

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>26Q266</b>
<b>School Name:</b>	<b>P.S. / I.S. 266</b>
<b>Principal:</b>	<b>NICOLE SCOTT</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS/IS 266 School Number (DBN): 26Q266  
Grades Served: Pre-K-8  
School Address: 74-10 Commonwealth Blvd.  
Phone Number: 718-479-3920 Fax: 718-479-2482  
School Contact Person: Nicole Scott Email Address: nscott@schools.nyc.gov  
Principal: Nicole Scott  
UFT Chapter Leader: Teresa Fauvell  
Parents' Association President: Raquel Chariah/Renee DiRe  
SLT Chairperson: Nicole Scott  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 26 Superintendent: Danielle Giunta  
Superintendent's Office Address: 61-15 Oceania Street Bayside, NY 11364  
Superintendent's Email Address: DGiunta4@schools.nyc.gov  
Phone Number: 718-631-6900 Fax: 718-631-6996

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North L.I.C., NY 11101  
Director's Email Address: LPender@schools.nyc.gov  
Phone Number: 718-391-8222 Fax: 718-391-8320

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nicole Scott	*Principal or Designee	
Teresa Fauvell	*UFT Chapter Leader or Designee	
Raquel Chariah	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Paul Winter	Member/ Assist. Principal	
Kerry Farrell	Member/ Assist. Principal	
Kathleen Nolan	Member/ Teacher	
Harriet Livingstone	Member/ Teacher	
Renee DiRe	Member/ Parent	
Erica Lobosco	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Piroska Acosta	Member/ Parent	
Maria Papadopolus	Member/ Parent	
Suzanne Eng	Member/ Parent	
Maria Franco	Member/ Parent	
	Member/	
	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.

PS/IS266 is a random selection, district lottery elementary/middle school in Bellerose, Queens. We have approximately 663 students from grades pre-kindergarten through grade eight. Our school population is comprised of 14% Black, 24% Hispanic, 18% White, and 43% Asian students. The student body includes 3% English language learners and 16% special needs students. Boys account for 51% of the students enrolled and girls account for 49%. 45% of our students are classified as economically disadvantaged. The average attendance rate for the 2014-2015 school year was 96%.

It is the mission at 266 that at our school all students will be given the opportunity and guidance to achieve their maximum potential. Working collaboratively, teachers, parents, administrators and staff members will provide a safe environment and quality education for all students. Academic excellence and high standards are the goal for every student.

Our diverse student population requires that our approaches to student learning be diverse as well. Our approaches include not only meeting the academic needs of our students in rigorous and appropriate ways, but also meeting the social and emotional needs of our student population. In an effort to do meet the high expectations of the Common Core Learning Standards, our staff works collaboratively to learn and implement best practices across content areas that are monitored and revised for optimal effectiveness

In an effort to prepare our students for the demands of College and Career Readiness, students at P.S/ I.S 266 learn to take ownership of their learning and to make connections to the real world. 266 teachers emphasize this belief by actively engaging in professional development, professional learning communities, and teacher team meetings to customize curriculum and teacher practices to address this focus. This work results in student led group work, tiered learning activities and customized learning.

Classroom instruction reflects scaffolded work with enrichment and acceleration, questioning, and routines that provide multiple entry points into the curriculum. Depth of Knowledge (DOK) higher level questioning and a variety of thinking maps are used in every classroom to provide students with depth and complexity of critical thinking to organize thoughts in reading, writing and speaking. This type of work supports our beliefs in and integration of the standards, the Instructional Shifts and the Framework for Great Schools.

Our families are invited into our instructional program through parent engagement opportunities such as Curriculum Night, Coffee with the Principal, Feature Teacher at monthly PTA meetings, parent workshops, and Parent-Teacher conferences, Open School Week opportunities and the use of different learning management systems such as Class Dojo, Edmodo and Engrade. Our parents work collaboratively with teachers to support student growth. Our parents also engage in the work of supporting our school with funding to purchase resources such as trade books, classroom center materials, trips, assemblies, online software subscriptions and computer hardware such as I-pads. Together, we support the learning inside and outside of the classroom. School leaders, staff, and parents work together to present our

students with fun events and activities such as our Fall Festival, carnival, music competitions, a drama program and sports teams.

At 266, we have an exceptional character education program called Real Heroes, which teaches our students the importance of service. Not everyone can be famous, but we can all lend a hand and be a “hero” to someone. This program includes our monthly community read, monthly focus values, community service projects, Buddy Class lessons, and our random acts of kindness. As an outgrowth of this program, we have developed several other programs such as Buddy Club with our District 75 school, Youth Alive to grow and nurture school spirit with our middle school students, The Gazette, our student-led school newspaper to share important school information, our Recycling Club, and our Tri-M Music Society that shares the importance of music in academics. These extra curricular activities allow our students an opportunity to learn about good citizenship, as well as exposing them to different college and career opportunities. It is our belief that during the 2014-2015 school year, our school made the most progress with the elements of Collaborative Teachers. Our key areas of focus this year will be to increase our efforts and impact on Rigorous Instruction, Supportive Environment, and Strong Family-Community Ties.

One identified area of growth for our students is in writing. Last year, 52% of our students in grades 3-8 scored at the proficient performance levels of 3 & 4 on the NYS ELA exam. Analysis of the extended response questions data showed that 25% of our students tested were able to receive a Level 3 or 4. This means that 75% of our students are either below or approaching standards in this area. We believe that continuing to understand the appropriate continuum of writing across genres and grade levels will help to address this area for our students. Our students need to be engaged in the work of writing and producing clear and coherent writing in which the development, organization, and style are appropriate to the genre and the audience.

Data from our 2014-2015 Learning Environment survey demonstrated that our students continue to feel the need to be supported and respected by adults and staff in the school community. While the students do feel that adults in our school do take the time to find many ways to reach them academically, they would like this same type of support when it comes to their social and emotional growth and development.

While we do have partnerships and affiliations with the community-based Samuel Field YMCA and several charitable organizations such as St. Jude’s, The Ronald McDonald House, Strong Kids Foundations, etc., we would like to expand the reach and relationships that we have with not only community-based organizations, but also with high schools and colleges in our community to further our work with College and Career Readiness. We want to ensure that our families are fully engaged in our instructional program and have input in meeting the needs of our diverse student population.

