

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

**DBN: (i.e. 01M001):**                   **30Q280**

**School Name:**                       **P.S. 280**

**Principal:**                             **LISA HIDALGO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 280Q School Number (DBN): 30Q280  
Grades Served: K-5  
School Address: 34-20 94<sup>th</sup> Street  
Phone Number: 718-424-9031 Fax: 718-424-9093  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Lisa Hidalgo  
UFT Chapter Leader: Monika Sendra  
Parents' Association President: Katherine Rosario  
SLT Chairperson: Lisa Hidalgo  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): n/a

**District Information**

District: 30 Superintendent: Dr. Philip Composto  
Superintendent's Office Address: 28-11 Queens Plaza North Long Island City, NY 11101  
Superintendent's Email Address: pcompos@schools.nyc.gov  
Phone Number: 718-391-8323 Fax: 718-391-6147

**Borough Field Support Center (BFSC)**

BFSC: North Queens Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, Long Island City NY 11101  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: 718-391-8222 Fax: 718-391-6147

## 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)
Lisa Hidalgo	*Principal or Designee	
Monika Sendra	*UFT Chapter Leader or Designee	
Sandra Diaz	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marjorie Villalon	Member/ <b>Teacher</b>	
Julie Soriano	Member/ <b>Teacher</b>	
Jessica Dardano	Member/ <b>Teacher</b>	
Katherine Rosario	Member/ <b>Parent</b>	
Francy Herrera	Member/ <b>Parent</b>	
Cinthia Borja	Member/ <b>Parent</b>	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Peter Mazun	Member/ <b><u>Administrator</u></b>	
Angela Berges	Member/ <b><u>Parent</u></b>	
Christine Dyer	Member/ <b><u>Parent</u></b>	
	Member/	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 280, located in Jackson Heights, is a learning community that is deeply connected with its surrounding neighborhood and highly supportive of its bilingual student and family population. Take rigor and high expectations, coupled with collaboration, highly qualified personnel, and a supportive social-emotional environment, and you will get what we, at P.S. 280Q, call our daily standard of excellence. Following a model of school community engagement, P.S. 280 never ceases to create opportunities where school staff, family, local organizational resources, and hard work come together to enrich the lives of our students.

Our school's mission reflects our purpose and a deep commitment to increasing student achievement for all of our students as is indicated below:

"In partnership with staff, teachers, families and the community, P.S. 280Q is dedicated to provide a nurturing atmosphere that will develop students to become passionate and devoted lifelong learners.

Our continuous commitment as a collaborative organization will prepare our students through a rigorous educational program that instills them with the knowledge, skills, and values necessary for future endeavors. By creating this culture, our students will become confident, well-rounded problem solvers and critical thinkers that are reflective, self-aware, and morally responsible citizens."

Our school has a diverse group of learners: ENLs (38.18%), SWDs (7.98%), and General Education (92.02%). Due to these populations, our school provides our students and their families with access to self-contained Spanish Dual Language program (K-5), self-contained ESL classes (K-5), ICT classes, self-contained special education classes (12:1:1) and general education classes. These classrooms and our students are supported with both academic and social emotional program: Family Game Nights, partnership with the Jackson Heights Beautification Committee, Thinking Maps, Bucket Filling, After-school Enrichment program, Saturday Academy, Close reading initiative, Leveled Literacy Instruction (LLI), Visual and Performing arts, guidance counseling programs, as well as speech, occupational therapy and physical therapy programs. These programs have helped our school grow its Family and Community Ties and establish a collaborative learning environment for all stakeholders within the community.

Encouraged by administration and persevered through teacher dedication, with the use of the Danielson Framework, this school year we have been able to improve teacher practice by providing actionable feedback and targeted professional development sessions that include a collaboration with the Teachers College Reading and Writing Project and Thinking Maps Inc. to support with planning and preparation, classroom environment, and instruction. As a result, student learning is visible within classrooms through observation of the level of student engagement, peer to peer work, use of accountable talk, multiple entry points in instruction through modifications of objectives and goals,

instructional planning is aligned with the lens of the instructional shifts and the CCLS, use of “bucket filler” language, deeper levels of questioning, student facing rubrics, and displaying of student work within and outside the classroom. Multiple entry points are determined for a variety of learners by analyzing periodic assessments in reading, writing and math. Through the use of multiple entry points, students are engaged and challenged to accomplish given tasks through the use of various scaffolds. This ensures student success in reaching their student goals across all subject areas.

In addition to being proud of our professional dedication to improving teacher practices to in turn improve student achievement, we believe the success of our students is also derived from our connection to the Jackson Heights community. Some of our partnerships include, but are not limited to, The Bowery Mission, Italian American Cancer Association, The Legacy Center, Toys for Tots, local barbershops and supermarkets, local political offices, Starbucks, Home Depot, and the Jackson Heights Beautification Group. This holistic approach to education includes not only academically enriching activities, but also medical services for families, hot meals during the holiday seasons, safe spaces to have fun family game nights, quality and meaningful parental engagement times, and the overall attention and dedication to not just our students, but their families as well. This year we are particularly proud of our first Thanksgiving holiday event, in which we were able to provide a free hot meal to over 1,000 people. This would not have been possible without our staff personifying P.S. 280’s vision of collaboration and teamwork.

While the 2014-2015 school year has manifested building our teacher capacity with the knowledge of how to support all learners and increased the trust and support of the greater school community, a closer look at student data and progress in connection with administration’s use of the Advance Observation Dashboard has shown that as a school we need to improve in our ability to encourage student engagement. While student trust is important to push the acquisition of knowledge, true student engagement pushes students to independently direct their learning. As a goal for the 2015-2016 school year, we are going to focus on the implementation of teacher practices and the connection of culturally relevant material from the community into fostering student engagement that pushes students to be not only academically successful but decisive in determining their success. We look forward to the opportunity to share our future celebrations as well as reflections that continue to develop the impact of our school on the lives of the students and families we serve.

### 30Q280 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04	Total Enrollment	578	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	108.2%	% Attendance Rate		95.1%
% Free Lunch	91.6%	% Reduced Lunch		4.6%
% Limited English Proficient	61.9%	% Students with Disabilities		20.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		0.8%
% Hispanic or Latino	90.4%	% Asian or Native Hawaiian/Pacific Islander		6.9%
% White	1.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		8.66
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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			
<b>Accountability Status – High Schools</b>				
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.

#### **STRENGTHS**

##### DATA SOURCE - QR

- improvement in instructional practices address the CCSS
- grade-level inquiry teams to support data-driven instruction
- culture of high expectations

##### DATA SOURCE – Internal Assessment

- teacher-created CCSS-aligned curriculum maps in all content areas
- a majority of lessons that incorporate multiple entry points
- technology-based lessons
- increased focus on student self-assessment and peer assessment
- implementation of a Close Reading and Shared Reading cycle to address complex navigating complex texts
- student-created goals according to teacher/rubric feedback
- instructional feedback from observations aligns with Domain 3 of the Danielson Framework
- Address social/emotional/physical needs of students to ensure active, intellectual participation in CCSS-aligned lessons

#### **NEEDS**

##### DATA SOURCES - QR/Internal

- ***school-wide, focused grade-level inquiry work***
- strategic integration and transfer of skills/concepts across content areas
- strategic integration of the CCSS Shifts for ELA and Mathematics
- research-based differentiation practices
- ***implementation*** of instructional feedback from observations aligns with Domain 3 of the Danielson Framework

### Part 2 – Annual Goal

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

By June 2016, 80% of students in grades K-5 will increase 3 or more reading levels as measured by F&P.

**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) 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>Implementation of the THINKING MAPS instructional resource to support the teaching of critical thinking skills: organization and process.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>All K – 5 teachers and Support Staff; Instructional Team; Administration</p>
<p>Onsite continuation of the TCRWP Curriculum and Professional Development program for K – 5 teachers: K-2 &amp; 3-5</p> <p>Offsite continuation of the TCRWP Professional Development program for K – 5 teachers at Columbia University Teacher’s College: K-2 &amp; 3-5</p> <p>Ongoing professional development in content areas (reading, writing, and mathematics) based on a School-wide Teacher Professional Development Survey and student data (past and present)</p> <p>Working in collaboration with Afterschool Program to support the Instructional Focus-Liaison</p> <p>Professional development</p>	<p>All students and Staff</p>	<p>September 2015 – June 2016</p>	<p>All K – 5 Teachers and Academic Support Staff; Instructional Team; Administration; TCRWP Staff Developers</p>
<p>Academic Support Services using the Leveled Literacy Intervention (LLI) system for K – 5</p>	<p>Students performing below grade-level in</p>	<p>September 2015: 6 - 8 week</p>	<p>AIS Providers; Classroom teachers; Administration</p>

	Reading and Writing	cycles of instruction	
<p>School-wide (K-5) Close Reading Cycle in Literacy that incorporates a grade-level writing task to support the use of effective technique and well-chosen details.</p> <p>School-wide (K-5) Close Reading Cycle in Mathematics that incorporates grade-specific word problems to support the development problem solving process skills.</p>	All students	September 2015 – June 2016	Classroom teachers; AIS Providers; Administration
Our staff will hold a series of workshops designed to increase parents’ capacity to assist their students at home in all content areas. These workshops will be presented on a monthly basis.	Parents & Students	September 2015 – June 2016	Instructional Team; Administration; Parent Coordinator; Staff

**Part 4 – Budget and Resource Alignment**

<p><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.</p>
<p>Instructional Resources:</p> <ul style="list-style-type: none"> <li>• TCRWP curriculum and materials K - 5</li> <li>• 2015-2016 Writing Curriculum Maps K - 5</li> <li>• Thinking Maps Instructional Resources</li> <li>• Leveled Literacy Instruction Program and materials</li> <li>• Professional literature to support the development of writing skills/concepts</li> <li>• MYON e-reader</li> <li>• Reading A to Z</li> <li>• GO Math curriculum pacing calendar</li> <li>• Future Leaders Academy Afterschool Program</li> </ul> <p>Schedule Adjustments:</p> <ul style="list-style-type: none"> <li>• Weekly grade-level Inquiry Periods in addition to UFT Preparation Periods</li> <li>• Twenty days of multiple period grade-level meetings with TCRWP Staff Developers</li> <li>• AIS cycle (6-8 weeks)</li> <li>• On-going “DATA CHATS” with Teacher Teams (horizontal/vertical) and Instructional Team</li> </ul> <p>Human Resources:</p> <ul style="list-style-type: none"> <li>• TCRWP staff developers</li> <li>• AIS providers</li> <li>• School-based Instructional Coach/Staff Developer</li> </ul>

- Grade Leaders (K – 5)
- Teachers/Per Diem
- Administration
- Future Leaders Academy Afterschool Program

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	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.

