre-K – Grade 5.

Partnerships for school improvement will be established through The Borough Field Support Center- for operations and professional development; the Teacher Development Coach (TDC) grant- for professional development; and contracted services from Teaching Matters to support curriculum Mapping and lesson implementation.

Established Partnerships for parent and student support include:

- Learning Leaders- for training parent volunteers
- The Food Bank- for various parent workshops including Cook Shop for Families

- The Roy Wilkins Recreational Center and NYC Parks Department: Swim for Life program for Grade 2 students; The Early Exposure to Tennis Program for Kindergarten and Grade 1 students; free use of the gymnasium for sports activities- Grades 3 and 4 students.
- Reading Empowers- a Saturday volunteer run reading enrichment program for K – 4 students
- Cross-Age Literacy Program where male high school students from Excelsior Preparatory High School provide reading enrichment to our Kindergarten and First Grade students who attend our After School Program. The mentor students are trained and supervised by Mentoring for Real Partnership with Children at Excelsior Preparatory High School
- KJK After School Program- providing after school care for students (Homework, Music, Dance, and other enrichment activities) from 2:20 PM – 6:00 PM.

29Q251 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03 | Total Enrollment | 345 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 65.5% | % Attendance Rate | | 93.7% |
| % Free Lunch | 67.0% | % Reduced Lunch | | 11.1% |
| % Limited English Proficient | 0.9% | % Students with Disabilities | | 15.9% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.9% | % Black or African American | | 94.9% |
| % Hispanic or Latino | 2.4% | % Asian or Native Hawaiian/Pacific Islander | | 1.2% |
| % White | 0.3% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 6.34 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | N/A |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 1.9% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | | 6.36 |
| 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 | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | 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 | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | 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 | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

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

Part 1 – Needs Assessment

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

In response to a lack of enthusiasm for using Pearson’s ReadyGen for ELA instruction, teachers modified literacy units by incorporating aspects of other programs such as Teachers College Reading and Writing Units and Developmental Studies Center’s Making Meaning Program. However, there were differences in instructional rigor among grades and we became concerned for grade alignment of skills along a continuum. This formed the basis of our search for a school wide literacy program. We then chose a unit from Engage NY and used a Lesson Revision Protocol to modify the instructional plan as needed to implement the lessons. We also inspected two other Common Core aligned programs – Houghton Mifflin Harcourt’s Journeys and McGraw-Hill’s Treasures. In the previous school year we had inspected Pearson’s Reading Street. 96% of our teachers voted to invest in purchasing Journeys. Staff and principal felt that Journeys satisfied our need for a Balanced Literacy Program that was Common Core aligned across grades and supported instructional rigor. We believe that in working with this program we would be able to focus more deeply on a coherent teacher pedagogy based on a coherent set of beliefs about how children learn. During our investigative process we had our Quality Review. Predictably, the resulting report cited pedagogy as an area of focus. Our Needs Assessment also included a review of Literacy Benchmark Data, based on the administration of DRA2, for identifying student growth at three targeted periods: October, March, and June. To determine sustainability in student progress for the year, we compared each grade’s Baseline and End Line data. We looked for trends in moving students into Levels 3 and 4 across the grades and found :

- Kindergarten: 24% increase in Levels 3 and 4 combined.
- Grade 1: 19% increase in Levels 3 and 4 combined.
- Grade 2: 6% increase in Levels 3 and 4 combined.
- Grade 3: there was a no change in Levels 3 and 4 combined.

We attributed the consistent use of the skills based Wilson Foundations program to the sustained success in Kindergarten and Grade 1. This program was used in conjunction with an integrated Literacy Unit on these two grades. Foundations was not consistently used on Grade 2 and not at all on Grade 3 as teachers on these grades were not afforded Foundations Training. School wide we theorized that our data would reflect more sustained student progress in Literacy, if we implemented a balanced literacy program that is aligned across the grades, together with Wilson Foundations in Kindergarten through Grade 2. Grades 3 and 4 would utilize the Wilson Program for Tier 3 Intervention.

As a result our School Leadership Team agreed to purchase Journeys for K – 4/5, together with Wilson Foundations for Kindergarten through Grade 2- general education, English language learners, and students with disabilities; and Wilson for Tier 3 intervention on Grades 3 and 4- general education and students with disabilities.

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 there will be an increase of 10% in the number of students achieving Levels 3 and 4 on our End Line DRA2 as compared to the September /October 2015 administration of the Baseline DRA2.

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>Purchase the Common Core Based Houghton Mifflin Harcourt Program- Journeys, for implementation of balanced literacy instruction in Kindergarten through Grade 4- general education, English language learners, and students with disabilities .</p> <p>Purchase Foundations for K-2, and Wilson for Tier 3 Intervention on Grades 3 and 4- general education and students with disabilities.</p> | <p>All students and teachers in K- 4</p> | <p>September 2015 – June 2016</p> | <p>Principal</p> |
| <p>Purchase contractual services- Teaching Matters Professional Development Coach, to support grade level teacher leaders in developing and implementing literacy curriculum units. These units will include baseline and performance tasks/assessments, grade level assessment/instructional calendars, and a shared school-wide pedagogical approach- integrating content/use of content knowledge and thinking skills (comprehension, reasoning, writing, and problem-solving skills/applying cognitive skills to work with complex texts).</p> <p>School staff will provide curriculum based parent workshops.</p> | <p>K – 4 teacher leaders</p> | <p>September 2015 – June 2016</p> | <p>Principal, Assistant Principal, Lead Teachers, Teaching Matters Coach</p> |
| <p>Building level teacher leaders will coach grade teams in unit mapping and engage in vertical curriculum review of grade level Standards/Content and review of student work using an agreed protocol.</p> | <p>Grade Level Teacher Teams</p> | <p>September 2015 – June 2016</p> | <p>Principal, Assistant Principal, Building Level Coach</p> |
| <p>Monday Professional Development period will be utilized for curriculum mapping as well as professional development in: using protocols for productive meetings; team building; lesson study/instructional strategies based on individual teacher needs;</p> | <p>Grade Level Teacher Teams; Focus Groups, Lead Teachers</p> | <p>September 2015 – June 2016</p> | <p>Principal, Assistant Principal, Lead Teachers</p> |

Using student data to revise lesson plans; professional sharing of Best Practices; and other needs identified in teacher surveys or lesson observation.

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.