## 26Q266 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	688	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				1
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	9	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		95.4%
% Free Lunch	36.0%	% Reduced Lunch		11.5%
% Limited English Proficient	2.3%	% Students with Disabilities		14.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		9.9%
% Hispanic or Latino	17.1%	% Asian or Native Hawaiian/Pacific Islander		46.7%
% White	24.4%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.29	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	52.2%	Mathematics Performance at levels 3 & 4		68.1%
Science Performance at levels 3 & 4 (4th Grade)	96.4%	Science Performance at levels 3 & 4 (8th Grade)		82.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



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

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

### Part 1 – Needs Assessment

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

Analysis of student data revealed that our students’ writing shows that they are not yet able to demonstrate the required level of genre specific structure, style, craft, and sophistication in order to meet the demands of the Common Core Learning Standards. Students struggle to demonstrate the appropriate automaticity required at grade level across the writing genres of opinion/argument, informational, and narrative. This need was identified by analyzing the results of interim performance-based literacy assessments, chapter/module/unit assessments and item analysis of yearly-ELA standardized test scores. For example, on the extended response questions, 25% of our students tested were able to receive Level 3 or 4. These means that 75% of our students are either below or approaching standards in this area. Additional assessments were conducted with the actual Common Core Learning Standards and the learning gaps presented by analysis of the standards. Analysis of student published writing samples from grades K-8 were also utilized for needs assessment purposes. Please see the following list of data sources used to complete a comprehensive needs assessment:

- Analysis of student on-demand writing samples from grades K-8 (collected quarterly)
- 2013-2014 School Quality Snapshot
- 2014-2015 School Quality Guide Workbook
- Analysis of 2014-2015 NYS ELA Standardized test scores
- 2013-2014 Quality Review Report
- 2014-2015 School-wide Inquiry focus (school-wide teams, grade level teams, department teams)
- Student published writing pieces
- Student writing assessments (unit/chapter/performance-based)
- Teacher Data Driven Instruction checklists

### 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, 30% of students in grades 3-8 will be proficient (score a performance level 3 or 4) on their NYS ELA exam on the extended response questions.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Unit Planning ,Revision and Analysis of Student Work:</p> <ul style="list-style-type: none"> <li>• Continued annotation of our writing curriculum maps for Ready Gen and Scholastic Code-X to reflect upon teacher practice, as well as include necessary strategies and structures that meet the needs of our student population across grades K-8. Units of study will be continually annotated throughout the year as part of teacher professional periods, teacher team meetings during Extended Day, and professional development days. The Writing Pathways text will be used to monitor student progress across grade-level expectations of the writing progression for each writing genre.</li> <li>• Teachers in will meet with Supervisors on a quarterly basis to review Ready Gen and Scholastic Code-X writing performance-based tasks and to</li> </ul>	<p>All students in grades K-8 will be included in this work. Students will be grouped based on demonstrated needs and groupings will be flexible throughout the year</p>	<p>Data Cycles will be quarterly. Our cycles will be as follows:</p> <ul style="list-style-type: none"> <li>-Sept/Oct</li> <li>-Dec/Jan</li> <li>-Mar</li> <li>-May</li> </ul>	<p>These activities/strategies will be overseen by:</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-Assist. Principal</li> <li>-Teacher Teams</li> </ul>

<p>assure that instruction is aligned to assessment expectations and the grade level writing progression expectations across genres. Student work will be analyzed for demonstrated ability to write grade appropriate writing pieces across genres. These writing pieces will be written pieces across genres. These writing pieces will be written in the appropriate genre-specific structure and include appropriate genre specific development, style, and craft techniques. This will be measured throughout the school year by at least one benchmark level of growth on performance assessments and unit/benchmark assessments aligned to the Common Core Learning Standards, writing rubrics in our literacy programs (Ready Gen, Code-X), checklists, rubrics, and the writing process progression expectations from the text, Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8, by Lucy Calkins.</p> <ul style="list-style-type: none"> <li>• Grade and department level Inquiry team meetings will focus on standards-based Data Driven Instruction. Our focus will be to consistently assess, analyze and create action plans based on student mastery of appropriate grade level standards. Teachers will be engaged in 4 data cycles throughout the year to complete this work.</li> <li>• Writing assessments will be collected from teachers in grades 3-8 (across content areas in middle school) four times a year for the purpose of analyzing the results of on-demand writing assessments, as well as student published writing pieces. Teachers will analyze student work by including a skills checklist cover sheet for each writing piece collected. This will allow teachers, as well as school administration an opportunity to analyze student progress and instructional practices. Data reported through School Net, Castle Learning and Running Records. Ready Gen, Scholastic literacy assessments and classroom sources will be utilized as well. (Quarterly)</li> </ul>			
<p>1. Professional Development:</p> <ul style="list-style-type: none"> <li>• Professional development will be provided throughout the school year on the CCLS with a major focus on literacy shifts 4 &amp; 5, which focus reading closely and engaging in rigorous conversation grounded in text.</li> <li>• Teachers will be provided with opportunities to share effective instructional strategies and</li> </ul>	<p>All students in grades K-8 will be included in this work. Students will be grouped based on demonstrated needs and groupings will be flexible throughout the year</p>	<p>September-June</p>	<p>These activities/strategies will be overseen and led by:</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-Assist. Principal</li> <li>-Teacher Teams</li> </ul>