By February 2016 all students in grades K-5 will have demonstrated adequate progress towards meeting the goal of achieving an increase of one performance level as measured by the expected grade level TCWRP Midline and the GO Math Midline, and 1 or more reading levels as measured by the F&P benchmark.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><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)</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	X	Other

**Part 5 – Progress Monitoring**

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

**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.

#### **STRENGTHS**

##### DATA SOURCE - QR

- improvement in instructional practices addressing the CCSS
- grade-level inquiry teams to support data-driven instruction
- culture of high expectations
- scheduled time for collaboration for each grade level
- assigned grade leaders and some implementation of teacher-team protocols

##### DATA SOURCE – Internal Assessment developed/conducted by Instructional Team

- teacher-created CCSS-aligned curriculum maps in all content areas
- a majority of lessons that incorporate multiple entry points
- increased focus on student self-assessment and peer assessment
- student-created goals according to teacher/rubric feedback
- address social/emotional/physical needs of students to ensure active, intellectual participation in CCSS-aligned lessons

#### **NEEDS**

##### DATA SOURCES - QR/Internal

- ***school-wide, focused grade-level inquiry work***
- structured professional collaboration
- strategic integration and transfer of skills/concepts across content areas
- strategic integration of the CCSS Shifts for ELA and Mathematics
- research-based differentiation practices
- school-wide instructional coherence

### Part 2 – Annual Goal

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

By June 2016, 66% or greater of grade level teacher teams will engage in structured, inquiry-based professional collaborations based on the *Handbook for Professional Learning* that consistently analyze assessment data and focus students' work to promote achievement of school goals and progress toward goals for focus students as measured by the Well-developed QR Indicators 4.2 a and b.

**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 teacher-parent collaborations to improve student achievement.</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>On-going professional development to build and sustain effective teacher teams that align with the expectations of the Quality Review Rubric.</p> <p>On-going professional development to build teacher content knowledge and effective pedagogical practices.</p>	<p>Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, Instructional Team, Grade Leaders</p>
<p>Administration will monitor and support grade-level inquiry meetings to ensure student achievement needs and goals are established through analysis of periodic and end-of-unit assessments.</p>	<p>Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Teacher team presentations to discuss and share best practices.</p> <p>Creation of a teacher-team video database to view various models of collaboration.</p> <p>Reflection on what is working and what additional professional development needed after discussions.</p>	<p>Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Grade leaders</p>

Teacher team presentations to parents that provide an overview of student performance and trends within the grade.	Teachers/Parents	September 2015-June 2016	Teacher Teams
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**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.

Instructional Resources:

- TCRWP curriculum and materials K - 5
- 2015-2016 Writing Curriculum Maps K - 5
- Thinking Maps Instructional Resources
- Leveled Literacy Instruction Program and materials
- professional literature to support the development of writing skills/concepts
- GO Math curriculum pacing calendar

Schedule Adjustments:

- weekly grade-level inquiry periods in addition to UFT preparation periods
- twenty days of multiple period grade-level meetings with TCRWP Staff Developers
- AIS cycle (6-8 weeks)
- on-going “DATA CHATS” with Teacher Teams (horizontal/vertical) and Instructional Team

Human Resources:

- TCRWP staff developers
- AIS providers
- School-based Instructional Coach/Staff Developer
- Grade Leaders (K – 5)
- Teachers/Per Diem
- Administration

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	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.

By February 2016, 50% or greater of grade level teacher teams will engage in structured, inquiry-based professional collaborations based on the *Handbook for Professional Learning* that consistently analyze assessment data and focus students’ work to promote achievement of school goals and progress toward goals for focus students as measured by the Well-developed QR Indicators 4.2 a and b.

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



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

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

### **Part 1 – Needs Assessment**

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

#### **STRENGTHS**

DATA SOURCE – Internal Assessment developed/conducted by Administration

- teacher-created CCSS-aligned curriculum maps in all content areas
- a majority of lessons that incorporate multiple entry points
- increased focus on student self-assessment and peer assessment
- student-created goals according to teacher/rubric feedback
- address social/emotional/physical needs of students to ensure active, intellectual participation in CCSS-aligned lessons

#### **NEEDS**

DATA SOURCES – Lesson Plans, Observations, Post Observations/Reflection

- active engagement
- consistent on task time
- student centered academic conversations
- even pacing of the lessons
- strategic integration and transfer of skills/concepts across content areas
- strategic integration of the CCSS
- research-based differentiation practices
- school-wide instructional coherence

### **Part 2 – Annual Goal**

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

By June 2016, Advance Observation ratings in Domain 3c (Engaging Students in Learning) will increase from Developing to Effective by 15% as measured by the 2016 School-wide Advance Component Detail Report.

**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 parent leadership and engagement as a key lever for school improvement.</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>On-going norming of observations.</p> <p>On-going professional development on the structure, pacing and implementation of CCSS lessons that include activities, grouping of students, instructional materials and resources.</p> <p>Ongoing professional development on research based differentiation practices.</p>	<p>Administration</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>On- going teacher specific focused feedback and administration recommended or teacher directed next steps that may include:</p> <ul style="list-style-type: none"> <li>- inter-class visitations to observe effective teacher practices that focus on engaging students in learning</li> <li>- intra-class visitations</li> <li>- professional literature</li> <li>- working with Staff Developer</li> <li>- instructional walks</li> </ul>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Administration, Instructional Team</p>
<p>Parent Workshops and or weekly Parental Engagement time as well as mandated Parent Teacher Conferences to communicate grade level expectations.</p>	<p>Parents and Students</p>	<p>September 2015-June 2016</p>	<p>Teachers, Parent Coordinator</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.

Instructional Resources:

- TCRWP curriculum and materials K - 5
- 2015-2016 Reading, Writing , Math, and Content Curriculum Maps K - 5
- Thinking Maps Instructional Resources
- professional literature
- GO Math Curriculum and differentiation resources

Schedule Adjustments:

- twenty days of multiple period grade-level meetings with TCRWP Staff Developers
- AIS cycle (6-8 weeks)
- on-going “DATA CHATS” with Teacher Teams (horizontal/vertical) and Instructional Team
- teacher mentor periods

Human Resources:

- TCRWP staff developers
- AIS providers
- School-based Instructional Coach/Staff Developer
- Grade Leaders (K – 5)
- Teachers/Per Diem

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	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.

By February 2016, Advance Observation ratings in Domain 3c (Engaging Students in Learning) will increase from Developing to Effective by 7% as measured by the 2016 School-wide Advance Component Detail Report.

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

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

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><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>• <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)</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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <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.

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

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>- Holdovers</li> <li>- PIDs</li> <li>- 3 reading levels below grade level</li> </ul>	Leveled Literacy Intervention , Interactive writing, guided reading, Wilson Intervention Program	Small group, one-to-one	During the day
<b>Mathematics</b>	Periodic Assessments performance level 1	Targeted math intervention	Small group, one-to-one	During the day
<b>Science</b>	Periodic Assessments performance level 1	Small group within the classroom	Small group within the classroom	During the day
<b>Social Studies</b>	Periodic Assessments performance level 1	Targeted Social Studies intervention	Small group within the classroom	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>- Speech Screening</li> <li>- OT/PT Screening</li> <li>- Counselor Observation</li> <li>- Social Worker Observation</li> <li>- Child Study Team Meetings</li> </ul>	At-Risk speech, counseling, and SETSS	Small group, one-to-one	During the day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</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.
<p>Recruitment:</p> <ul style="list-style-type: none"> <li>- Hiring Committee</li> <li>- Resume screening</li> <li>- Interview</li> <li>- Demo Lesson with reflections/feedback</li> </ul> <p>Retention:</p> <ul style="list-style-type: none"> <li>- Teacher Mentor</li> <li>- Staff Developer</li> <li>- Professional Development</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>- Certification in areas of needs/instruction</li> </ul>

**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).
<ul style="list-style-type: none"> <li>- Teacher PD Survey</li> <li>- Para PD Survey</li> <li>- Academic Performance Data</li> </ul>

- Quality Review
- Administrative Data/Review
- Advance Reports
- Principals Performance Observation

**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.).

- Kindergarten orientation for parents and students
- Open House for parents to visit current Kindergarten Classes engaged in instructional practices
- Communication between Pre-K site and School to share records/info
- Transfer of early intervention services
- School supplies to encourage a positive transition to Kindergarten

**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.

- Weekly inquiry team meeting
- Grade level meetings

- Professional development on moving students using data

- Data Chats – administration/teacher/grade level

**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	390,672.00	X	pages 9-10
Title II, Part A	Federal	0		
Title III, Part A	Federal	29,876.00		
Title III, Immigrant	Federal	0	X	pages 9-10
Tax Levy (FSF)	Local	4,442,670.00	X	pages 9-10

**<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.

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### **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 280Q**, 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 280Q** 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 280Q**, 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.



## Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: P.S. 280Q	DBN: 30Q280
Name/Phone/Email Address of Contact Person: Ms. Lisa Hidalgo 718 424-9031 lhidalgo@schools.nyc	
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: 270	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 5	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
<p>Begin description here:</p> <p>In order for our students to be college and career ready, they must have studied a rigorous and broad curriculum, grounded in the core academic disciplines, consisting of other subjects that are part of a well-rounded education. Instruction for our ELLs/former ELLs at P.S.280Q, provides students with the appropriate scaffolds, assessments necessary to be able to meet rigorous standards. Academic preparation alone is not enough to ensure postsecondary readiness but it is clear that it is an essential part of readiness for college, careers, and life in the 21st century.</p> <p>The direct instructional program used at P.S.280Q is a highly structured approach to instruction designed to demonstrate one year's progress in the NYSESLAT and ELA test. Classroom teachers define tasks clearly, build toward more-complex concepts, use interactive lessons and multiple entry point to ensure the learning style of all learners. Teachers use differentiation, technology and large and small groups to target individual needs of students. To maximize time spent on tasks, students are placed in instructional groups based on similar performance and/or areas of wekaness.</p> <p>Supplementary programs help us give our ELL/Former ELLs students the extra support they need to demonstrate academic growth and socio and emotional growth. All instruction is provided in English. All our students will be serviced by a Bilingual or ESL certified teacher that use ESL methodologies and strategies throughout their lessons.</p> <p>Subgroups and grade levels of students to be served: At P.S.280Q we serve students ELL's from grades Kindergarten through fifth.</p> <p>Schedule and duration: Our programs take place: Our Enrichment Program is After School on Wednesdays and Thursdays from 2:30 to 5:00 pm. The program begins on November 2015 and goes through the middle May 2016. In order to accommodate all students, the Enrichment Program is provided in 10 to 11 sessions for each grade. For example, Enrichment Cycle 1 (Grades 4 and 5) goes from Nov. 4 - Dec. 17. Our Enrichment Program consist of Dance,</p>	

Visual Arts, Whiffle Ball, Drama, Baking, Sign Language and Bricks 4 Kidz. Cycle 2 (January 27th-March 10th), Cycle 3 (April 6-May 19th)

The direct instruction in our Enrichment Program is offered by the following teachers:

1. Jeffrey Catano - EARly Childhood Education
2. LLilian Vera - Bilingual Education, Childhood Education
3. Catherine Lara - Childhood Education , TESOL
4. Melissa Alba - Visual Arts
5. Ms. Roman - Special Education, Childhood Education

Our Saturday Academy begins January 9, 2016-April 2, 2016 (11 sessions) from 9:00 am to 12:30 pm. This academy will serve our testing grades 3-5. It will help and support our students in ELA, Math and Science.

Language of Instruction: Instruction is taught in English.

# and types of certified teachers: In our programs teachers are certified teachers in ESL and Bilingual Education and/or Special Education.

Types of materials:

For the Enrichment Program:

Paint

Hardstock

Whiffle Balls & bats

costumes and scenery material

baking pans and ingredients

Brick 4Kidz

Saturday Academy

Ready Books

### **Part C: Professional Development**

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

Rationale: Professional development is the strategy that we use to ensure that our educators continue to strengthen their practice throughout their career and stay abreast of new methodologies. We have found that the most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. Effective professional development affects students. Student learning and achievement has increased when educators engage in effective professional development focused on the skills educators need in order to address students' major learning challenges.

Teachers to receive training: At P.S.280Q all teachers and support staff receive professional development.

Schedule and duration: Professional development at P.S.280Q occurs every Monday from 2:20pm to 3:45pm. It also occurs on Tuesdays from 3:05pm. Title III funds will not be used for Professional Development.

Topics to be covered: Professional development at P.S.280 is closely linked to teacher needs. Teachers are given surveys of topic they feel they need additional support with as well as input from administration. Topics covered through professional development include but are not limited to close reading, differentiated instruction, shared reading, classroom management, instructional expectations and outcomes, goal setting, high order thinking, questioning, tiered scaffolds, Implementation of Academic Vocabulary, Language Acquisition, ESL techniques and Strategies and for ELL's.

Name of provider: Professional development at our school is provided by administration, Mr. Mazun and/or Ms. Hidalgo, staff developer Ms. Plaza, IEP teacher Mr. Pinkava, technology coordinator Ms. Castillo and all classroom teacher turnkey whenever possible.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Parents and caregivers are arguably the most important stakeholders in a child's educational success. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Parent engagement at P.S.280 is defined as parents and school staff working together to support and improve the learning, development, and health of children. We believe that parent engagement is a shared responsibility in which the school, the community and organizations are committed to engaging parents in meaningful ways, and parents are committed to actively supporting their children's learning and development. This relationship between schools and parents cuts across and reinforces children's health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community. Title III will not be used for parent engagement.

Schedule and duration: At P.S.280 we hold weekly parent workshops that last anywhere from 30 minutes to an hour. At times these workshops take place during the day while their children attend school. In order to accommodate and meet the needs of our working parents we also offer workshops in the evenings.

Topics to be covered: Our parent workshop topics include but not limited to, Understanding the Common Core Standards, Literacy support at home, Math at home, ELA & Math State tests, NYSESLAT tests, and technology usage at home, FDNY Safety, Cool Culture, Makeup Makeover. In addition, we have collaborated with community non profit organizations such as Make the Road Organization and Asian Americans and Equality. These organizations will provide workshops such as financial planning, food stamps, immigration, citizenship and medicaid.

We also provide the parents with Translation and Interpretation Services. These services are offered to increase the involvement of parents in our school. This Title III, funding is used to translate important policy documents, mainly in Spanish. The Parent Handbook is the documents we have made available.

Name of Provider: Parent workshops at our school are provided by administration, Mr. Mazun, Ms. Plaza, staff developer, Mr. Pinkava, IEP teacher, Ms. Castillo, Technology Teacher and Ms. Y. Peralta, our parent coordinator.

How parents will be notified of these activities: When we hold parent workshops we make every effort possible to reach out to all parents. Parent letters are distributed to students. Flyers are posted inside and outside of the school so parents can see them during arrival and dismissal. Information regarding times and location of workshops are also placed on the school website. School messenger sends out a reminder message the day before the event.

**Part D: Parental Engagement Activities**

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High-quality staff and curriculum development contracts</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be:                             <ul style="list-style-type: none"> <li>– supplemental</li> <li>– additional curricula, instructional materials</li> <li>– clearly listed</li> </ul> </li> </ul>	\$ _____	_____
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	\$ _____	_____

**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>30</b>	Borough <b>Queens</b>	School Number <b>280</b>
School Name <b>280Q</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>Ms. Lisa Hidalgo</b>	Assistant Principal <b>Mr. Peter Mazun</b>
Coach <b>Ms. Aileen Plaza</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Castillo /ENL</b>	School Counselor <b>Ms. Danielle Lammering</b>
Teacher/Subject Area <b>Ms. Bard/DL</b>	Parent <b>Katherin Rosario</b>
Teacher/Subject Area <b>Ms. Villalon/DL</b>	Parent Coordinator <b>Yaniris Peralta</b>
Related-Service Provider <b>Mr. Pinkava</b>	Borough Field Support Center Staff Member <b>Lawrence Pendergast</b>
Superintendent <b>Dr. Composto</b>	Other (Name and Title) <b>type here</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>6</b>	Number of certified bilingual teachers not currently teaching in a bilingual program	<b>7</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>

Number of certified ENL teachers not currently teaching in the ENL program	4	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]	6	Number of special education teachers with bilingual extensions	3
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## d. Student Demographics

Total number of students in school (excluding pre-K)	705	Total number of ELLs	276	ELLs as share of total student population (%)	39.15%
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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	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): <del>Spanish</del>
Freestanding ENL	Yes <input 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>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	276	<b>Newcomers</b> (ELLs receiving service 0-3 years)	259	<b>ELL Students with Disabilities</b>	63
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	17	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	66	0		4	0	0	0	0	0	70
ENL	193	0	54	13	0	9	0	0	0	206
<b>Total</b>	<b>259</b>	<b>0</b>	<b>54</b>	<b>17</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>276</b>

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	25	0	12	17	8	21	4	18	4	26	10	15							63	97
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	25	0	12	17	8	21	4	18	4	26	10	15	0	0	0	0	0	0	63	97

\* 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): 59

Number of students who speak three or more languages: 1

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	59	52	54	34	37	26								262
Chinese	2	1	1	0	1	0								5
Russian	0													0
Bengali	1	0	0	0	1	1								3
Urdu	0													0
Arabic	0													0
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other		2	1	1	1	1								6
<b>TOTAL</b>	<b>62</b>	<b>55</b>	<b>56</b>	<b>35</b>	<b>40</b>	<b>28</b>	<b>0</b>	<b>276</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in 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)	3	3	3	5	8									22
<b>Emerging</b> (Low Intermediate)	0	8	1	5	4									18
<b>Transitioning</b> (High Intermediate)	3	7	3	8	2									23
<b>Expanding</b> (Advanced)	29	34	24	18	15									120

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Commanding (Proficient)	22	8	8	6	16									60
Total	57	60	39	42	45	0	0	0	0	0	0	0	0	243

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	53	42	21	5	121
4	52	25	9	5	91
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	34	3	41		32		18		128
4	41	10	31		17		7		106
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	6	3	16	3	46	4	25	0	103

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
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)	0	0	8	7	1	3	7	22
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.