Consolidated Tax Levy, Title I SWP, Title II- A and C4E funds will be utilized for school personnel and substitute teachers and purchase of paper, experience charts, markers and other tools for teacher preparation, professional development materials and parent engagement fliers and curriculum workshops. School faculty, Principal, Assistant Principal, Teaching Matters Consultant, and Houghton Mifflin Harcourt Program Consultant will be responsible for implementing the action plan for this goal. Principal will submit request for calendar days for extended time in planning/revising units.

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

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

Part 5 – Progress Monitoring

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

By February 2016 at least two classroom observations targeting grade alignment of instruction, student engagement, use of assessment, integrating content/use of content knowledge and thinking skills, and the implementation of literacy lessons from curriculum maps.

Ongoing review of Lesson Revision protocols will indicate curriculum maps are being implemented

Ongoing review of Student work will indicate alignment with units and lesson revision protocol

Curriculum Planning and Professional Development Agendas, Outcomes and Reflections

Foundations lesson implementation (K-2) teacher facilitator collaboration(K – 1)

February Mid Line NYC DRA2 MOSL Assessment will reflect at least 5% increase in Levels 3 & 4 over Baseline assessment

June End Line NYC DRA2 MOSL Assessment will reflect at least 10% increase in Levels 3 & 4 over Baseline assessment

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

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

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

Part 1 – Needs Assessment

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

Research shows that foreign language instruction impacts positive learning outcomes in students. Among these outcomes are: academic progress in other subjects; narrowing of achievement gaps; basic skills development; higher order, abstract and creative thinking; enrichment and enhancement of cognitive development; enhancement of a student’s sense of achievement; higher scores on standardized tests; cultural awareness and competency; improved chances of college acceptance, achievement and attainment; enhanced career opportunities; and understanding and security in community and society. (NEA Research, December 2007)

During Title I Parent Meeting in December 2014, parents requested that funds be dedicated to providing instruction in a foreign language, as a necessity for children growing up in our twenty-first century global society. Following up on this request, parents who attended Parent Teacher Conferences in March 2015 voted to have Spanish added to the school’s enrichment program. School staff also agreed. As a result the School Leadership Team voted to have Spanish introduced in the 2015 – 2016 school year.

Part 2 – Annual Goal

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

By June 2016, an average of 80% of all students, Pre-Kindergarten through Grade 4, will be exposed to the Spanish language and culture as measured by class participation checklists, and student portfolios consisting of written assignments and projects.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Design program goals and plan curriculum with measurable student achievement to meet program goals</p> <p>Purchase sufficient resources including interactive/technological resources and materials to implement the program.</p> | <p>All Pre-K – 4 students</p> | <p>November - June</p> | <p>Principal, Assistant Principal and Instructional Team</p> |
| <p>Utilize qualified in-house staff and technology assisted instruction for Spanish</p> | <p>All Pre-K – 4 students</p> | <p>November - June</p> | <p>Principal, Assistant Principal and Instructional Team</p> |
| <p>Schedule Spanish as a Classroom Enrichment program with one to two periods of Spanish weekly, for each classroom</p> | <p>All Pre-K – 4 students</p> | <p>November - June</p> | <p>Principal, Assistant Principal</p> |
| <p>Provide professional development to support implementation and assessment</p> | <p>Spanish teacher, Parents, All Pre-K – 4 students</p> | <p>October, November, January,</p> | <p>Principal, Assistant Principal, School staff and Vendor Professional Development Support Staff.</p> |
| <p>Integrate Spanish into The Arts and classroom communication. Implement Spanish Bee, Spanish Game Contests and cultural activities to maintain high student interest and engage parents and community to participate in various aspects of the program.</p> | <p>All students</p> | <p>November - June</p> | <p>Classroom teachers</p> |
| <p>Utilize a checklist for ongoing assessment of student participation and interest in basic conversational Spanish, and rubrics for assessing student outcomes</p> | <p>All students</p> | <p>November - June</p> | <p>Administration and Classroom teachers</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.

Consolidated Tax Levy, Title I SWP, Title II- A, and C4E funds will be utilized for acquiring Spanish teacher and substitute teachers, and for the purchase of supplies and materials for teacher preparation implementation of instruction, professional development materials and parent engagement flyers and workshops. Our school faculty, Principal, Assistant Principal, and Program Consultant will facilitate the implementation of this goal. The daily school program and Extended Day Professional Development Program will reflect time for cluster teacher collaboration. Substitute teachers will be utilized for coverage during professional development.

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

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

Part 5 – Progress Monitoring

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

By January, midline assessment of student participation in Spanish will reflect that a minimum of sixty percent of all students, school wide, demonstrate understanding of and interest in basic conversational Spanish, as measured by teacher checklists and rubric scored student work.

By June, endline assessment of student participation in Spanish will reflect that a minimum of eighty percent of all students, school wide, demonstrate understanding of and interest in basic conversational Spanish, as measured by teacher checklists and rubric scored student work.

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.

Over the past two years our school has been fostering teacher collaboration through the daily programming that included single and double common preps for grade planning; lead teacher Push-in support for Literacy and Math in targeted grades/classrooms; and last year’s teacher directed focus groups for professional development during extended day on Mondays.

Instead of five there were six weekly preparation periods for classroom teachers. These included at least one common single preparation period and one common double preparation period for each grade. Teachers primarily drove collaboration as they utilized the double common preparation periods to plan units and make decisions on lesson resources and approaches to instruction. This accounted for grade alignment of curriculum and instruction. In addition, looking at student data and discussing student strengths and needs in relation to grade expectations accounted for inquiry investigations on each grade.

Additionally, the prep schedule afforded a few instances of grade inter- visitations to observe problem solving strategies and model question types and questioning techniques. For example, the second grade teachers utilized a common prep to visit a third grade classroom and observe problem-solving strategies. Kindergarten and First Grade classroom teachers respectively utilized partial common preps to observe their grade colleagues implementing a Foundations lesson. The feedback provided helped to deepen collaborative planning and develop their colleague as a teacher facilitator for Foundations.

Programming also facilitated teacher to teacher collaboration for professional learning/sharing. On an ongoing basis lead teachers for Math and Literacy utilized scheduled periods to support classroom teachers with instructional planning, co-teaching/modeling, and implementation of Tiers 1 and 2 interventions.