<p>materials, writing lessons, conferencing techniques and small group strategy lessons in department and grade meetings, as well as Professional Learning Communities &amp; staff development days.</p> <ul style="list-style-type: none"> <li>• Teachers will be provided with professional books and videos. Teachers will be given two Staff Community Reads each month that provide best practice information in the areas of academic achievement and student social-emotional growth for the 2015-2016 school year.</li> <li>• Technology training and software programs such as Castle Learning, Brain Pop, Brain Pop, Jr. Brain Pop Español, World Book Online, and Safari Montage will be incorporated into our instructional program to enhance student-writing skills, as well as provide a home-school connection for our families. These programs will be available for our students throughout the school year.</li> </ul>			<p>Professional Learning Communities</p>
<p>1. Writing support will be provided through small group Academic Intervention Strategies (Response To Intervention) instruction with UFT District Representative who is a licensed reading teacher, as well as through our school Librarian, Special Education teachers, Speech teaches, Paraprofessionals, and school Learning Leader volunteers. Students will be pulled for small group instruction a minimum of 2-3 times a week for 8-week cycles.</p>	<p>At-Risk, Special Needs, and ESL students will be targeted for this work</p>	<p>September-June</p>	<p>These activities/strategies will be overseen by:</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-Assist. Principal</li> <li>-RTI Team</li> </ul>
<p>4. Engaging Families:</p> <ul style="list-style-type: none"> <li>• Beginning of the year Principal’s letter informing parents of Department of Education curriculum mandates, instructional expectations, and Framework for Great Schools</li> <li>• Principal and Assistant Principal speaking at monthly PTA meetings informing parents of instructional practices to meet academic expectations.</li> <li>• “Feature Teacher” at monthly PTA meetings to explain and share classroom curriculum practices and to advise parents of “at-home” strategies that can assist parents and to strengthen student academic skills. Network personnel will be utilized as well.</li> <li>• Monthly parent workshops conducted by our Parent Coordinator, Pre-K Social Worker, Teachers, School Leaders, Network staff, Instructional</li> </ul>	<p>All families will be invited to engage in these opportunities</p>	<p>September-June</p>	<p>These activities/strategies will be overseen by:</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-Assist. Principal</li> <li>-Parent Coordinator</li> <li>-PTA</li> <li>-SLT</li> </ul>

<p>Coaches, PTA and other outside resources to strengthen parent understanding of the rigor of the CCLS.</p> <ul style="list-style-type: none"> <li>• Monthly morning “Re-cap” PTA meetings for parents who are not able to make the monthly night meetings.</li> <li>• Quarterly “Curriculum Corner” Newsletter from the school to our families keeping them abreast of national, state and citywide educational initiatives, as well as curriculum and instructional information about our school.</li> <li>• Parent workshops to educate our parents on new technology software programs such as Castle Learning, Pop Pop, Brain Pop, Jr. Brain Pop Español and Study Island will be incorporated into our instructional program to enhance student-writing skills, as well as provide a home-school connection for our families.</li> <li>• Monthly “Coffee with the Principal” instructional informational sessions.</li> <li>• Monthly School Leadership Team meetings where teacher members share best practices in their classroom for specific Danielson rubric components and/or CCLS standards-based instruction.</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources- Monday Professional Development, Tuesday Teacher Team meetings, Professional Learning Communities, School-wide Inquiry Teams, Professional Activities, Common Instructional Planning, Teacher Action Planning meetings with Supervisors											
Instructional Resources= Professional Library Resources, Fair Student Funding, Contract for Excellence funds,											
Schedule Adjustments- Teacher intervisitations, DOE professional development, etc. will be used to leverage rigorous instruction in writing across genres.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
X	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

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

In December/January- Interim/Mid-Year Assessments will be administered to students in grades K-8 (Ready Gen/Code-X Performance-based assessments, unit assessments, Speaking & Listening routine rubrics) that will include an analysis of student writing samples to assess student progress across benchmark levels. Analysis of this data will not only determine student progress, but will also allow teachers and administration to revise teaching practices to meet student needs as evidenced by these assessments.

**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.

Analysis of our school’s 2013-2014 Learning Environment Survey and the 2015 Framework for Great Schools Report identified the element of Supportive Environment as a growth area for our school. 77% of our students believe that they receive personal attention and support, 85% believe that there is peer support for their work, and 79% believe that there needs to be a greater push towards academic achievement. All of these areas address the need to give more support to our students’ social and emotional needs. We believe that students’ academic achievements grow when their social and emotional needs are addressed in ways that grow not only their self-esteem and self-image, but also in ways that grow their independence, work ethic and abilities to problem-solve. Please see the following list of data sources used to complete a comprehensive needs assessment:

- 2014-2015 Learning Environment Survey
- 2013-2014 School Quality Snapshot
- 2014-2015 Attendance data
- 2013-2014 Quality Review
- 2014-2015 Parent surveys
- 2014-2015 Student reflections
- 2014-2015 Advisory Committee meetings
- 2014-2015 School Implementation Team meetings

### **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, 100% of our students will be engaged in activities and learning that support their academic and personal growth, by increasing school opportunities in both academic and social-emotional areas by 10%.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Classroom Practices</p> <ul style="list-style-type: none"> <li>• Teachers will be engaged in the practice of using learning styles inventories and surveys to ascertain information about how students learn best.</li> <li>• Teacher practice will include UDL opportunities for students that accurately reflect student data.</li> <li>• Teachers will include student input and student choice across assignments to ensure a high level of student engagement.</li> <li>• Students will have the opportunity to reflect on their own learning and work with their teachers to develop appropriate action plans and learning goals.</li> <li>• Students will learn about Growth Mindset and how this can help them understand the importance and value of effort and persistence.</li> <li>• Students will be engaged in the work of learning and demonstrating the criteria for our Academic and Personal Behaviors Ethics Code (APEC) across classrooms.</li> </ul> <p>Students will be engaged in classroom and school experiences that help them to make real-life connections and hold them responsible for demonstrating these connections in their academic and personal behaviors.</p>	<p>All students</p>	<p>Sept-June</p>	<p>Principal Assist. Principals Teachers</p>
<p>2. School Practices</p> <ul style="list-style-type: none"> <li>• Students will be supported by classroom teachers and support staff. A school Advisory Committee will meet weekly to discuss</li> </ul>	<p>All teachers</p>	<p>Sept-June</p>	<p>Principal Assist. Principals Teachers</p>