Assessment is an essential tool at PS280 that is used to guide our instruction and set instructional goals. Students enter the classrooms with diverse backgrounds and literacy skills. Due to these varying student levels it is necessary that we design literacy instruction that is tailored to meet the individual needs of each student. Individual student needs can be determined with the use of initial and on going continuous assessments. We currently use the Fountas and Pinnell program to assess all students in reading and speaking.

Using the Fountas and Pinnell assessment program allows for consistency and fluidity when analyzing data due to the fact that all teachers use it. Teachers are able to monitor students' reading and comprehension abilities in order to determine independent reading levels and instructional reading levels for guided reading and skills' group instruction. These literacy concepts include: letter knowledge, phonemic awareness, decoding skills, fluency, and comprehension. At PS280 our goal is to provide all students with college and career readiness instruction. In order for this to be possible we must develop specific literacy concepts and skills within our students. In achieving this goal, we are setting up students for success in school and creating life long learners.

Through the use of consistent assessment the Fountas and Pinnell program allows us to identify literacy skills that students have not mastered so that teachers can provide effective instruction to their students. Data analysis can provide us with a snapshot of what students know, which we then compare to student expectations as outlined in the Common Core Standards. Instructional decisions are made by teacher teams in order to meet academic needs and improve student outcomes. The data shows us that our ELL population needs instruction that is clearly aligned to the standards with the use of scaffolding techniques in order to ensure that content is comprehensible to ELLs of varying proficiency levels and development of academic language across all content areas. Through the use of appropriate data analysis we are able to make informed decisions that positively affect student achievement. We are able to tailor professional development sessions to address the specific language needs of our ELL population

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? Our NYSESLAT scores for Spring 2015 reveal that 49% of our students are at the expanding proficiency level, 25% are at the commanding proficiency level. In addition, 9% of our students were entering, 7% of our students were emerging and 10% of our students are transitioning. Our kindergarten students scored 5% entering, 5% transitioning, 51% expanding, and 39% commanding. Our First grade students scored 5% entering, 13% emerging, 12% transitioning, 57% expanding, and 13% commanding. Our 2<sup>nd</sup> grade scored 8% entering, 3% emerging, 8% transitioning, 61% expanding, 20% commanding. Our 3<sup>rd</sup> grade students scored 12% entering, 12% emerging, 19% transitioning, 43% expanding, 14% commanding. Our 4<sup>th</sup> grade scored 18% entering, 9% emerging, 4% transitioning, 33% expanding, 36% commanding. Students that scored entering and emerging are still developing their reading, writing, listening and oral language skills in the target language. However, students in the expanding and transitioning level, demonstrated their most challenging modality to be the writing component. Our students at the commanding level demonstrated proficiency in all four language modalities. Our current NYSITELL data shows that we have tested a total of 76 students across K-5. 52 out of 76 students are in kindergarten. 24 of the kindergarten students tested are at the entering proficiency level, 7 are at the emerging, 16 are at the transitioning level, and 12 are expanding. From grades 1-4, 23 of our students scored at the entering proficiency level and one 4th grade student scored at the transitioning level. The current NYSITELL data shows that the majority of the students are at the entering proficiency level. This demonstrates that our students need more support in all four language modalities.

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

The AMAO tool for 2015 -2016 demonstrates that we have met the target for AMAO 2. The target for this year is 15.60% with a difference of 9.49% (percentage points) between the target and our current status. The data demonstrates that our ENL have met and surpassed the percentage point target set by the AMAO 2 tool for the past 3 years.

As a result of these patterns, we continue to use a number of instructional strategies. These strategies include but are not limited to, teachers are explicitly modeling for students in order to provide them with a clear, multi-sensory model of a skill or concept. Teachers are differentiating how content is delivered by using reading materials at varying levels and through the use of listening centers.

Teachers are presenting information through both auditory and visual means. Teachers utilize partner reading, and small groups strategies on a daily basis in order to reteach a skill to struggling learners as well as extending the thinking and skills of expanding learners. Teachers use shared reading and thinking maps throughout the day to scaffold student learning.

Teachers use turn and talk and model for students how to use specific stems to make conversations meaningful and purposeful. Teachers provide students with listening activities that extend their abilities to listen effectively in a variety of situations for a variety of purposes. Teachers are using tiered activities through which all learners work with the same understanding and skill but progress with different levels of support and complexity. Teachers also provide students with center time, during which student centered activities are completed, this allows students to take ownership of what they are learning. Teachers offer use of manipulatives and other hands-on supports during lessons. Teachers encourage students to use accountable talk stems, turn and talk prompts and group shares at the end of lessons to promote oral expression. Teachers are using shared reading and shared writing activities. Teachers

are embedding in their curriculum the use of complex texts appropriate for their grade. When utilizing a close text teachers model to students how to deconstruct and reconstruct.

4. For each program, answer the following:

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

At PS280 our ELLs are at varying levels of proficiencies. Those students at entering proficiency levels are still developing their skills in all modalities. They can respond non-verbally to commands, statements and questions in simple form. As their oral comprehension

increases, they begin to use simple words and phrases, and may use English spontaneously. At this level students are developing BICS (Basic Interpersonal Communication Skills).

Patterns noticed across students at the emerging and transitioning levels are that students can understand short conversations on simple topics. They rely on familiarity. They use repetition, gestures and non-verbal cues to sustain conversation. When reading, students at this level can understand basic narrative text and authentic materials, although they will be below grade level. They rely on contextual and visual cues to aid in comprehension. They can write simple notes and make brief journal entries using basic vocabulary and common language structures. Frequent errors are characteristic at this level.

Students at the expanding level are able to understand standard speech delivered in most settings with some repetition and rewording. They can understand the main idea and some details of a text. They can communicate orally in most settings. Students at this level can comprehend the content of many texts independently, although they still may require some support from the teacher. They still require support in understanding academic text. They can read many literature selections for pleasure. They can write multi-paragraph compositions, journal entries, letters and creative passages. They can present their thoughts in an organized manner, but errors may still be present.

Students at the commanding level are able to speak, understand, read, and write. However a pattern that is noticed students are not able to write at grade level expectations as measured by the CCLS.

Our ENL students that are at the entering and emerging proficiency levels score higher in the DRA (Spanish running record) than in the F&P (English running record). Our ENL students that at the transitioning and expanding proficiency levels score more or less the same in both DRA and F&P. Our ENL students that are at the commanding level score higher on the F&P than on the DRA.

Our school leadership team and teachers use the periodic assessments, along with other school assessments, as a learning tool. These assessments provide us with information about what students have learned and what they need help with in order to plan targeted instruction. Periodic assessments allow us to measure student learning within a grade, and from grade to grade to help keep students on track for success in high school and beyond. These tools will allow us to predict our 3rd, 4th and 5th graders performance on New York State tests so that teachers can help every student meet or exceed the standard. It allows us to monitor areas of strength and weakness. This allows school administration to see what professional development is needed to further promote college and career

readiness. At PS280 we believe that parent's are a pivotal factor in a child's development. Therefore assessment results are shared with parents as part of an ongoing process that involves parents in their child's education.

Based on the home language survey, a majority of our students are Spanish speaking. Periodic assessments are made available in Spanish and English for Mathematics. Students in the dual language programs are periodically tested using the DRA Spanish Running Record kits to test for reading proficiency. Students in grades 3-5 take the ELE reading test. In both our ENL program and dual language program we provide students with additional support by ensuring that the classrooms have multi-lingual glossaries and multi-lingual libraries.

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](#).]

It is imperative that we provide our ELLs with rigorous, multi-tiered instruction and grade appropriate instruction. This ensures that our ELLs thrive in the classroom. The Response to Intervention at PS280 is one way that we service our ELLs who are at-risk for academic setback. Our RtI model aims to prevent and intervene using a tiered system of instructional support. Through the use of ongoing progress monitoring we are able to make decisions that will promote student achievement. When students demonstrate academic difficulties, intensive small group instruction targeting their instructional needs ensures that we are meeting the needs of each student. When we plan for Tier I of RtI we consider all the instructional practices that are in place for ELLs. These considerations include, but are not limited to, phonemic awareness, phonics, vocabulary development, concept building and English language development. When our ELLs demonstrate areas of difficulty we immediately provide Tier II small group intervention (no more than 5 students in a group) during our Readers Workshop, word work, math and Shared Reading. Specific and additional instruction takes place during this time. At the end of 6-8 weeks of intense

instruction, assessments are administered. If the results show that a student is significantly below the grade level benchmark, then they receive Tier III intensive and individualized instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions? PS280 has a linguistically diverse student population. These students arrive at our school with a range of abilities in their first language and varying levels of development in their second language. It is important to adapt instruction to meet the needs of ELLs. These adaptations facilitate learning and acknowledge that the student is learning literacy skills and content knowledge simultaneously in addition to developing a new language. Due to the fact that language and literacy development are dynamic and interdependent there are a few factors that we keep in mind when instructional decisions are made; the linguistic structure of both the L1 and L2, the influences of environment, SES (socioeconomic) factors, maintaining the integrity of the classroom environment, balancing program components, integrated thematic units, content enriched lessons, and oral language development. When teaching, content teachers use scaffolding methods to facilitate the learning of ELLs. These methods include, pre-teaching vocabulary, activating prior knowledge, think-pair-share and turn and talk opportunities, TPR, multiple entry points, thinking maps, and use of visual aids.

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?

English-proficient students (EP) are assessed in the target language in reading by using the DRA. The level of language proficiency in the target language depends on the students ability to read in their native language. Our ELE data shows that our EP students in 4<sup>th</sup> and 5<sup>th</sup> grade are scoring the highest in the third and the fourth quartile. We have 7 students in the third quartile and 22 students in the fourth quartile.

Our 2015 ELA data for EPs shows that 22 students scored a level 2 or below, and 11 students scored a 3 or above. Our 2015 STM Math data for EPs shows that 11 students scored a level 2 or below, and 23 students scored a 3 or above.