In 2014-2015, Extended Day provided further facilitation of teacher collaboration. Utilizing the results of a teacher survey, the professional development team scheduled areas of focus for extended day professional development. Teachers signed up for sessions led by their colleagues and were free to seek follow up support. Sharing/feedback sessions were held, which gave teachers opportunities to display evidence of successful practice, including practices that resulted from collegial support.

Teachers’ reflection on lesson strategies and student progress often mentioned the support they received from colleagues as a contributing factor to student success. A prominent example was third grade teachers’ reflection on the results of the New York State ELA and Math tests in 2013 -2014, which showed over ten per cent increase in Levels 3 and 4. Three of the third grade teachers were new to the grade that year and had benefited from teacher collaboration and support as described above.

Teachers’ key ideas and recommendations emanating from a study of the Chancellor’s Framework for Great Schools identified team building, collegial trust, and respect, as essential elements of our professional work to strengthen Teacher Collaboration and build capacity in a way that impacts teaching and learning for increased student

achievement in our school. The 2015 Quality Review Report also cited teacher collaboration as an area of celebration and continued focus.

Part 2 – Annual Goal

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

By June 2016, there will be an increase of 10% in the number of students achieving Levels 3 and 4 on the NYC Spring 2016 ELA Benchmark Periodic Assessment as compared to the results of the NYC Fall 2015 ELA Benchmark Periodic Assessment.

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>This will be achieved by using vertical and horizontal grade alignment of the school’s instructional focus implemented through teacher collaboration, and use of data and unit assessments to inform practice and instruction.</p> | <p>All K-4 students All classroom teachers</p> | <p>November 2015</p> | <p>Vertical teacher team, supervisors, classroom teachers</p> |
| <p>Design inquiry based instructional focus from results of NYC Fall 2015 ELA Benchmark Periodic Assessment.</p> <p>Establish Collaboration Agendas and Protocols and create an atmosphere of mutual trust (when analyzing student work/solving problems) thereby allowing teachers to primarily drive collaboration, use data to drive continuous improvement, and move beyond short-term achievement gains to address underlying obstacles to student achievement.</p> <p>Schedule adequate blocks of time (e.g. 45 minute blocks) for horizontal teacher collaboration and consensus around pedagogy- using student data to plan, accessing instructional materials, addressing students’ learning needs, using inquiry</p> | <p>Horizontal and vertical teacher teams</p> | <p>November 2015 – June 2016</p> | <p>Supervisors and lead teachers</p> |

| | | | |
|--|---------------------------------------|----------------------------|--|
| protocols to examine student products and reflect on teaching, and monitoring student progress. Schedule 60 minute extended day time for vertical collaboration to review student data and align instructional strategies across grade levels | | | |
| Engage teachers/teacher teams in structured Team building Professional development (QR 4.2) Facilitate inter visitation, lab site observations and modeling, professional sharing, inquiry and follow up support to teachers according to individual needs. Engage parents in understanding the school's instructional focus as well as ways by which they could support their children. | Horizontal and vertical teacher teams | September 2015 – June 2016 | Staff developers, lead teachers, teacher teams, consultants, supervisors |
| Provide Performance feedback (e.g. on Danielson 4e) | All teachers | October 2015 – June 2016. | Supervisors |

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. | | | | | | | | | | | |
| Consolidated Tax Levy, Title I SWP, Title II- A, and C4E funds will be utilized for school personnel on Galaxy TO and substitute teachers, and the purchase of supplies and materials for teacher preparation; professional development materials; and parent engagement flyers and curriculum workshops. School faculty, Principal, Assistant Principal, Teaching Matters Consultant, and Houghton Mifflin Harcourt Program Consultant will facilitate the implementation of this goal. The school Program and Extended Day Professional Development Program will reflect blocks of time for teacher collaboration. Substitute teachers will be utilized for coverage during professional development, inter visitation, and collegial demonstration as needed. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| X | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February, 2016, teacher team review of ELA student data/work samples and implementation of next steps, will result in a 5% increase in the number of students achieving targeted student outcomes on teacher designed assessments. This will be achieved by using vertical and horizontal grade alignment of the school's instructional focus implemented through teacher collaboration, and use of data and unit assessments to inform practice and instruction. |
| 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.

| |
|--|
| |
|--|

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

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

Part 5 – Progress Monitoring

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

| |
|--|
| |
|--|

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

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

Section 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.

| |
|--|
| |
|--|

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

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

Part 5 – Progress Monitoring

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

| |
|--|
| |
|--|

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

| |
|--|
| |
|--|

Section 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) | DRA2 Benchmark Assessmet | Wilson Foundations Intervention Program; Comprehension/Close Reading strategies and Phonics- online and printed trade books. | Small group, one-to one | During the school day |
| Mathematics | End of Unit Assessments | EnVision Math-Reteach/Guided Practice/Intervention Pearson Success Net Online | Small group, one-to one | During the school day |
| Science | Classroom performance and assessments | Program intervention materials, online program | Small group, one-to one | During the school day |
| Social Studies | Classroom performance and assessments | Program intervention materials, online program | Small group, one-to one | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | School Assessment Team, teacher and administration referral | Counseling, at-risk family intervention support, crisis support by the Social Worker. At-risk counseling by the School Psychologist; At-risk intervention provided by the Related Services Providers. At-risk and mandated counseling provided by the Guidance Counselor. | Small group, one-to one | During the school day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Candidates for teaching are screened by the DOE and placed on an eligibility list. Prior to hiring a candidate, the principal confirms eligibility status with the Network HR Director. A school committee consisting of UFT and DC 37 members then conducts interviews. |

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). |
| <p>Our professional development committee will be responsible for developing and administering a professional development survey which will be used to design a comprehensive plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities will be differentiated based on the needs of groups of teachers and individual teachers.</p> <p>Our high quality professional development will include but not be limited to the following:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development opportunities conducted by DOE and/or Borough Field Support and school based professionals to improve content area instruction in ELA, Math, Science and Social Studies, as well as pedagogical needs as guided by the Danielson Framework for Teaching and other identified resources. • The Principal, AP, and lead teachers will attend workshops provided by the DOE and/or Borough Field Support relating to CCLS and Danielson. They will utilize Monday extended day time to turnkey the information and deliver workshops/presentations to teachers and paraprofessionals in the use of DOK, Essential questions, and ongoing assessment practices to increase best practices and academic rigor in literacy, math, science and social studies aligned with CCLS. • Implementation of the new Houghton Mifflin Harcourt Program- Journeys, for ELA, and our latest edition of Pearson EnVision for Mathematics, will be supported through high quality professional development for teachers and paraprofessionals delivered by the lead teachers and program consultants/staff developers. <p>Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices</p> |

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

The following are utilized to assist pre-school children's transition to the elementary program: (1) Pre-K and K combined trips, activities in the common Pre-K and K wing, Assembly programs, and inter visitation (2) a series of parent events (i.e., Fall Pre-K Welcome Shower, school tours in Spring; workshops throughout the year); (3) Pupil Personnel Team meetings include planning for SWDs; (4) Pre-K Social Worker and Attendance Teacher facilitate record acquisition, registration, 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.