<p>specific student social and emotional needs and creating action plans in order to meet these student needs.</p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to engage in peer tutoring to assist with their academic needs,</li> <li>• Students will have the opportunity to participate in a variety of school organizations and programs such as Youth Alive, Real Heroes, the Gazette, Buddy Club, Recycling Club, CHAMPS, Flag Football, and Student of the Month, etc. to engage them socially and emotionally.</li> <li>• APEC expectations will be included on school progress reports and report cards to communicate student progress with their academic and personal behaviors.</li> </ul>			
<p>3. Professional Development</p> <ul style="list-style-type: none"> <li>• Teachers will be engaged in a differentiation and a Growth Mindset PLC during the course of the school. PLC's will run for 6-8 week cycles throughout the year and will be multi-grade levels. 4-7 teachers will be engaged in the work of the Growth Mindset Advanced Program with the office of Post-Secondary Education to further our staff's capacity with Growth Mindset.</li> <li>• Our school will be engaged in the work of being a Learning Partners Host school to help develop two partner schools in the work of Growth Mindset. This additional support will continue to grow our work in this critical area.</li> <li>• Teachers will engage in additional professional development that addresses meeting the diverse social and emotional needs of children ranging from Pre-K-8 as provided by our district and field Borough Center. We will also engage our staff members who have expertise in these areas to facilitate professional development sessions.</li> </ul>	All teachers	Sept-June	Principal Assist. Principals Teachers
<p>4. Engaging Families</p> <ul style="list-style-type: none"> <li>• Families will be engaged in parent workshops, Coffee with the Principal, and Curriculum Night opportunities introducing our Growth Mindset and APEC programs.</li> <li>• Parents will be invited to participate in weekly parent engagement opportunities to discuss student academic and social-emotional progress and work with the teachers, support staff and school administration to develop action plans to assist students with their growth and development.</li> <li>• Parents will be given access to several learning management systems (Engrade, Edmodo, Class Dojo, etc.) to communicate with teachers and to stay informed with student learning expectations, assignments and progress. Families will have the opportunity to ask</li> </ul>	All families	Sept-June	Principal Assist. Principals Teachers PTA

questions, send messages, and communicate in real-time with school staff.

**Part 4 – Budget and Resource Alignment**

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

Human Resources- Our teachers, support staff, school leaders, students and parent coordinator will work collaboratively with our PTA, and SLT to develop, monitor and support these practices.

Instructional Resources- Teachers will utilize appropriate books, articles, videos, websites and one another to further their learning about supporting our students’ social and emotional needs. We will continue to use our Academic and Personal Behaviors Ethics Code to support this work.

Schedule Adjustments- Our schedule will allow teachers who are leading this work to meet on a monthly bases. We will use our Monday professional development time, our Tuesday parent engagement time and our Tuesday “other professional work” time to facilitate this work.

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

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

**Part 5 – Progress Monitoring**

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

We will administer a series of student surveys throughout the school year. Surveys will be administered quarterly and students will have the option of completing the surveys anonymously to ensure reliable data. Our quarters will be Sept/Oct. Jan/Dec, Mar. & May.

**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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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 <sup>st</sup> 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 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"> <li>• 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.</li> <li>• 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.</li> </ul>

**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><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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 <sup>st</sup> 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.

An analysis of our 2013-2014 School Learning Environment Survey, parent workshop attendance sheets, PTA meeting attendance sheets, and SLT meeting discussions and observations demonstrate that a large number of our parents do not attend school events and activities. Please see the following list of data sources used to complete a comprehensive needs assessment:

- 2014-2015 Parent Surveys
- 2014-2015 Learning Environment Survey
- 2014-2015 PTA meetings
- 2014-2015 SLT meetings
- 2014-2015 Parent attendance at school events, workshops, meetings
- 2014-2015 Parent-Teacher- Conference attendance
- 2014-2015 Parent Engagement time

### Part 2 – Annual Goal

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

By June 2016, we will increase attendance at parent engagement opportunities for our families by 25%.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Classroom Practices</p> <ul style="list-style-type: none"> <li>• Teachers will engage parents in opportunities that allow families to learn more about instructional practices. This will be done in an effort to support parents with helping our students to meet their academic expectations.</li> </ul>	<p>Parents Families</p>	<p>September-June</p>	<p>Teachers</p>
<p>2. School Practices</p> <ul style="list-style-type: none"> <li>• In addition to Open School Week in the fall, we will provide additional opportunities for parents to visit classrooms and learn more about our academic approaches.</li> <li>• We will share more parent workshop information, meeting agendas and workshop/meeting handouts, and notes online for parents to view at their leisure.</li> </ul>	<p>Parents Families</p>	<p>September-June</p>	<p>Principal Assist. Principals Teachers PTA SLT</p>
<p>3. Professional Development</p> <ul style="list-style-type: none"> <li>• Teachers will participate in professional development opportunities that increase their skills in using Learning Management systems that communicate with parent's student academic progress, as well as any social and emotional needs. Professional development will allow the parents to use these systems efficiently and as purposefully as possible.</li> </ul>	<p>Teachers</p>	<p>September-June</p>	<p>Principal Assist. Principals Teachers</p>
<p>4. Engaging Families</p> <ul style="list-style-type: none"> <li>• Parents will be invited to monthly Coffee with the Principal sessions where they will engage with staff members who will present on different aspects of our instructional program (APEC, Growth Mindset, Online Resources, Learning Management systems, ELA and Math CCLS, etc.)</li> <li>• Our PTA will add a text-messaging feature to our School Messenger Robo call system to be able to contact family members more easily.</li> </ul>	<p>Parents Families</p>	<p>September-June</p>	<p>Principal Assist. Principals Teachers</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will utilize our Parent Coordinator, PTA, School Leadership, and school staff to create strong families and community ties. We will utilize current relationships with community organizations such as Learning Leaders, Queens High School for Teaching, Long Island Jewish Hospital, SNAP, etc. and attempt to build additional relationships with community organizations. School Leaders and school staff will engage in parent learning opportunities to increase parent knowledge of our instructional program across grade levels.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.										
Monitoring of this work will take place quarterly. We will analyze attendance/sign-in sheets from parent engagement opportunities. Our quarters will be Sept/Oct. Jan/Dec, Mar. & May.										
<b>Part 5b.</b> In <b>February 2016</b> , 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.)
<b>English Language Arts (ELA)</b>	Foundations	Direct	Small group instruction	During School
	AIS- ELA	reading/phonics	Small class instruction	After School
	Services	instruction	One-to-one/small group tutoring	Saturday
	RTI Reading	Reading		Program
	Services	strategies		
	Fountas &	(comprehension/		
	Pinnell	writing process		
	Intervention	instruction		
	System	Reading		
	Saturday	strategies/guided		
	Success	reading		
	Program	instruction		
Online				
Resources				
Peer tutoring				
<b>Mathematics</b>	Technology	Concept skills	Small group	
	Programs	practice	instruction	
	AIS Math	Mental math	Small class	During
	Services	Word-problem	instruction	School
	Saturday	solving	One-to-one/small	After School