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

Our ELLs made AYP in the state math test. However, our ELLs did not make AYP in the English Language Arts Test nor in the Science State Test. In both state test, our ELLs missed AYP by a score less than 10. In ELA we scored 35.4 and we needed a 44. In Science we received 146 and needed a 149. Data reveals that our ELLs are right on the cusp of meeting AYP. As a result, instruction in every area is more focused and intentional.

## Part IV: ELL Identification Process

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

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

Upon arriving at PS280Q for registration parents are taken to the library. Once settled, they are greeted and welcomed by our parent coordinator, Yaniris Peralta, Licensed Pedagogue, Aileen Plaza and pupil personnel secretary, Michelle Lopez. As a group, the above mentioned personnel explain what forms are found in the registration packet and their purpose. The packet includes the HLIS, Program choice form, ethnic form, residential form, ats form, our own personal registration form, and the video consent form. The parent coordinator and school secretary assist parents with the completion of forms. The HLIS is completed by the parents with the support of licensed pedagogue, Aileen Plaza. Once the HLIS is completed by the parents the licensed pedagogue reviews the HLIS form to identify the eligible OTELE (Other than English Language Exposure) alpha code. If the OTELE alpha code reads SP, then students are eligible for the NYSITELL. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. During this time, the licensed pedagogue meets with the parent and child individually/one to one conference to conduct an interview in order to determine the student's dominant language. After the interview, we inform parents if their child is eligible to take the NYSITELL.

All newly admitted students who speak a language other than English at home and meet the criteria of eligibility are administered the the New York State Identification Test for Enlgihs Language Learners (NYSITELL) within 10 days of enrolling in our school. If Spanish is the dominant language and the child does not meet benchmarks in the English exam, the Spanish S-LAB is administered as well. The results of the test are used to plan instruction and create class groupings. Parents are then shown a video describing the various programs that are available to English Language Learners. At this time, parents make an informed decision as to which program they would like their child enrolled. The school reviews the forms and places students (within 10 days of admission) in the selected program depending on the number of students that warrant such a program and seat availability in the class. The parent receives and signs both an entitlement and placement letters, which are kept in a binder.

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).  
We have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling, both in the United States and in another country. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process. SIFE students are identified by using the following criteria, newly identified ENLs, and are in grades 3 to 5, and at the entering or emerging level of proficiency as indicated by the NYSITELL results. If a student is considered SIFE, we administer the oral interview questionnaire for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. We administer the Literacy Evaluation for Newcomer SIFE (LENS).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
Newly enrolled students with IEPs follow the same process as any newly enrolled students. If the OTELE alpha code reads SP, then students are eligible for the NYSITELL. In addition the LPT looks at the IEP to determine the accommodations, if any, and whether or not to administer the NYSITELL. If it is decided that the student is eligible for taking the NYSITELL, the identification process continues as with all other students. The timeline for accepting or rejecting the LPT recommendations is 20 days. The parent must be notified within 3 days of the decision. The Language Proficiency Team members include the following: Ms. Castillo (TESOL), Mr. Pinkava (Special Education Teacher), Student's Parent, Lisa Hidalgo (Principal), Yaniris Peralta (Parent Coordinator/Interpretation)
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.  
Our licensed pedagogue in conjunction with our parent coordinator ensures that entitlement letters are distributed using the NYSITELL/NYSESLAT scores of students. Entitlement letters for each family are sent home in both English and Spanish. If the preferred language is other than Spanish or English forms are made available. Forms are returned with parental signature. Copies of all the letters that are distributed are housed in the main office.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents are informed of their right to appeal ENL status within 45 days of enrollment when they receive the entitlement letter. Upon receiving a written request by the parent, we initiate a re-identification process. The Re-identification Process consists of the following steps: We review all documents related to the initial or reentry identification process. Which includes the student's work in English and in the home language. We may

administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. At this point, we consult with parent or guardian. We conduct and review the results of a school-based assessment, administered by licensed pedagogue as defined by CR Part 154-2.2(u), of the student's abilities in listening, speaking, reading and writing in English. The appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program is modified accordingly. All notifications and relevant documents must be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
The parents of all newly registered students participate in a one to one conference with licensed pedagogue, Aileen Plaza, and a

parent orientation during the registration process. During the orientation, parents are shown a video (video is made available in parents preferred language) and given a brochure in their native language which describes the three programs available in the NYC school system. The video and the licensed pedagogue (Aileen Plaza) give a description of the dual language, Freestanding ENL, and Transitional bilingual education programs. After the video, parents are given the opportunity to ask clarifying questions about any of the programs available. At that time, parents complete the Program Choice form with support from licensed pedagogue allowing them to indicate their preferences for the following programs: Bilingual, Dual Language, or ENL programs. Parents complete the Program Choice form in ranking order of preference. Students are placed in the appropriate program based on parental preference pending availability and spacing of that program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

At P.S280Q we ensure Parent Surveys and Program selection forms are completed the day of registration. Therefore all forms are accounted for and placed in the students cumulative record folder. All forms are made available in the preferred home language.

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

Our licensed pedagogue, Aileen Plaza, ensures both the Parent Survey and Program Selection forms are completed the day of registration. All forms are made available in the parents preferred language.

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

After administering and scoring the NYSISTELL, depending on the results parents are notified if students are entitled or not entitled to ENL services. Placement is matched to the parent program selection form. Licensed pedagogue, Aileen Plaza, and the parent coordinator, Yaniris Peralta, then send home the placement notification letter in both English and Spanish. Letters are also made available in other preferred home languages.

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

HLIS, Parent Survey, Program selection, ethnic forms, placement, entitlement, and continued entitlement letters are placed in the student's cumulative folder. A copy of the placement, entitlement, non-entitlement, and continued entitlement letters are kept in an organized binder by school year, grade, and class in main office for ease of review.

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

The steps taken to administer all sections of the NYSESLAT each year are as follows:

We review and ensure alignment among all the ATS reports (RLER, RLAT, REXH, and NYSISTELL) to ensure that students are eligible for NYSESLAT. The Speaking section of the NYSESLAT is administered within the grade band by licensed pedagogue. Teachers test each other's students. The listening, reading and writing components are administered by the classroom teacher who is licensed pedagogue, the day of the assessment. A schedule is created to ensure all eligible students are administered the four components of the NYSESLAT. Attendance is taken during the administration of the NYSESLAT to ensure all eligible students are tested. If a student is absent, a make up session is scheduled. The administration of the NYSESLAT is started and completed as per the DOE testing schedule. After the administration of each component, teachers return all testing materials and

teachers sign an accountability form.

Testing materials are kept in a secure location.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
After NYSESLAT scores are received, parents are notified by receiving a continued entitlement letter or a transitional support letter to inform them of the status of their child's ELL services in both English and Spanish. Other languages are also made available upon request. Letters are sent out by licensed pedagogue, Aileen Plaza, and the parent coordinator, Yaniris Peralta, for parent signature. Letters are then returned and filed in student's cumulative folder. Parents who do not return these letters are notified by the parent coordinator with follow up copies and phone calls, to ensure parents are aware of their child's ENL status.
  
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).  
At P.S.280Q, the trend in program choices that parents have requested (95%) in the past few years has been the dual language program and ENL Freestanding classes. The program models that are offered at our school are aligned with parent requests, which include, Dual Language program and Freestanding ENL classes in grades K-5.

# 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.

In our ENL program students receive ESL strategies through out the content area all day. Teachers ensure that multiple entry points, technology and various scaffolds (modeling, bridging, schema building, contextualization, text representation and metacognition) are used in all lessons. Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are 2 types of ENL: Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. They are delivered by a certified ENL teacher. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, and technology). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status receive a minimum number of units of integrated ENL. Small groups are created within the classroom. Students are grouped by proficiency levels based on student needs.

- b. TBE program. *If applicable.*

- c. DL program. *If applicable.*

In our Dual language program at P.S. 280 we use the roller coaster model. Instruction is alternated between English and Spanish on a daily basis, for example, one day is in English and the next day is in Spanish by a dually certified teacher. Instructional approaches include but are not limited to (modeling, bridging, schema building, contextualization, text representation and metacognition). Small groups are created within the classroom. Students are grouped by proficiency levels based on student needs.

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)?

At P.S.280 we ensure that all students in the ENL and ELA programs are receiving the mandated number of instructional units by a dually certified ESOL and common branch teacher. Students receive the mandated number of instructional minutes according to their proficiency levels.

Proficiency Level	Total Number of ENL minutes	Standalone	Integrated ENL
	Content Area		

Beginner / Entering	360	180	180 integrated ENL/ELA	0
Low Intermediate / Emerging	360	90	180 integrated ENL/ELA	90
Intermediate / Transitioning	180	0	90 integrated ENL/ELA	90
Advanced / Expanding	180	0	180 integrated ENL/ELA or other content area	0
Proficient / Commanding**	90	0	90 integrated ENL/ELA or other content area	0

In HLA classrooms instructional minutes are divided in half. Half in Spanish and Half in English.