Teachers are involved in the decision-making process with respect to assessment selection and use, through the following committees that meet regularly with the principal: (1) Professional Development Committee; (2) Teacher Grade-level Meetings; and Vertical Teacher Team Meetings

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 | 152,143.00 | X | |
| Title II, Part A | Federal | 42,083.00 | X | |
| Title III, Part A | Federal | 0 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,906,956.00 | X | |

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.S. 251Q** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-

making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 251Q** 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 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.S. 251Q 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.

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 29 | Borough Queens | School Number 251 |
| School Name P.S. 251 | | |

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 Edna Loncke | Assistant Principal Relda Barry-Grant |
| Coach N/A | Coach N/A |
| ENL (English as a New Language)/Bilingual Teacher Marie Pyram-ENL Teacher | School Counselor Ketline Glemaud |
| Teacher/Subject Area Elsie Nnebe/SETSS- ELA & Math | Parent Monica Lopez |
| Teacher/Subject Area Vanessa Gooding/AIS Teacher | Parent Coordinator Twanna Hutchinson |
| Related-Service Provider Sylvia McGue | Borough Field Support Center Staff Member Marie Rousseau |
| Superintendent Lenon Murray | Other (Name and Title) Laurie Murchison/Psychologist |

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

D. Student Demographics

| | | | | | |
|--|-----|----------------------|---|---|-------|
| Total number of students in school (excluding pre-K) | 335 | Total number of ELLs | 0 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|---|---|-------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

| Freestanding English as a New Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 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) | 0 | 0 | 0 | 0 | 0 | | | | | | | | | 0 |
| Emerging (Low Intermediate) | 0 | 0 | 0 | 0 | 0 | | | | | | | | | 0 |
| Transitioning (High Intermediate) | 0 | 0 | 0 | 0 | 0 | | | | | | | | | 0 |
| Expanding (Advanced) | 0 | 0 | 0 | 0 | 0 | | | | | | | | | 0 |
| Commanding (Proficient) | | | 0 | | 0 | | | | | | | | 0 | 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 | 0 |

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

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

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

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | | | | |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | | | | |
| Geography | | | | |
| US History and Government | | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Home Language Assessments | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - Pearson's Developmental Reading Assessment (DRA2) is the tool used school wide to assess the early literacy skills of all students, including English Language Learners. In Kindergarten, the Wilson Foundation Pre Assessment is administered in October and DRA2 is administered in January, March and June. The Wilson assessment presents data on the students' performance levels in early literacy skills such as letter and sound recognition, phonemic awareness, and sight word recognition. The DRA2 presents data on students' reading levels and captures a picture of where students are compared to where they need to be according to PS 251Q established benchmarks. Both assessments present insights into what targeted areas of the literacy continuum are affecting the students' performance in Reading. ELL students are also administered the NYSITELL to determine their proficiency level in ELA. When examining data we find that ELL students generally perform better in listening/speaking than in reading/writing. It is for this reason that the ELL program includes systematic phonics instruction to improve reading fluency and a systematic writing module to improve sentence structure and organization of ideas in a writing piece.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL data shows that most of our enrolled ELLs start at an intermediate or advance level. Also, the few ELLs that are enrolled become proficient after 1-2 years.

The pattern across both exams shows that it takes longer for ELL's to become proficient in reading and writing than in listening and speaking. Also, the data pattern between the NYSITELL and the NYSELAT shows that a student who scores as a beginner on the NYSITELL can very easily become a commanding/proficient student on the NYSELAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school has maintained "In Good Standing" status over the years. We utilize the AMAO and individual student's school based performance and NYSESLAT as part of our Needs Assessment and annual Comprehensive Education Plan. Until Spring 2015 our school ended at third grade. Therefore we were unable to plan for students beyond the third grade.
- 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?

P.S. 251's school wide instructional focus is on literacy instruction, including an emphasis on components of emergent literacy- phonemic awareness, letter recognition, print awareness, writing development and oral language development. The annual targets for instruction are determined based on the previous year's assessment data- DRA2, New York State ELA, and the NYSESLAT, together with teacher observations of student needs. In 2015-2017 our school will be expanding to fifth grade by adding one grade each of the two years. Our teachers will ensure a balance of reading activities that include fiction and informational text to strengthen students' background knowledge and reading skills. Teachers will provide multiple entry points to learning such as rich, shared, real world experiences, activities and trips. Student writing in content areas will reflect new understandings from units of study. The patterns across proficiency level and grades are that our ELLs of the lower grades(K-2) are becoming proficient both academically and linguistically after only one to two years of ENL/ESL services. Also, we find that the ELLs who are literate in their native language, fair well on tests given in their native language and in English.

The school leadership and teachers are using the ELL assessments for language support tools. We use resources such as online reading practice, glossaries, picture dictionaries and the opportunity to work in partnerships with classmates to assist them in their everyday learning. Were a student to enter the school able to read in his/her native language, especially if he/she could not yet read in English, we would provide books in that native language so that the child might keep up with his/her classmates by using those books to practice the reading skills taught in class.

The ELL Periodic Assessments show that the ELLs make consistent progress throughout the year in listening, speaking, reading and writing. The ELL periodic assessments show that with targeted instruction, such as RTI, our ELLs make more progress in the content level classes. Some of the periodic assessments are administered in the ELLs home language for example, the State Math and Science exams.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

The school wide RTI model is built on a strong core Tier I instructional approach that is tied to assessment. This approach facilitates targeted intervention based on identified needs of the students, including English Language Learners. ELLs are further supported through the Stand alone and Integrated ENL in content area program, that is coordinated with the classroom program.