	Success Program Online Resources Peer Tutoring		group tutoring	Saturday Program
<b>Science</b>	Small strategy student groups Differentiation Tutoring	Shared reading Interactive reading strategies Shared writing Interactive writing Vocabulary practice	Small group instruction One-to-one/small group tutoring	During School After School Saturday Program
<b>Social Studies</b>	Small strategy student groups Differentiation Tutoring	Shared reading Interactive reading strategies Shared writing Interactive writing Vocabulary	Small group instruction One-to-one/small group tutoring	During School After School Saturday Program

		practice		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Grades 3-8 small at-risk speech Grades K-8 at-risk SETSS RTI Behavioral Services (offered by Psychologist, Social Worker, and Youth Development Counselor)	Second Steps Play Therapy	Small group instruction One-to-one/small group tutoring	During School

## 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.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/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.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/IS 266**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/IS 266** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC)**

**PS/IS 266** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 <b>26</b>	Borough <b>Queens</b>	School Number <b>266</b>
School Name <b>type here</b>		

### 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 <b>Nicole Scott</b>	Assistant Principal <b>Kerry Farrell</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Joan Carter</b>	School Counselor
Teacher/Subject Area <b>Robin Beinhorn, Sp. Education</b>	Parent <b>Raquel Chariah</b>
Teacher/Subject Area	Parent Coordinator <b>Lori Nestor</b>
Related-Service Provider <b>Elyssa Gallagher</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>Denise Fokas, School Psychol.</b>

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>646</b>	Total number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	21	<b>Newcomers</b> (ELLs receiving service 0-3 years)	17	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	17	0	2	3	0	2	1		1	0
<b>Total</b>	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
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

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

## 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
<b>Entering</b> (Beginning)	1						1							0
<b>Emerging</b> (Low Intermediate)	1													0
<b>Transitioning</b> (High Intermediate)	1	1			2		1							0
<b>Expanding</b> (Advanced)		6	4	1		1			1					0
<b>Commanding</b> (Proficient)		2	2											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT 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	0	0	0	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	2	2												0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We utilize the Fountas and Pinnell benchmark assessments and levels to assess the literacy skills of our ELLs. The literacy assessment includes letter-sound recognition, phonemic awareness skills and reading readiness for the primary grades and includes retelling, comprehension, and fluency/accuracy skills/rates for the upper elementary grades. This provides insight as to specific skills that ELLs need to acquire, as well as working on developing their language/vocabulary skills. This data helps to inform our school instruction plan as we assess using quarterly cycles to track and monitor student growth and progress. After the assessments have been administered, teachers are then engaged in creating relevant action plans to address student needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The patterns across proficiency levels reveal that students generally score higher in the modalities of Listening and Speaking than in Reading and Writing. Our NYSITELL data reveals that students across grade levels are challenged by the speaking sections of the test. Our NYSESLAT data reveals that students across grade levels are challenged by the listening and writing sections of the test.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Paste response to question here:
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Four students, two in kindergarten and two in grade one, achieved the commanding level for the 2014-2015 school year. All other ENL students, except one, advanced at least one level for the 2014-2015 school year. The periodic assessment results are similar to the level of student achievement on the NYSESLAT assessments. The data from the periodic assessments is limited to student reading and listening skills, as the writing section on the periodic assessment is multiple choice and does not allow the students to actually engage in a writing task. The periodic assessment is also limited to grades 3-8. These assessment results are used to analyze student growth and plan

instruction to meet all student needs. Dual language books are used in the classrooms, students are allowed to write assignments in their home language, peer mentors who are proficient in English are utilized, and appropriate online resources are available.

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.](#)] Examination of students' educational and linguistic histories is vital to delivering the appropriate intervention for our ELLs. Data from formal (NYSITELL, NYSESLAT and ELL Periodic Assessments) and informal assessments are gathered to guide instruction for each ELL student. If evidence supports the need for students to move on to Tier 2 and Tier 3 levels, then they receive more targeted and intensive academic support.
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
We ensure that a student's second language development is considered when making instructional decisions by including our ENL teacher in teacher congruence meetings for instructional planning and all school instructional professional development. Our ENL teacher is also afforded the opportunity to attend outside professional development throughout the school year.
  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).  
Feedback from classroom teachers is positive, in that the performance of ELL students has steadily improved. The Commanding level reached by students--and those progressing to a higher level--on the NYSESLAT are also indicators that the programs implemented are successful.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
The home language is based on the HLIS (Home Language Identification Survey) and informal interviews with the parent and student. Testing is completed within 10 school days of the students' enrollment. Qualified pedagogues, including the ENL teacher, conduct the interviews. The DOE's Translation and Interpretation Unit is utilized, if necessary, to conduct the interview in the parent's language of preference. If it is determined that the home language is one other than English and that the child does not comprehend simple English vocabulary (based on the student and parent interviews), the NYSITELL is administered by our certified ENL teacher, Joan Carter. For Spanish-speaking students who fail the NYSITELL, the Spanish LAB is administered by one of our certified Spanish Language teachers, Pedro Medina or Colleen Henshaw.
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).  
Upon initial enrollment, school records (assessments) are analyzed for any evidence of students being two or more years below grade level in literacy and math. Determining SIFE status begins at the time of the completion of the HLIS, when the parent is asked to indicate prior schooling. As an additional measure, parents are interviewed to see if there has been any formal interruption in student education.
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).  
Upon the enrollment of new students with IEP's, the ENL teacher, Joan Carter, is present at the IEP meeting with the School Implementation Team (SIT), to determine if there is a language acquisition issue or a learning disability. Members of the LPT that are also members of the SIT include Nicole Scott (Principal), Robin Beinhorn (IEP Teacher), and Denise Fokas (School Psychologist). Interpretation is provided via the DOE Translation and Interpretation Unit or by using the organization, Parents are included in all IEP meetings either face-to-face or via a conference call. The appendix of the EPRG is used to make necessary SIFE and language acquisition/learning disability determinations. The LPT recommendation is accepted or rejected within 20 school days of the determination. If it is determined that there is a language acquisition issue, the NYSITELL is administered and if students qualify for services, they are immediately placed in our ENL program.
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.

After administration of the NYSITELL, the ENL teacher, Joan Carter, immediately distributes parent notification letters within the five school day deadline. The letters are administered in English and the parents preferred language if available.

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).