- 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. Teachers in Dual language and ENL classrooms use a variety of strategies and methodologies which include but are not limited to, vocabulary and language development, guided interaction, explicit instruction, metacognition, authentic assessments. At P.S.280 we use Thinking Maps in all content areas to support the thinking process. We also use GO Math. In this curriculum, there are specific leveled activities with manipulatives to support the needs of our ENL students. For reading and writing we use the Teacher's College Reading and Writing Project Curriculum. In this curriculum, students receive books at their reading level to practice and master specific reading and writing strategies. Within this curriculum, students are taught to apply their word work lessons with the support of foundations. The TC program focuses on explicit instruction with a focus on academic language and reading comprehension. In science, our students use the FOSS curriculum which is an inquiry based program that allows all students to experience science

through the use of modelling, thinking maps, and visuals. This allows our ENL students to easily recognize essential information and its relationships to the CCLS in science. In social studies, we use a combination of HMH curriculum and trade books to support academic language and the social studies CCLS. Our entire curriculum is CCLS aligned. Core content in the ENL is delivered in English. Instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the CCLS include but are not limited to: collaboration (teacher and students working together), developing language and literacy across the curriculum, making meaningful lessons, teacher complex thinking, and teaching through conversation (building students ability to form expression and exchange ideas). In our dual language classes, students receive instruction in Spanish in all content areas. The curriculum mentioned above is modified and applied in Spanish by the classroom teacher, using the same strategies to support language development.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? Students are only evaluated in their home language in the Dual language program. Assessments include but are not limited to DRA, unit test, informal day to day assessments, and ELE Exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELL's are evaluated in speaking and listening by using the following strategies throughout the year: accountable talk, peer to peer feedback, student performances, teaching through conversations, dialogue, questioning and sharing ideas and knowledge which demonstrate verbal and listening abilities.

ELL's are evaluated in reading and writing throughout all curricula because it is integrated in to each content area. Strategies include but are not limited to: problem solving, reader's response, written peer to peer feedback, running records, ELA, Pre and Post Reading and Writing Teachers College Assessments.

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

For SIFE students, depending on the number of students that fall within this category, we may open a special class for them to support their transition to a school environment. If numbers do not allow for this, we provide additional academic services

before and after school, counseling with our guidance counselor, and have the School Implementation Team track the success of these students.

For newcomers, students in school for less than three years, or developing students, we ensure that these students feel comfortable, welcomed, and safe in their new environment. We take into consideration their cultural and linguistic levels in order to meet their individual needs and set them up for success. Parents are invited to participate in workshops throughout the year that support student learning at home. We will organize cultural learning opportunities for these students to learn about their new country through field trips, walking trips, and culturally centered projects.

For students who have been ENLs 4 to 6 years, Long Term ENLs, our goal is to use the NYSESLAT data to focus on the areas they need support in and strategically make a plan to assist them in this area through intensive small group instruction before, during, and after school.

Our plan for former ENLs is to continue to provide them with specific tiered instruction that is geared towards college and career readiness and the Common Core Learning Standards. Our former ENL students receive 90 minutes of integrated ENL/ELA minutes. Our goal is to close the achievement gap between ENLs and non- ENLs. Testing accommodations for our former ENL students remain the same as our ENL students (90 minutes). Testing accommodations apply to state assessments and classroom assessments.

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.

For students re-identified as ENL or non ENL, between 6 and 12 months , the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member, Aileen Plaza, in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel, Aileen Plaza, and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's

decision is to reverse the ELL status; he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Materials are the same across the board. All materials are common core aligned, and age/grade appropriate to provide students with rigorous curriculum. What changes are the instructional strategies, the frequency and the duration? All ENL providers develop a language objective in order to accelerate English language development. All ENL providers include multiple entry points within their lessons. Language development at all levels is fostered through purposeful deliberate conversations between teacher and student and among students. Reading and writing are taught as specific curricula and are integrated into each content area. In order to support our ENL students, technology is used in all classrooms. Teachers use smartboards and Elmo's to provide students with a variety of visuals and interactive lessons. Students use iPads and laptops to further develop their language skills, reading, math, social studies, and science, through apps like Myon, Razkids, Todo Math, and others. Some of native language materials used by our ENL students are Viva las Mathematica's, DRA, Spanish leveled libraries, HMH Social Studies in Spanish, and FOSS in Spanish.

Our IEP teacher, Mr. Pinkava, ensures that all IEPs are thoroughly read by all personnel that work with the specific students. He ensures that all mandated services on the IEP are followed. He supports and provides the teachers with any resources and strategies that they may need to support the needs of their students. After a thorough review of the students' latest IEPs, various instructional strategies are used to meet their specific needs such as creating an environment that allows ELL-SWDs to be more comfortable and be able to take greater risks such as increasing accountable talk in the target language, breaking tasks down into smaller "chunks" with frequent comprehension checks as opposed to an overall unit test, and using realia or manipulatives in the classroom which provide comprehensible input in the second language.

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?

We carefully modify instructional programs that are available to our ELL-SWDs because we would like for all of them to have equal access and success in the general education curriculum. As a result, ELL-SWDs learn the same curricula while their teachers have the knowledge and flexibility to differentiate, modify, and accommodate to the learning demands of their students based on their IEP goals. Taking into consideration the student's language level, the lessons may be planned to meet the child's educational goals with differentiated instruction.

Additionally, service providers (OT, PT, Speech-therapy, guidance, school psychologist) work in conjunction with the classroom teacher and with each other in order to create a program that centers on the student's strengths and is aligned to the school curriculum.

With the differences in needs of ELL-SWDs, it is imperative for all service providers to work closely together in order to fulfill all mandates without scheduling conflicts, repeated instruction, or instructional gaps.

**Chart 5.1 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)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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 5.2 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)	<b>3 units of study per week</b> (540 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.					

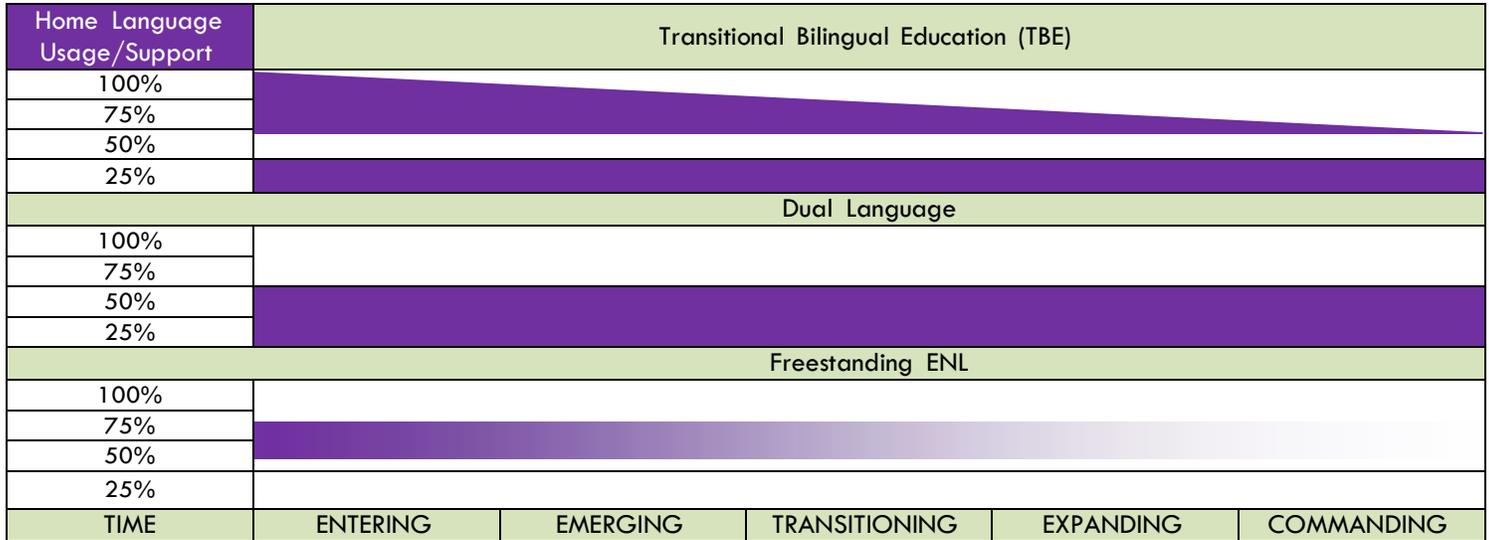
*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.*



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

## 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. Our targeted programs for ELLs in ELA and math include but not limited to: Close Reading in ELA and math, Leveled Literacy Intervention (LLI), Inquiry periods to focus on lowest third in ELA and Math, Afterschool programs and Saturday Academy, alignment with our CBO through a school liaison which will provide the CBO employed with our instructional vision.

For grades K-2, our targeted ENLs in ELA is based on F&P running records, any students reading below the grade benchmark level, receives Leveled Literacy Intervention (LLI) in small groups for approximately 6-8 weeks. Their progress is monitored by administering the F&P running records.

For grades 3-5, our targeted ENLs in ELA are based on the ELA state assessment. Our lowest third is part of the inquiry and teachers try several research based strategies such as, questioning, main idea, and inferencing in small groups. Teachers use a variety of methods to reteach in order to support student comprehension.

In math, teachers use the quick check assessment to differentiate instruction to meet the needs of students based on the assessment. Students are grouped into below level, on level, and above level. Each group receives specific math assignments based on their abilities.

In the content areas (Science, Social Studies, and Math) for grades K-5 our ENL students are exposed to close reading. Close Reading is used to tackle complex text and deconstruct problems through the use of explicit instruction, modelling, thinking maps, and academic vocabulary.

ELL students receive literacy intervention in small groups, such as letter work, fluency practice, close reading/math, as well as reconstructing and deconstructing of complex texts. The language of instruction will always be English for ELL students.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our 2014-2015 ELA, Math, Science, and NYSESLAT data shows that our ENLs are making gains in all 4 modalities (Listening, speaking, reading, and writing). Our current programs demonstrate to be effective in meeting the language and content needs of our ENL students. 74% of our students scored at the expanding and commanding levels on the NYSESLAT. 77% of our students scored a level 3 or 4 on the Science State exam.
- Teachers are made aware that they are teachers of ENLs because they are provided with the RLAT report, and RYOS report. At the beginning of the years teachers analyze the NYSESLAT scores to determine the student's strengths and weakness so that instruction can support the students. Teachers work throughout the year in preparing and ensuring student do well on the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
- During the 2015-2016, we have implemented a variety of new programs that aim to target student achievement. We have purchased school-wide licenses for the programs such as Raz-Kids, Safari Montage, Science A-Z, Reading A-Z and Writing A-Z, Myon, Thinking Maps, and iPad Centers. This online animated

program provides students with leveled books and interactive quizzes. Students listen to books read aloud, which increases knowledge of vocabulary, monitor comprehension skills and build fluency and accuracy. The goal is to improve reading comprehension and fluency so that students make gains in individual reading levels.