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

To support the ELLs new language development, a lot of vocabulary and sight word activities are applied in their instruction. The classroom and ENL teachers use a lot of graphic organizers for vocabulary development. Also, the bilingual glossaries help the ELLs to translate and understand new academic vocabulary words in both their native language and English.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

The success of the ELL program will be evaluated by examining student progress in closing gaps in literacy performance on an ongoing basis as well as on cumulative classroom assessments, baseline assessments, midline assessments, endline assessments, State exams in ELA, Math, Science, and the NYSESLAT.

Part IV: ELL Identification Process

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

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

Upon registration, which is supervised by the principal, the parent is asked if there is a language other than English spoken in the home. If so, an appropriate Home Language Survey (in that language) is given to the parent. The state certified ESL teacher is responsible for all initial screenings, and administering the HLIS and NYSITELL when appropriate. There are staff members in the school (second language speakers) who are called upon to aid with parent interviews, and telephone calls.

Based on the HLIS and interview, eligible students are administered the NYSITELL and Spanish LAB when required, in accordance with state regulations. The NYSITELL and Spanish Lab is administered within the first ten days of school after registration. Children who

score below the benchmark are then entitled to ENL services. Students whose native language is Spanish, and score below the benchmark in the NYSITELL, is administered the Spanish Lab. If it is determined that the new ELL in grades 3 and up is a SIFE based on interview and work sample, a questionnaire along with the LENS is administered to the student.

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).
To identify whether a new student of grades 3 and up is a SIFE, the ENL teacher evaluates students' work and administers a SIFE questionnaire in the students' native language. Then the LENS is given to the student within 30 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The Language Proficiency Team (LPT), consisting of the ENL and SETSS teachers or director of special education, the Principal or Assistant Principal, the Guidance Counselor or the School Psychologist, the Parent Representative, and Interpreter, will review evidence of the student's English language development and recommend whether the student should/should not take the NYSITELL. If the LPT recommends that the student take the NYSITELL, the process for identifying ELLs will be continued ending with the student's ELL status being identified. If the LPT recommends that the student should not take the NYSITELL, then the Principal would review the recommendation and make a determination. Should the Principal's determination favor of not administering the NYSITELL to the student, then the superintendent/designee must further review. If this review results in a determination similar to the Principal's, then the parent is notified and the process for identifying the student as an ELL is ended. This LPT process takes place within the student's 20 days of school enrollment.
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.
Parents of eligible students are sent entitlement/non entitlement letters and Parental Survey and Program Selection forms in their native language to be signed (copies are kept in student's cumulative folder). If these letters are not returned signed within a certain time period, the ESL teacher, aided by native language speakers on staff, reaches out to all parents, in English, French, and Spanish, to ensure that all forms are returned. Eligible students are then placed into appropriate programs according to their NYSITELL score and parental choice.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
During the parent orientation at the beginning of the year, the parents are informed by the ENL teacher that they can appeal their child's ELL status within 45 days of enrollment. Also, the entitlement/non entitlement letter sent to the parents (in their native language) will also indicate their right to appeal the ELL status within 45 days. Copies of the letters are kept in student's cumulative folder.
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.
During Parent Orientation within 10 days of ELL enrollment, the parents are given a brochure that lists and explains all three program choices. These brochures are available in the parent's native language. They also have the option to watch the video on the NYC DOE website in their native language, that also explains all three program choices.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
During the parent orientation the ENL teacher encourages parents to complete and sign the Parent surveys and program selection forms. Otherwise, the form is sent home to be signed and returned to the classroom teacher. If form is not returned in a timely matter, the ENL teacher or parent coordinator reaches out to parent, in their native language, if need be. If the form is not returned, a default program placement letter/letter not returned from parent is sent home, and the student is placed in the ENL program offered in the school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teacher collects the signed Parent Survey and Program selection forms from the classroom teacher. If some parents don't return The forms phone calls are made to the parents on whether or not assistance is needed in completing forms. If forms are still not returned the Default letter is sent home to that parent and a decision is made on the parent's behalf for bilingual education or the ENL service offered at the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are sent home with the ELL (in parents native/preferred language) once the entitlement letters are signed and returned to the school.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A copy of the HLIS, entitlement/non-entitlement, parent surveys and program selection forms, and Default letters, go in the student's cumulative record folder.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ENL teacher prints out the RLER to see students that are eligible for the NYSELAT. the Students are grouped by grade(s) to be administered the different sections of the NYSELAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once the result of the NYSELAT is available in ATS, The ENL teacher sends commanding/proficient ELL home with the continued entitlement and transitional support notification letter.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms in the past years, we find that most parents choose the ENL/ESL program. The program model offered at our school is definitely aligned with the paren requests

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.
The ENL/ESL program is done both in Standalone/pull out and Intergrated/push in. The ELL students based on the language proficiency on the NYSITELL or NYSELAT receive 360 minutes or 180 minutes per week. The ELL students that receive 360 minutes receive both 180 minutes of standalone ENL, and 180 minutes of integrated ENL/Content Area. The ELL students who receive 180 minutes ,receive both Stand alone and Integrated ENL/Content Area time . The students who have Stand alone work in heterogeneous small groups and sometimes in pairs. They travel together as a group.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The school administrator and ENL teacher review the program model(ELL Policy and Reference Guide) and the RLAT list and devise a schedule in order to ensure that the mandated number of instructional minutes is provided to ELLs. According to the program model, The Entering and Emerging ELLs must receive 180 minutes of Stand alone ENL, and 90/180 minutes of Integrated ENL/Content Area. The Transitioning or Expanding ELLs can receive90/180 minutes of both Stand alone and integrated ENL,Content Area. The ELLS who become proficient receive 2 years of 90 minute Integrated ENL in ELA/ Content Area.
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 the Stand alone program model, the ELLs are using grade level textbooks and workbooks that cater to both their academic and language proficiency needs and The common core learning standards . In the Integrated ENL/ Content Area program model, the ENL teacher co teaches with the classroom teacher(ELA, Science, math, and social studies) using the grade curriculum materials which adheres to the Common Core Learning Standards. The materials used are ELL component in Journeys,

Envisions Math, and Foundations.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The Spanish LAB, State Science and Math exams ensure that ELLs are evaluated in their home languages throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our school wide balanced literacy curriculum is aligned with the Common core Learning Standards which provides guidelines for instruction in the four language modalities. Our ELLs are provided with instruction in all four modalities both in their classroom and during Stand alone ENL, while using the curricular programs in Journeys comprehensive balanced literacy program, Wilson Foundations, and Envision Math.
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

When we have SIFE students, based on the questionnaire and the LENS, we see the student's academic deficiencies and give them targeted instruction. The SIFE students receive extra academic support during AIS and RTI.