Parent notification letters for new ENL students who did not pass the NYSITELL inform parents of the right to appeal their child's status within 45 days of student enrollment are disseminated by the ENL teacher, Joan Carter. Letters are sent home with students and copies of the letter are placed in student cumulative folders and the ENL teacher, Joan Carter's, file. Parents are also informed at the ELL Parent Orientation.

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.

Parents of new ELLs are invited to a parent orientation with ENL teacher, Joan Carter, immediately after NYSITELL testing of eligible students. The orientation is scheduled within ten school days of school enrollment. Parent notification letters explain all three ELL programs and include information that the bilingual program is the default placement if the parent survey is not returned. Letters are sent in English and the home language, if available. In addition, a video is shown at the orientation that explains the three ELL programs in the parent's language of preference, if available. If the parent(s) cannot attend the orientation on the specified date, the ENL teacher is available to meet with them at a mutually convenient time.

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

If parents are able to attend orientation, surveys and program selection forms are collected at that time. When parents cannot attend orientation, the Parent Survey and Program Selection forms are sent home, instructing parents to return them by the due date. If forms are not returned in a timely manner, the ENL teacher, Joan Carter, will attempt to contact the parent and request their immediate return. All written correspondences are sent in the parents preferred language, if available. The DOE Translation and Interpretation Unit is utilized for phone calls to contact parents about returning the Program Selection form.

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

Attempts are made periodically to contact parents regarding the return of the completed forms. If after all attempts to contact the parent fail, the default program of bilingual education is noted. This monitoring is completed by the ENL teacher, Joan Carter. All written correspondences are sent in the parents preferred language, if available. The DOE Translation and Interpretation Unit is utilized for phone and face-to-face conferences with the parents. If forms are not returned in a timely manner, the ENL teacher, Joan Carter, will attempt to contact the parent and request their immediate return. Forms are kept in student cumulative folders and in the ENL teacher, Joan Carter's, file.

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

The ENL Supervisor, Nicole Scott, oversees all compliance and program issues. All written correspondence are sent home in the parents preferred language, if available.

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

Original HLIS are kept in the students' cumulative folders. Copies are retained in the office and the ENL teacher's files. Parent notification letters are kept in the students' cumulative folders and the ENL teacher's files. ENL documentation can be accessed by the classroom teacher, and school personnel.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELL students are administered the NYSESLAT in the spring. The speaking portion is administered individually by the ENL teacher, and scored by a qualified pedagogue, or, in some cases, even a member of school administration. All other portions of the NYSESLAT are administered in groups according to the students' grade levels. The RLER report is then run to ensure that the NYSESLAT has been administered to all eligible students. A checklist is created by the ENL teacher, Joan Carter, to ensure that all sections of the NYSESLAT are administered.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL Supervisor, Nicole Scott, oversees all compliance and program issues. The ENL teacher, Joan Carter, sends all written correspondence to parents in their preferred language, if available. Letters are sent home with students.

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).

100% of our ELL parents continue to request the Freestanding ENL/ESL Program. While the ASPIRA Consent Decree mandates that Spanish-speaking ELL students are legally entitled to bilingual instruction, our parents do not prefer this option.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Students are grouped heterogeneously by grade. Per CR Part 154.2, Commanding students receive 90 minutes of integrated ENL instruction per week. Expanding students receive integrated instruction in ELA or another content-area class. Transitioning students receive the minimum 90 minutes of integrated ENL during ELA instruction or other content-area instruction with a total of 180 minutes per week. Emerging students receive the minimum 90 minutes of stand-alone ENL and the minimum 180 minutes of integrated ENL during ELA, or other content areas, with a total of 360 minutes per week. Entering students receive a total of 360 minutes per week, with a minimum of 180 minutes of stand-alone instruction and 180 minutes of integrated ENL/ELA instruction.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
(SEE 1a ABOVE)
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.

For lower grades, decoding skills are developed using explicit and intensive instruction in phonological awareness and phonics. In the middle and upper grades, challenging texts are utilized to teach comprehension strategies. Academic language is vital to classroom discourse. It is essential for teachers to engage in structured academic talk. In addition, ENL and classroom teachers work with ELLs in small groups to target deficiencies. Literature-based materials, including library books, a listening center with books on CD/tape, and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books. Instruction for ELLs is aligned to Common Core Learning Standards. The ENL and classroom teachers use visuals and realia to support students' (at all levels) comprehension of content. Charts and graphic organizers enable students to understand information in manageable chunks and make concepts more comprehensible. Thinking Maps are also widely utilized. The ENL teacher focuses on vocabulary, language functions and structures, taught within the context of lessons. She also scaffolds academic language to support students' participation in content areas. Technology is also an integral part of instruction for all ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Due to the fact that we not not have a bilingual program, ENL students are evaluated in English throughout the year. If ENL students are referred for an evaluation for special education services, they are evaluated in their home language. The Spanish LAB is administered to students (whose home language is Spanish) who fail the NYSITELL.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ELL Periodic Assessment, as well as classroom assessments, are used to evaluate ELL students in all four modalities throughout the year. These assessments include quizzes, chapter and unit tests, projects, etc.
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

Newcomers receive small-group instruction and are assigned a "buddy" for support. If there is a classmate whose home language is the same as the newcomer's, they are partnered with the new ELL student for further support. The ENL teacher differentiates instruction which corresponds to students' proficiency levels for Developing and Long-Term ENL students. If we have SIFE students, they will receive Title III AIS, peer tutoring, and small group instruction. Former ELL's receive 90 minutes of ENL instruction per week. ELLs and former ELLs receive time and a half and separate location testing accommodations. Bilingual glossaries that contain word-for-word translations only, are provided.

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.

Parents have 45 days to appeal the decision about their child's ENL status. If parents file an appeal, our ENL teacher, Joan Carter, accepts the appeal and follows the appropriate Re-identification process as outlined on page 22 of the EPRG.

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?

For ELL-SWDs, the IEP is reviewed to determine the strategies and materials to be used. Materials used are selected according to the student's current level of performance and include Common Core curriculum materials (Ready Gen, Scholastic Code-X, Go Math) Oxford picture and bilingual dictionaries, websites (including starfall.com, 4esl.org, and additional websites) and software materials. These students are seen by teachers who provide the necessary related services, as well as SETSS. These students also have additional support through RTI and the use of the Fontas and Pinnell Leveled Literacy Intervention kits. The IEP teacher, Robin Beinhorn, facilitates all IEP amendments and tracks services through an IEP master list. The master list is updated on a continual basis. If a bilingual program is mandated, an alternate placement bilingual paraprofessional is put in place.