We currently use (TCRWP) Teacher College Readers and Writers Program for literacy and writing. Based on long-term goals of college and career readiness for all students the TCRWP pays special attention to higher-level thinking skills as they play out in reading, writing, speaking, and listening. The TCRWP has studied the CCSS closely in order to understand their infrastructure, locate the standards that enable a host of other proficiencies, and adjust curricular plans in order to address potential instructional gaps.

13. What programs/services for ELLs will be discontinued and why?

N/A

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

At P.S.280Q we seek to ensure that all students including ENL's meet the same rigorous standards for academic achievement. We accomplish this by developing high-quality language instruction educational programs and providing equal access to a quality education. The school's instructional programs are designed to meet the New York State Common Core academic standards in order

to provide students with the greatest possible access to college and career readiness as well as affording students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency. We are committed to ensuring a quality education for all students. In order to fulfill this mission and provide equal access to all core curricular areas, English language learners may receive the instructional approaches described below:

ENL students are invited to participate in all After school programs. Parents have the opportunity along with the students to pick which program they would like to participate in. In our Enrichment program students are invited to select any of the following: drama, sports, cooking, bricks for kids (STEM), sign language, dance, and technology. As a culminating activity in the enrichment program students are required to present to parents what they learned, how they learned it via; speeches, dance, demonstrations, or all the above. In addition our ENL students are given the opportunity to participate in our Saturday Academy via a flyer that goes home in both English and Spanish. All ENL students have the opportunity to participate in every school function which includes but not limited to: family game night, movie night, family feast, enrichment morning program.

Push-in English Instruction – The teacher providing ENL services goes into the mainstream classroom to assist ENL students with academic content and English language skills. The mainstream teacher, ENL teacher, service providers and out of classroom teachers collaborate and team together to determine accommodations, modifications, and appropriate instructional strategies for ENL students.

Classroom teachers are the primary means for content area instruction and are required to accommodate the language needs of ENL students using one or more accommodations recommended by research based theories. Teachers differentiate content specific lessons and adjust plans, classroom structure, and assignments to allow for the most favorable learning environment for ELL students. The classroom teacher collaborates with the ELL provider to provide supplemental support through collaborative service and Push-in English Instruction. Supporting data is used to monitor student progress toward meeting grade level standards.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We currently use Teachers College for reading and writing instruction GO Math, New York City aligned Social Studies program, FOSS Science. In order to engage our students and provide instruction that is multi-faceted we use SMART boards, ELMO's, Mac computers, laptop carts, Ipad centers and various online subscriptions.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In ESL, native language support is delivered by providing home communication and instructional materials in Spanish. Also, students are allowed to communicate with each other in their native language and to ask questions to the teacher in this language too.

In the Dual Language Program, native language support is delivered on alternating days. All students have materials in their native language of literacy and home communication is available in that language as well.

17. Explain how the school ensures all required services/resources support and correspond to ENLs' ages and grade levels.

We ensure all required services/resources support and correspond to ELL's ages and grade levels by looking and analyzing where the child is academically, developmentally, and emotionally and providing age appropriate services.

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 students are administered the NYSISTELL by licensed pedagogue, Aileen Plaza. Families are given a tour of the school along with a parent orientation by the parent coordinator, Yaniris Peralta and licensed pedagogue, Aileen Plaza, to inform them of program selections.

19. What language electives are offered to ELLs?

There are no language electives offered at the elementary school level.

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)?

In the Dual Language program 50% of instruction is in the target language and 50% of instruction is in the native language. In our school we use the roller coaster model. EP's and ENLs are in a self contained dual language class. EPs and ENLs are intergrated throughout the day. Core content area is taught in both English and Spanish during the alternating days. Emergent literacy is taught sequentially. The first important milestone of the journey in emergent literacy is called concepts of print. This basically means that children need to understand that there is a world of printed language and have a desire to be a part of that world. Children must see how printed language applies to them, or how much fun it can be to learn what is inside a book. This gives a reason for trying to crack the code. There must be strong and consistent motivation for a child to want to start and continue on this path. At P.S.280Q we help children get this motivation by immersing them in reading and writing. We believe that reading books together, providing many different writing materials, keeping books, magazines, and newspapers around for children to access are all good ways to immerse children in the world of print.

English-proficient students (EP) are assessed in the target language in reading by using the DRA. The level of language proficiency in the target language depends on the students ability to read in their native language. Our ELE data shows that our EP students in 4th and 5th grade are scoring the highest in the third and the fourth quartile. We have 7 students in the third quartile and 22 students in the fourth quartile.

## 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.)  
The professional development plan for all ENL personnel at P.S. 280 ensures that all staff including but not limited to ENL teachers, paraprofessionals, secretaries, guidance counselors, SWD teachers, occupational/physical therapists, speech can provide students with various research based strategies to promote student achievement in all language modalities. All teachers at P.S.280Q get more than 7.5 hours of ENL training during ongoing professional development provided on Mondays.

Planned Professional Development for all ENL personnel for the 2015-2016 school year:

September 2015

Thinking Maps

TC-Helping students transfer their knowledge of phonics, spelling and vocabulary from word study into readers and writers workshop Analyzing Data- ELA and NYSESLAT]

TC consultants

Speech - Specialized Instruction and student support IEP Teacher - Special Education

Liaison

October 2015:

Supporting nonfiction reading vocabulary and talk through powerful mini lessons and read aloud On the run transferable small group work that can really move ENL readers and writers

Small group work in

Math IEP Reviews

Think Central

Norming and analyzing running records Leveled Literacy

Intervention

TC consultants

Guidance Counselor -Bullying and Character Education IEP Teacher - Special Education

Liaison

November 2015

What you need to know about teaching foundational skills in reading and writing Thinking Maps: Academic Vocabulary Module 1

Progress Monitoring

Supporting ENLs with language goals through shared reading, shared writing and interactive writing with small groups Curriculum Mapping

Leveled Literacy Intervention

Physical Education and health professional  
learning The Arts- Students data and gap  
analysis

TC consultants

Parent Coordinator- Reaching  
Parents Speech - IEPs and small  
group work IEP Teacher - Special  
Education Liaison

December 2015

Strengthening relationships and teaching in primary essays

The power of two: A day specifically designed to support ICT teachers  
Argumentative Reading and writing: Support student's argument  
practices Progress Monitoring

Thinking Maps: Academic Vocabulary: Module  
2 Curriculum Mapping

Leveled Literacy Intervention

Physical Education and health professional  
learning The Arts

TC consultants

Parent Coordinator - Cool Culture  
Speech- Transition Goals  
IEP Teacher - Special Education

January 2016

Leveled Literacy Intervention

Thinking Maps Planning and

ENLs Curriculum Mapping

Lesson Planning

Danielson Highly effective-Category actually captures when excellent literacy teaching entails. Teaching small groups that have a big impact

Refining reading instruction and teaching practices by teaching

DOK Leveled literacy Intervention

TC consultants

Speech - Quality

IEPs

IEP Teacher - Special Education Liaison

Physical Education and health professional learning

February 2016 - June 2016

TC ELA testing grades 3-5

Preparing children with IEPs for the state in NY- Teaching with the knowledge of data, IEP information TC consultants

Thinking Maps

Curriculum

Mapping

Data analysis (MOY, Progress Monitoring, EOY) Lesson Planning

Moving Readers up levels, how can we assess, plan, teach and hold students accountable in order to guarantee growth Leveled Literacy Intervention

Speech - Quality IEPs and unpacking the

CCLS IEP Teacher - Special Education

Liaison

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?

Through these topics teachers are receiving support and strategies that help them understand the progression of the Common Core Learning Standards. Therefore, through this understanding teachers are able to deliver instruction that is Common Core aligned.

All teachers will receive PD in the following topics but are not limited to:

1. Instructional Expectations
2. Teachers College Reading and Writing Project
3. Go Math

4. Data analysis
5. ENL compliance and ENL techniques and strategies
6. F & P Running record administration and analysis
7. Foundations word work program
8. SMART board and ELMO training
9. Theories of Language acquisition
10. Words Their Way word study program
11. Writing techniques and strategies
12. Creating Rubrics
13. Providing constructive feedback
14. Differentiated Instruction during literacy
15. How the intersection of language and learning influences ELL's academic development
16. Multi-tiered instructional model
17. Effective instruction for ELL's using RTI approach
18. Thinking Maps
19. LLI- Leveled Literacy Intervention
20. Progress monitoring

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselor, Danielle Lammering, has attended professional development workshops on the following topics to assist ENLs as they transition from elementary to middle school: Middle school admissions and placement and Bullying, Child Abuse, Transition to Middle School. In the beginning of the year all 5<sup>th</sup> grade teachers meet with the guidance counselor to discuss middle school goals and expectations. The guidance counselor is also involved in collaborating and planning with 5<sup>th</sup> grade teachers for graduation, senior trips, pep rallies, and college readiness for our 5<sup>th</sup> grade students. The guidance counselor host a middle school orientation workshop with all 5<sup>th</sup> grade parents to inform them of the transition and application process. The goal is to make the transition as smooth and effective as possible. The guidance counselor sends home a monthly e-newsletter to parents in both English and Spanish to inform them of upcoming Middle School events and any updates on the Middle School application process.