For the newcomer ELL students who have been in the US for 0-3 years, during Stand alone ENL, classroom literacy block, and AIS, students utilize big books, do shared reading and guided reading, complete phonics activities, picture cards, teachermade learning aids, and lap tops- integrating technology and basic ELA skills that help to build the foundation of English language acquisition. We also use starfall, abcmouse, and other computer programs to strengthen phonemic awareness and reading comprehension skills.

For the low Intermediate and Intermediate ELLs their progress is carefully monitored and assessed. The ENL teacher spends a great deal of time reviewing and practicing skills that are assessed both on the NYSELAT and NYS ELA exam. Such skills include reading comprehension, main idea, grammar, listening, speaking, and writing. Also the classroom teacher uses graphic organizers, note-taking, pre-writing, and self editing. Teachers collaboratively reflect on our practices and look at student data to inform instructional decisions for rigor.

For the Long Term ELLs , both the classroom teacher and the ENL teacher continue to do classroom assessments, periodic and state exams to see their academic deficiencies. We then give them targeted instruction in ELA skills or Math. We continue to give them additional support during AIS and RTI.

The former ELLs continue to receive 90 minutes of Integrated instruction in ELA and other content areas for two years. Also, they continue to receive Academic Intervention Services in the needed skill.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months(from the date of the superintendent's notification to the principal, parent guardian, and/or student), the principal, must review the Re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult 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, and may reverse the determination within the first 6 to 12 month period.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
ELL-SWDs receive instruction based on their IEPs and goals. Instruction of ELLs with IEPs are discussed on a regular basis with classroom teachers, speech pathologist, and occupational/ physical therapists. We use grade level textbooks and workbooks in language arts, SS, science, and math that have rich vocabulary, and emphasize on prior knowledge and multisensory activities. Technology programs such as starfall, razkids, and activityworks(bi-lingual) , and other computer programs are used. Also both classroom teachers and ENL teacher meet and co-plan, while using frayer model graphic organizers to help in vocabulary development skills. Both classroom and ENL teacher has native language fiction and non-fiction books to support native language skills. The Common Core materials used by both classroom and ENL teachers help accelereate English language acquisition.
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?

Chart

Instruction for ELLs is targeted to their learning needs within a general education classroom and through the ELL free standing program services. Differentiation, rephrasing/reframing questions, allow students the ability to think critically while working at their independent levels. When ELL students show inadequate progress in the regular setting, the school increases access to educational supports while retaining the student in the least restrictive environment. Consideration for type of services hinge on factors such as: the number of years of instruction in an ENL program; English and home language literacy; content area and socio-emotional support needs of students with inconsistent/interrupted formal education (SIFE); English and home language literacy needs of long-term ELLs; results on the annual English Language proficiency assessment exam; content area and teacher recommendation; parent or guardian request; and student work samples in English. Similarities between Learning Disability and Language Acquisition behaviors are also considered. If there is an integrated co-teaching class on the grade, the ELL student would be placed in an ICT class with continued ELL services. If progress is not adequate, a referral is made for special education testing. Following this step, the student's intervention plans are re-aligned to recommended or required plans. In this way, the school implements curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment.

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

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

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

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



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

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.

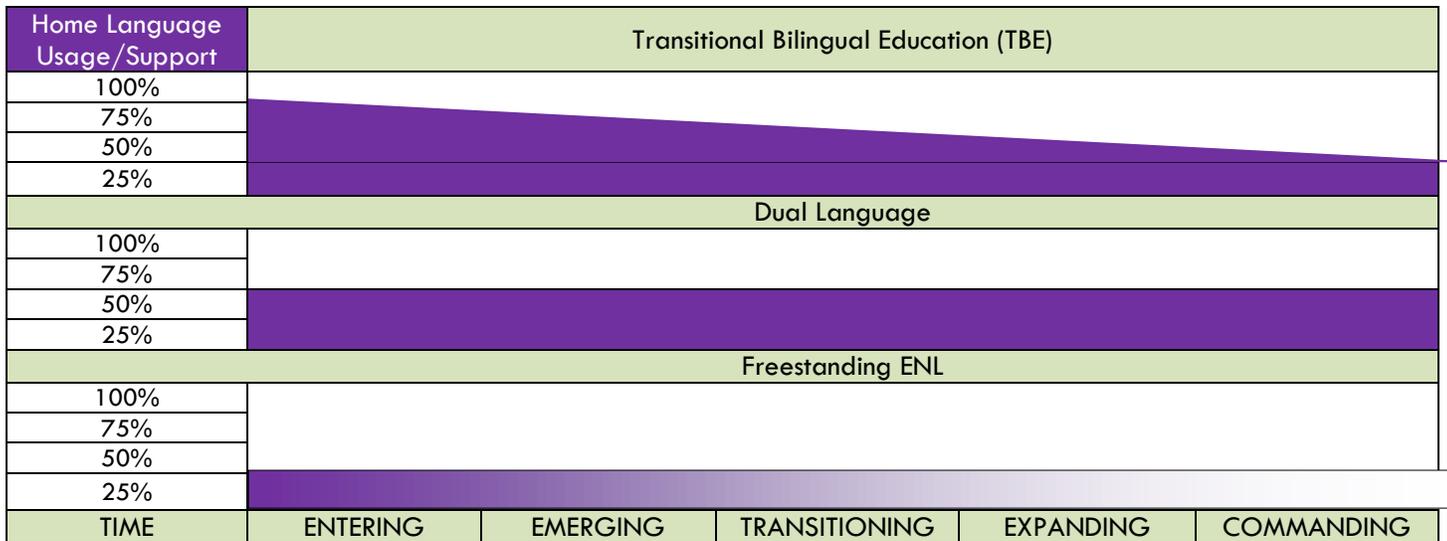


*Note: “other approved services” does not apply to New York City at this time.