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?

Based on student need, the ENL teacher, Joan Carter, works with special education service providers to create a program where students can be serviced for ENL and SWD mandates. Students are serviced across content areas (in accordance with their IEP mandates) to optimize learning conditions and to provide scaffolded and appropriate instruction.

Chart

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

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

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

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



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

Chart

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

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

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

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

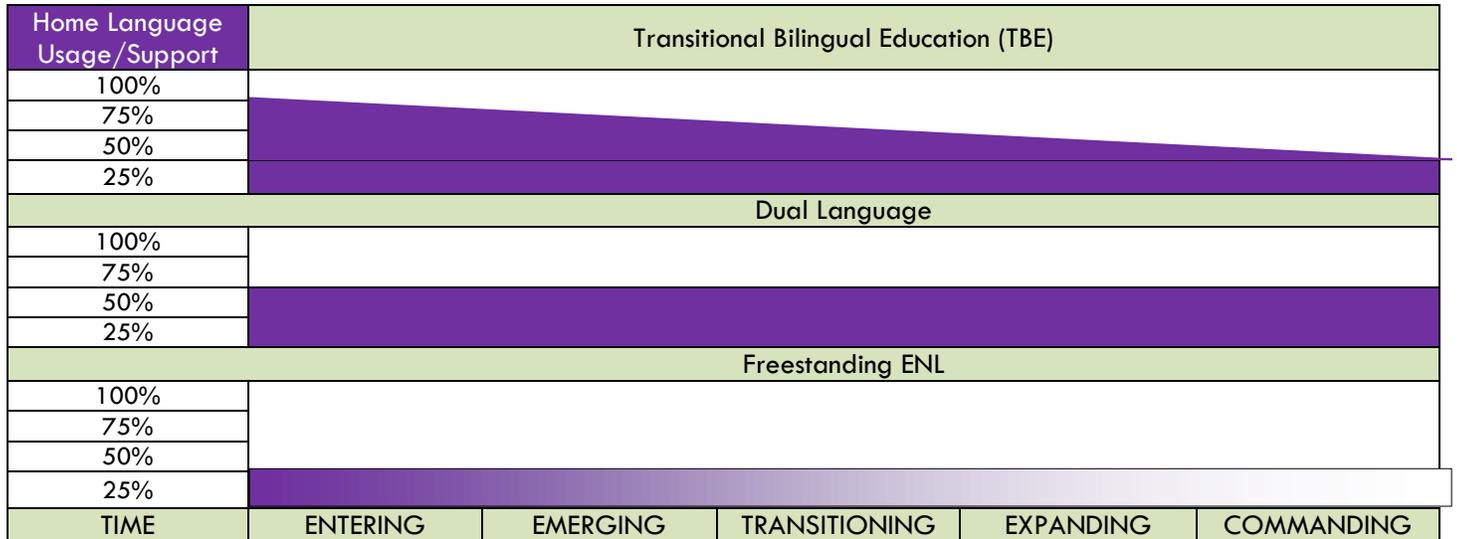


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All instruction is delivered in English. Instruction is aligned to the Common Core Learning Standards in all content areas. Teachers scaffold academic language to support each ELLs' participation in the content areas. Homework and classroom assessments are differentiated. For ELA, Math, and all other content areas, RTI and small-group instruction are delivered in students' classrooms. All ELL students are invited to After-School AIS, and Saturday Academy programs.
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 current program yields a high level of effectiveness as our students pass/show improvement on the NYSESLAT each year.
12. What new programs or improvements will be considered for the upcoming school year?  
Due to the new CR-Part 154.2 regulation, students will be receiving additional integration services so that they can be serviced within the classroom setting. This will allow for the student to be present for more classroom instruction and receive the support of the mandated ENL services to be successful in the classroom setting.
13. What programs/services for ELLs will be discontinued and why?  
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs in the building are afforded equal access to all school programs. During school hours, they attend assemblies, PE, and talent (Art, Computer, or Music). All students are invited to try out for after-school sports teams. ENL students are invited to participate via fliers, and letters that are sent home. Written correspondences are sent home in the preferred home language if available. The majority of our ENL students attend our after-school program.
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.  
Ready Gen, Scholastic Code-X, Go Math are used in the content areas. The ENL teacher also uses these in standalone ENL instruction to support students' understanding of content-area material, using ENL strategies and scaffolding. Oxford picture and bilingual dictionaries, websites (including starfall.com, 4esl.org, and additional websites) and software materials are incorporated into instruction. Literature-based materials, including library books, a listening center with books on CD/tape, and photo dictionaries are additional materials used. There is an abundant supply of multicultural books in the ENL classroom. There is also a supply of dual-language books.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
During the initial stages of the writing process, newcomers are encouraged to write assignments in their home languages and then have their work translated into English. Bilingual picture dictionaries and dual language books are available in the classroom. In addition, students are introduced to websites which have bilingual information, pictures and educational games.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All academic supports are grade and age appropriate and/or appropriate to student's current level of performance. For ELLs-SWD, their ages and cognitive needs are, of course, taken into consideration. Scaffolds for all ELLs are used to consistently grow the students' level of sophistication and grade-appropriate skills sets.
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).  
Newly enrolled ENL students are supported with appropriate assessments, instruction and progress monitoring to support their academic growth and development. In effort to support their social and emotional growth, they are engaged in peer mentorships and provided with a variety of school activities. Families of newly enrolled ENL students are supported through parent-teacher meetings and workshops.
19. What language electives are offered to ELLs?  
ENL students are offered Spanish in grades 1-8 as a language elective.
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.)  
Staff development takes place on an ongoing basis. General and Special Education staff, as well as our ENL teacher, Joan Carter, receive training throughout the academic year. Professional development takes place at the school level, as supported by the Queens North Borough Field Center, and Central. For in-house training, the focus is on methodologies that can be implemented on a daily basis in the General Education classroom with an emphasis on teaching through multiple modalities, teaching to student learning styles, as well as student interests. Professional Development is also aligned to the Common Core Learning Standards.  
9/8: Staff development day  
11/3: Election Day staff development  
6/9: Anniversay Day  
Ongoing: - Monday afternoon professional development (PLCs)  
- Tuesday afternoon grade meetings focusing on Data Driven Instruction
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
See 1 above.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We are a K-8 school; therefore, transition from elementary to middle school runs smoothly. Teachers collaborate and share knowledge of students to ensure proper placement for each student.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80, and 50% of the required professional development hours for our ENL teacher, will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ENLs. Agendas for all professional development are kept on file with the school Principal.