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.

The professional development plan for all ENL personnel at P.S. 280 ensures that teachers can provide students with various research based strategies to promote student achievement in all language modalities. All teachers at P.S.280Q get more than 7.5 hours of ENL training during ongoing professional development provided on Mondays. Each school must provide professional

development to all teachers and administrators that specifically addresses the needs of English language learners. 15% of the total hours for all teachers and 50% of total hours for bilingual, ENL receive ENL specific professional development. Some of the topics are but are not limited to the following: Teachers College Reading and Writing, Supporting ENLs with language goals through shared reading, shared writing, and interactive writing, supporting nonfiction reading vocabulary and talk through powerful read aloud, NYSESLAT data analysis, helping students transfer their knowledge of phonics, spelling, and vocabulary from word study into readers and writers, and ENL compliance. Professional Development agendas and attendance are kept in a Professional Development binder in the main office.

## 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?

After the results of the NYSESLAT, the instructional team meets to analyze the data in all of the modalities. To follow up, we have parent meetings by grade to discuss trends and patterns in all modalities in the current data. We inform the parents of our plans for improvement in achieving the next performance levels according to our data. Individual meetings occur with the classroom teacher on an ongoing basis during Parent Engagement Time, Parent Teacher conferences, or at the request of the parent. At this time, conversations include but are not limited to language development in all content areas. Records are kept in parent engagement binders and cumulative records. All meetings with parents are documented.

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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Answer to question 2 (please read here, was not able to type on question 2)

Parents are notified of the ENL eligibility of their child. They are given the program selection form to complete and return to the school. In addition they are given the continuation letters or the discontinuance letters based on the NYSESLAT scores. All of these letters are sent home multiple times, if necessary. Phone calls are made by the parent coordinator, Yaniris Peralta and licensed pedagogue, Aileen Plaza, to ensure that parents are notified of all information regarding ENL status. All records are kept in the child's permanent record and a copy in the main office.

Question 3:

Parent involvement at P.S.280Q is very high. We have parents that choose to participate in the life of the school. We currently have a parent association with a newly elected president. The parent coordinator, Yaniris Peralta, offers three to four monthly parent workshops on a variety of topics. Topics include but are not limited to:

Gifted and talented, Middle School, NYC school account, Free lunch, Look radiant in just a few minutes, Food stamps/Medicaid, homemade holiday crafts, ESPET 4<sup>th</sup> grade Science, Financial Planning, Cool Culture, and FDNY fire safety.

All meetings are provided in Spanish and English. Translation units are made available to parents for all other languages.

All parent workshops have an agenda and sign in sheets as proof. Our parent coordinator, Yaniris Peralta, is always available to meet with parents and assist them with any issues that arise.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently, we have partnered with The Jackson Heights Beautification Group, The Queens Public Library, Learning Leaders, the Legacy center, the Bowery mission, community supermarkets, Corona Barbershop, Cool Culture and neighborhood elected officials. Our Social Worker, Erica Wilhelm, has

relationships with various neighborhood and city organization that provide social, physical, and mental services to our students and families. Through our partnership with Learning Leaders, we have parents present in our building throughout the day, so they support teachers and students inside and outside of the classroom. We also hold several school events where parents and families come together with CBO's to collaborate, events include but are not limited to: Family game night, movie night, garden beautification, thanksgiving family feast, and a toy drive. All events are provided in English and Spanish and translation units are used for any other languages necessary.

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

Our parent coordinator, Yaniris Peralta, evaluates the needs of parents through surveys, teacher input, informal conversations, requests, and demographic information. Communication is always sent in English/Spanish and in any other language represented in the community. We plan to conduct our meetings in English while having translators available for the audience. The parent coordinator checks doe issued emails, reads the PC newsletter for any parental updates, signs up for the parent community website (excellent resources to reach the community), registers for the pc professional development, submits monthly parent c o o r d i n a t o r reports, and makes achieve nyc at parent events.

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

Our parental involvement activities address the needs of parents because they are directly related to their child's success in school. The activities we plan serve to inform parents about their child's academic and social curriculum and how they can best support t h e i r child's learning. Our activities are also reflective of any parenting or adult education needs that parents express throughout the year. The parental needs are collected via a parent survey and feedback from the School Leadership Team (SLT) and the

Parent Teachers Association (PTA).

We offer several classes on a monthly basis for parents in ESL, computer, literacy, math, nutrition, arts and crafts. We have special sessions that focus on parenting safe kids and citizenship classes. Throughout the year, parents come to the school to take part in community celebrations, such as mother's day, father's day, family day, and various cultural events.

Translations services are provided during all meetings. The meetings are held in English and Spanish. Translation units are provided for any other languages necessary.

#### **D. Additional Information**

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

Paste response here:

## **Part VI: LAP Assurances**

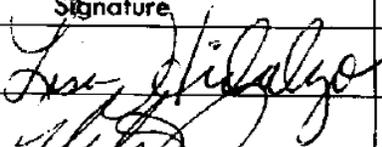
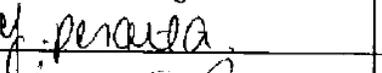
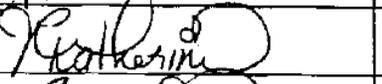
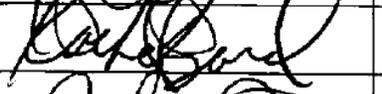
School Name: PS 280Q

School DBN: 30Q280

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)
Lisa Hidalgo	Principal		10/30/15
Peter Mazun	Assistant Principal		10/30/15
Yaniris Peralta	Parent Coordinator		10/30/15
Amarilis Castillo/ENL	ENL/Bilingual Teacher		10/30/15
Katherine Rosario	Parent		10/30/15
Marjorie Villalon/DL	Teacher/Subject Area		10/30/15
Ms. Bard/DL	Teacher/Subject Area		10/30/15
Aileen Plaza	Coach		10/30/15
	Coach		10/30/15
Danielle Lammering	School Counselor		10/30/15
Dr. Philip Composto	Superintendent		10/30/15
Lawrence Pendergast	Borough Field Support Center Staff Member <u>Ying Ying An</u>		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15



School Name: <b>PS 280Q</b>		School DBN: <b>30Q280</b>	
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)
Lisa Hidalgo	Principal		10/30/15
Peter Mazun	Assistant Principal		10/30/15
Yaniris Peralta	Parent Coordinator		10/30/15
Amarilis Castillo/ENL	ENL/Bilingual Teacher		10/30/15
Katherine Rosario	Parent		10/30/15
Marjorie Villalon/DL	Teacher/Subject Area		10/30/15
Ms. Bard/DL	Teacher/Subject Area		10/30/15
Aileen Plaza	Coach		10/30/15
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Danielle Lammering	School Counselor		10/30/15
Dr. Philip Composto	Superintendent		10/30/15
Lawrence Pendergast	Borough Field Support Center Staff Member <u>Ying Ying An</u>		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **30Q280** School Name: **P.S. 280Q**  
Superintendent: **Dr**

### 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.

The data and methodologies used to assess language preferences of the parent community for both written and oral communication include but are not limited to Home Language Identification Survey (HLIS), ATS reports such as (RHLA)(RAPL) and Student Emergency Contact cards.

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

Spoken Preferred Languages for both written and oral communication are English, spanish, bengali, haitian creole, chines, punjabi, croatian.

### 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.)

Everything we distribute to families is translated in Spanish/English which are the most dominant languages i.e. monthly calendars, parent notices, letters, school announcements, and school events. The following listed documents are given out every year in both English and Spanish:

Monthly Parent Calendars  
Event Flyers(monthly)  
Afterschool Invitation Letters(October-June)  
Enrichment Program(October-June)  
Gifted and Talented(November-January)  
Middle School (September - December)  
Blue Cards (September, when necessary)  
Field Trips Consent Forms(when necessary)  
Workshop reminders and notices(weekly)  
NYS testing dates(April)  
Parent Teacher Conference Notices/Reminders (September, November, March, and May)  
Messenger Messages(when necessary)  
Classroom Newsletters (monthly)  
Middle School Newsletters(September-December)  
School Initiatives(Student of the month, Perfect attendance, bucket filling )(monthly)  
Parent Handbook(September)  
School Website(updated monthly)  
ENL status letters (September)  
Welcome back letters (September)  
Placement letters (September)

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

Parent Teacher Conference - November and March  
Meet the Teacher Night - September and June  
Parental Engagement time every Tuesday from 2:20 to 3:00  
IEP Meetings - Annually/Reconvene  
Parental Meetings happen every day for different reasons with Parent Coordinator, Teachers, Principal or Assistant Principal  
Family Nights - October, November, March  
Parent Teacher Association - Monthly

## 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.

P.S. 280Q meets the translation needs of our parents by translating everything that goes out for our parents into English/Spanish. If parents come in and need a translator, we use our parent coordinator to translate or the Translation & Interpretation Unit. Staff members are aware of this service and use it when necessary.

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.

P.S. 280Q provides all teachers with in house translators for PTC, Meet the Teacher or Parental meetings. Teachers also use the over the phone interpreters when necessary. During our PTA meetings, staff members or members of the PTA team translate for our parents.

## 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.)

P.S. 280Q staff members are aware of how to use translation services and the over the phone interpretation service due to professional development provided by the parent coordinator. In addition, all staff members were provided with flyers and emails of the process and procedures. All staff has received the "I speak..." cards which includes the phone number for over the phone interpretation.

## 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

The parent coordinator, Yaniris Peralta, post all the posters required and are made visible to parents. They are posted by security, main office, parent coordinator office and anywhere the parents have access.

**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)

P.S. 280Q will gather feedback from parents on the quality and availability of services via parent survey, SLT members and PTA members.