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. Based on NYSITELL/Spanish LAB and classroom data we target ELL students by addressing their needs in small group instruction or individual conferences, and we provide Integrated ENL/ ESL services which integrate literacy and content area instruction, specific to the students' assessed needs. Native Language support is also incorporated as necessary. Grades 2 and 3 student are also mandated for small group instruction, and Grade 3 students are offered Success Academy afterschool 2 days a week in preparation for the New York State Test. Based on performance data, we offer pull out Tier 2 transitional support for students who have tested out of ENL/ESL.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our data tracking reveals that ELLs who are not SWDs generally test out of the ESL program within one to two years and are successful on the Grade 3 State ELA and Math tests. Our newly mandated Integrated ENL program, allows both ENL and content /classroom teachers to co-plan and co-assess ELLs, and provide them high level instruction, needed for ELL successful content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
In the coming year we will utilize the ELL component of Journeys, the Houghton Mifflin Harcourt Literacy Program in use by the entire school, as well as infuse more technology in ESL instruction.
13. What programs/services for ELLs will be discontinued and why?
No services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Parents receive notices in native language(if necessary) informing them of our programs, and they have the option of enrolling their children. ELLs are included in all programs offered to the student population, including daily afterschool programs, Saturday Reading program, and Wednesday and Thursday Test Prep for State Exams. ELLs participate and are fully supported in these programs. Parent volunteers are usually available for translation if needed in those programs.
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.
We utilize the ELL extensions that are built into our curriculum materials- Envisions Math, Journeys Literacy, and Harcourt Science, and Houghton Mifflin Social Studies . In addition classroom and intervention teachers utilize online resources such as Learning A - Z and Brain Pop. Students have access to online reading and comprehension activities through RAZ Kids, as well as online curriculum resources for all instructional programs, including videos from Pearson Success Net, where every day's lesson can be reviewed.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We have a Stand alone and integrated ENL program which focuses on English Language Learning with the integration of native language for interest and motivation, as well as support for concepts and directions for tasks . Also, The ENL students have content area bilingual glossaries used for support in classwork and exams.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All implemented instructional activities and materials are age and grade aligned as determined by baseline, endline and formative assessments. Required services are also determined based on specialized testing.
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).
Currently the newly enrolled ELLs receive services only at the start of the school year. Activities for ELLs enrolled in the school year includes monthly assemblies, end- musical production, Swim for safety program, STEAM, and student council elections and positions. The school staff involved in activities include parent coordinator, PTA, music teacher and classroom teachers.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
September through December, one hour of extended day professional development per month, is dedicated to familiarizing educators and support staff with the ELL program, the challenges and learning needs of ELL students, and the use of available resources. Participants include the ELL teacher, all classroom and out of classroom teachers and educational assistants, the speech therapist, occupational therapist, physical therapist, guidance counselor, psychologist and social worker. The Principal and Assistant Principal also receive professional development. 15% of total hours of staff Development activities are organized to familiarize staff with the struggles of English Language Learners. Staff members are introduced to topics such as, The Importance of Cultural Assimilation, Tolerance and Understanding of Different Cultures and Customs, The Necessity of Academic Language, The Purpose of Functional Language, Aligning Academic Writing with ESL Standards, Identifying Mathematic Academic Language for Saliency, and Differentiating Instruction for ELL's. In order to support our ELL's transition from our elementary school to another school we conduct orientation workshops for parents to familiarize them with the programs and expectations of upper grades and other schools. The school secretary and Parent Coordinar also receive professional development on communicating with ELL students and parents..
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The ENL teacher has access to a menu of ongoing city and district wide professional development offerings, in addition to #1 above. Online videos specific to teacher and student needs are also available. Once per month she also attends district/borough professional development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
This is not yet appicable to P.S. 251Q as we have been a K-3 school until 2014 - 2015. We are now a school in transition to Pre-K - 5, with fourth grade being added in 2015 - 2016
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 requirements are met through school, district, and city based professional learning opportunities for teachers of ELLs. Altogether, they satisfy and surpass the minium requirements as per CR Part 154.2: A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. A minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. An agenda and sign in sheet is used for every professional development session, and a copy is kept with the principal and the ENL teacher.

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?

In the beginning of the school year (September), parents/guardians are invited to an orientation workshop, where they are introduced to bilingual, transitional, dual language and ENL/ESL programs. In January we would be provide an annual individual meeting with parents of ELLs to discuss goals of the program, language development progress, and language development needs in all content areas. Before the September Orientation and January meeting, the ENL teacher would call the Language Interpretation Unit for an onsite vendor or over the phone interpretation.

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.

All ELL-related documents including parent letters, meeting agendas and sign-in sheets, workshop materials and other relevant documents must be kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.

Additionally, schools are encouraged to maintain an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. Due to the various sizes of schools' populations, some schools may opt to have an electronic folder through scanning. Regardless of the method, schools should refer to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA). Critical ELL documents include the following:

- Dated and signed copies of each student's
 - o Home Language Identification Survey
 - o Parent Survey and Selection Form
 - o Program Placement Letter
 - o Entitlement letter (newly identified ELLs)
 - o Continued entitlement letter (continuing ELLs)
- Non entitlement letter
 - o Language Proficiency Team NYSITELL Determination Form

These and other documents can be downloaded from the DELLSS' website.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We have parent volunteers for lunchroom/morning line up, classroom, PTA, and evening events. Also we have several parent workshops each month for behavior management, curriculum, parent advocacy, and nutrition classes. ELL parents as well as other parents are encouraged to share their culture and talents with our school community. Some activities include, parent/child performances at PTA meetings, school assemblies, and Dads Bring Your Child to School Breakfast; presentations at College and Career Day, Veterans Day, Grandparents Read In Day; participation in Book Fairs, special holiday concerts, and school contests. .
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school participates in classroom Cookdhop and Cookshop for Families, a division of the Food Bank. As a result parents are provided resources and access to various city programs. Other partnerships include the professional development division of the UFT, which provides school based parent workshops. In addition, the following agencies work with children and families, including families of ELLs, to provide community support: Roy Wilkins Recreational Center- for swim for life and Early Exposure to Tennis Program; NYC Shapeup Community Based Workshop to encourage physical fitness in the community. We also partner with City harvest for food collection program from October 27-January 15th 2016.
5. How do you evaluate the needs of the parents?
At the beginning of the year and during parent teachers conferences, the parent coordinator gives parent surveys that allows the parents to express their concerns and ideas. At the end of workshops parents also fill out feedback forms to gain information about parent satisfaction and needs. School bilingual staff is usually present to assist with translation. At times, the Language Interpretation Unit provides onsite or over the phone interpretation for the different workshops. Further, we have an open door policy that allows parents to request meetings with school personnel to address any needs or concerns. We also encourage parents to utilize Tuesday extended day time to meet with their child's teacher.
6. How do your parental involvement activities address the needs of the parents?