### 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?

The 40 minutes of time NYC schools set aside each week for families is used to include parents in their child's education. Goals, students' progress and assessment results are discussed in either individual face-to-face meetings or telephone conversations with parents of ELLs. In-person or over-the-phone interpretation services are utilized, if necessary.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PTA meetings are held once a month. The parents and families of our ELL students have several opportunities to become familiar with all programs that the New York City Department of Education offers. There is a parent orientation at the beginning of the school year for parents/guardians of new ELLs, and parent workshops are scheduled during the year to assist parents to participate in their child's education. Translated materials are distributed to students and parents in their native languages. Parents of ELLs are encouraged to attend meetings scheduled to inform parents of school events and policies so that they may be involved in the decision-making process. Interpreters are available for all teacher-parent meetings. Over-the-phone interpretation is provided by the DOE Office of Translation and Interpretation Unit. Interpreters for face-to-face meetings are provided by The Big Word language communication company and by parent volunteers and school personnel, when appropriate and available. Written translations, as made available by the DOE and, where necessary, by parent volunteers. Parents are informed of the availability of interpretation and translation services and given a request form to complete if these services are needed. Activities that consider the students' cultural and language background--including Multicultural Day--are planned to celebrate all students in the school. Children are served lunch brought in by school staff volunteers and parent volunteers with food from various countries. Parents of ELLs are invited to come on that and share aspects of their cultural background with our students. Many of our parents also come into our classrooms for Open-School Week, and attend "Coffee with the Principal" once per month. Occasionally, we have family movie night; and our students are cast in productions twice a year, which families, and friends of families, attend. Our school choir and band also perform for families and other students, as well as school staff.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? It is our goal this year to develop a relationship with a Community Based Organization to provide support for our ENL parents.
5. How do you evaluate the needs of the parents?

The staff works with the Parent Coordinator to address the needs of all our parents.

6. How do your parental involvement activities address the needs of the parents? Parental involvement activities allow parents the opportunity to engage with school administration, teachers, and support staff to learn more about the school instructional program, school culture, and school goals. This allows parents the opportunity to feel more comfortable and knowledgeable about assisting their children and assisting the school.

### 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.

NYSESLAT and NYSITELL scores reflect students in their current grades. ELA, Math and Science scores reflect the students' previous grade (2014-2015 school year).

## **Part VI: LAP Assurances**

School Name: PS/IS 266

School DBN: 26Q266

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)
Nicole Scott	Principal		11/19/15
Kerry Farrell	Assistant Principal		11/19/15
Lori Nestor	Parent Coordinator		11/19/15
Joan Carter	ENL/Bilingual Teacher		11/19/15
Raquel Chariah	Parent		11/19/15
Robin Beinhorn, Sp. Education	Teacher/Subject Area		11/19/15
Elyssa Gallagher, Sp. & Lang.	Teacher/Subject Area		11/19/15
N/A	Coach		
N/A	Coach		
Iris Lanier	School Counselor		11/19/15
	Superintendent		
	Borough Field Support Center Staff Member		
Denis Fokas	Other <u>School Psychologist</u>		11/19/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **26Q266** School Name: **PS/IS 266**  
Superintendent: **Danielle Giunta**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://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

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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 utilize a number of sources to determine the preferred language of our parents/guardians: Home Language Identification Survey; RAPL and UPPG reports in ATS; Emergency Contact cards; forms filled out at registration, including the Language Needs Survey, and another form (unnamed) that asks the preferred language for oral and written communication. This form has questions in English and nine other languages: Arabic, Bengali, Cantonese, Mandarin, Haitian Creole, Korean, Russian, Spanish, and Urdu. These help us to identify parents' interpretation and translation needs.

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

Parents have asked for written and oral communication in the following: Bengali, Korean, Punjabi, Mandarin, Spanish, Tagalog, Hindi, Urdu, and Malayalam.

## Part B: Creating a Communications Calendar

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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.)

Parent handbooks will be translated. Labels on school notices will ask if a parent requires translation, and notices/documents will be translated on an as-needed basis. School documents include student calendars (monthly), PTA notices(monthly), event fliers (ongoing), school newsletter (yearly, PTC notices, and a student generated newspaper (monthly).

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.

Our face-to-face meetings include: ELL Parent Orientation-- conducted Sept. 21; Curriculum Night-- conducted Sept. 16; Parent-Teacher Conferences will be: November 17 & 18, March 16 & 17, and May 12; Open School Week: November 16-20 and March 14-18; Parent Engagement, Tuesday afternoons from 2:20 to 3:00

## Part C: Providing Language Assistance Services

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

In order to meet parents' translation needs, we will utilize services provided by the DOE Translation and Interpretation Unit, in-house school staff, and outside translation services.

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.

Interpretation services will be provided by over-the-phone interpreters vis the DOE Translation and Interpretation Unit, on-site interpreters provided by at outside vendor, and in-house school staff.

## Part D: Training Staff on Policies and Procedures

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

The ENL/ESL teacher conducts professional development for the staff regarding how to use translation and over-the-phone interpretation services. Each staff member (including Safety Officers and Main Office Personnel) was provided with a copy of an "I Speak..." card, which came in the Language Access Kit, that shows nine languages parents can point to in order to let staff know what language they speak. The back side of the card provides the telephone number of the DOE Translation and Interpretation Unit. A copy of this card is also posted in the main office (on the counter) and near staff mailboxes. The poster included in the kit was hung in the lobby, noting the name of our Parent Coordinator, her email address, and phone number.

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

We will utilize the Checklist of Notification Requirement items to communicate to our families our dedication to meeting their language access needs throughout the school year. This will help to create a welcoming environment and stree to our parents our commitment to engaging them in their child's learning process and developing strong family ties with all families represented in our schools.

## Part F: Monitoring and Quality Control

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

Parents will be asked to complete the NYC DOE's yearly Learning Environment Survey in addition to periodic school created parent surveys.