Throughout the school year parents/guardians are continuously invited to both school/community and district based workshops. These workshops are designed to familiarize parents/guardians with state standards and school expectations. Parents/guardians are educated on the importance of their daily involvement in their students' education. They are encouraged to read to their children in any and all languages, and to actively monitor their daily progress. Parents are provided with a rubric so that they can follow up, and follow along with activities and lessons that are taught in school. Via continuous Parental Coordinator outreach, we identify parental needs and align appropriate parental involvement activities to address such

individualized needs. Parents are encouraged to participate in all school/community activities (Scouts, Brownies, Choir, Saturday Reading Empowers/Literacysupport programs, After-School Parties, Family Night, Movie Night, and After-School tutoring).

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.

Part VI: LAP Assurances

School Name: **PS 251Q**

School DBN: **29Q251**

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) |
|---------------------------|---|-----------|-----------------|
| Edna Loncke | Principal | | 10/21/15 |
| Relda Barry-Grant | Assistant Principal | | 10/21/15 |
| Twanna Hutchinson | Parent Coordinator | | 10/21/15 |
| Marie Pyram | ENL/Bilingual Teacher | | 10/21/15 |
| Monica Lopez | Parent | | 10/21/15 |
| Vanessa Gooding | Teacher/Subject Area | | 10/21/15 |
| Elsie Nnebe | Teacher/Subject Area | | 10/21/15 |
| | Coach | | |
| | Coach | | |
| Ketline Glemaud | School Counselor | | 10/21/15 |
| Lenon Murray | Superintendent | | 10/21/15 |
| Marie Antoinette Rousseau | Borough Field Support Center Staff Member <u>Queens</u> <u>South</u> | | 10/21/15 |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q251** School Name: **251Q**
Superintendent: **Lenon Murray**

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.

We collect language data from parents as part of the registration process. Each parent completes a Home Language survey (HLIS), and a Student Emergency Contact card, where they indicate the preferred language for communication. Translation/Assistance is provided as needed. The school secretary enters the relevant data in ATS and provides it to the ELL teacher, who then meets with the incoming parents. In this way we are able to determine whether ELL families would greatly benefit from both written and oral translations. We record their needs and preferences, with the aid of school based or parent volunteer translators, and our parent coordinator ensures that all services are rendered in a timely fashion. As a school, we recognize that oral and written translations are helpful in order to ensure full comprehension and communication. However, for 2015 - 2016, we currently have no non English speaking parents/no requests for oral or written translation. Usually, pertinent members of the school community- educators, educational assistants, guidance counselor, social worker, psychologists, occupational and physical therapists, speech therapist, secretaries, and the parent coordinator are made aware of oral or written translation needs of ELL households. They are also provided with the names of the school based and parent volunteer translators who could be called upon for assistance.

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.

Typically, parents' preferred languages for written communication has been Spanish or English. In the past preferred languages for oral communication included Spanish, Haitian Creole, and Urdu.

Part B: Creating a Communications Calendar

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

Our school typically disseminates the following documents that require translation every year:

Principal's letter: Preparation for school opening- August
Welcome Letter and Parent Handbook- September
Monthly Calendar of Events- September through June
Special school and community events- September through June
Workshop Fliers- September through June
Parent-teacher Conference Notification Fliers- September, November, March, May
Annual Family Fun Day- May
DOE Translated Fliers- September through June

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

Formal face-to face meetings typically include the following:

Interviews with foreign language families, based on data collected at registration- September
Informational Sessions: Overview of ELL program model and available supports for families- October – December
Follow-Up conferences with parents- February, April, June, or as needed
Parent-teacher Conferences- September, November, March, and May
School events (assemblies, plays, parent workshops, PTA meetings, family nights)- September – June
Telephone calls and meetings initiated by attendance teacher, classroom teachers, ELL teacher, guidance counselor, principal, assistant principal, or other school based staff- as needed.

Part C: Providing Language Assistance Services

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

Typically, our school would meet the identified needs for translation as follows:

Identify procedures for obtaining translation of documents- staff member, volunteer, contracted services
Identify a designee for insuring that all documents are translated and disseminated in a timely manner
Communicate the information orally- before and after sending the translated document
Provide the designee for translations with all written parent communication in a timely manner
Post fliers in the languages needed.

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.

Typically, our school would meet the identified needs for interpretation as follows:

Identify and obtain agreement from staff members, parent volunteers/parent buddies who are capable of providing the required interpretation
Provide pertinent staff (administrative staff, educators, school support staff) with a list of interpreters and their availability to provide interpretation services
Establish protocols for accessing the the services of the designated interpreters

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members will be provided a copy of the established protocols for accessing the services of designated interpreters.

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

In compliance with the Chancellor Regulation A-663 all students who speak another language at home are identified within the first ten days of their enrollment. If the family needs written or oral translations they are provided immediately in order to “provide such families with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education”.

The families of our ELLs receive the same equal and fair treatment as the families of our non-ELLs. We recognize the importance of parental involvement, and the right of parents to be involved in their child’s education. Consequently we continuously ensure open lines of communication with all families. All English documents will be translated and made available to families in need. Additionally, families that require oral translations will receive them as needed.

Part F: Monitoring and Quality Control

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

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

Involve parents in setting targets for improvements in language proficiency and academic achievement, derived from their students' baseline data and parent information about their child's interests and learning habits

Communicate targets and expectations with ELL students and families and continue to collect parent information about their child's learning

Provide ELL students and families with periodic progress reports on student performance

Develop specific ELL educational plan for each ELL student, based on particular needs and strengths

Provide professional development and curriculum materials to support ESL and classroom teachers in implementing rigorous instruction with emphasis on strategies to address student weaknesses

Exit slips following parent-teacher conferences

Workshop evaluations

Parent surveys

Ongoing feedback from technical assistance provided to ELL families

Frequent feedback from collaboration with ELL teacher and classroom teacher

Parent concerns expressed to the parent coordinator or other staff members/Frequency of parent complaints