

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q300

School Name:

THE 30TH AVENUE SCHOOL (G&T CITYWIDE)

Principal:

MATTHEW WILLARD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Q300 – The 30th Avenue School School Number (DBN): 30Q300
Grades Served: K, 1, 2, 6, 7 (2015-2016)
Elementary School – 28-37 29th Street, 4th Floor, Astoria, NY 11102
School Address: Middle School – 31-51 21st Street, 5th Floor, LIC, NY 11106
ES - 718.626.8502 ES – 718.626.8508
Phone Number: MS - 718.727.0501 Fax: MS - 718.726.0490
School Contact Person: Matt Willard, Principal Email Address: Mwillard3@schools.nyc.gov
Principal: Matt Willard
UFT Chapter Leader: Annette Bindert
Parents' Association President: David Wang
SLT Chairperson: Elizabeth Yarmy
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 30 Superintendent: Dr. Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, 5th Floor, LIC, 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: Queens West Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, 4th Floor, LIC, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 7183918222 Fax: 7183918222

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)
Matt Willard	*Principal or Designee	
Annette Bindert	*UFT Chapter Leader or Designee	
David Wang	*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/	
Betty Eck	Member/Staff	
Jill Kaufman	Member/Staff	
Edwin Mora	Member/Staff	
Maria Hantzopolous	Member/Parent	
Yan Zheng	Member/Parent	
Elizabeth Yarmy	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pooja O'Hanlon	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Opened in September 2014, Q300 is the newest citywide, gifted and talented K-8 school. Located at two sites in Astoria and Long Island City, Queens, we educate over 230 K-2 and 6-7 gifted students. Our mission statement is:

Through the inclusion of diverse student identities, inquiry-based learning, and data-driven decision-making, Q300 will graduate students who collaborate with others to ask meaningful questions, to solve complex problems, and to engage responsibly with their communities and beyond. By exploring who they are and who they want to be, students engage in the active process of making knowledge and better understanding the world around them in ways that drive a sense of responsibility and action.

We are committed to teaching students to live and learn through our core values: Inclusion, Inquiry, and Responsibility. We make the majority of our instructional and school culture decisions through the core values.

Inclusion. We inquire about others' families, interests, and dreams to know others as individuals. We give others what they need to succeed academically and socially.

During the summer, our elementary staff will participate in a four-day-long Responsive Classroom training to learn to best manage classrooms, encourage on-culture behavior, and support safe learning communities. Four times per week, students engage in Responsive Classroom morning meetings (K-2) or advisory (Grades 6 and 7.) During these sessions, students learn to greet one another, learn about their peers interests and families, and participate in team building activities or service projects. Often, students engage in role play activities to practice problem solving and socialization skills. By the end of each academic year, all students will engage with at least one service learning project. We believe that it is imperative for schools to provide dedicated time for community building and social-emotional learning.

In kindergarten and grade 1, we have eight students who are English language learners (ELL). Our English as a New Language (ENL) teacher instructs these students to best acquire English language proficiency. He collaborates weekly with classroom teachers to share best practices for ELL students.

In grade 6, we have an ICT classroom with five students with IEPs. Our middle school staff co-teaches to ensure that all students with IEPs meet their goals, are socially integrated, and meet or exceed academic expectations.

Inquiry. We ask questions, investigate, analyze to make informed decisions, share our learning, and reflect. We believe that students need to engage with problems to learn concepts and skills deeply.

During mathematics, science, and engineering, our students engage with inquiry lessons. These lessons challenge students to wrestle with a complex question, explore and investigate related materials and resources, analyze their findings, share these findings, and then reflect on the learning process. Our kindergarten and first grade teachers utilize Investigations, Contexts for Learning, and FOSS Science. During the spring, K/1 teachers used student assessment data to reflect on mathematics learning. This reflection informed the revision of mathematics unit plans and unit sequences for 2015/2016. Our sixth grade teachers implement blended learning, CMP3, FOSS Science, and Engineering is

Elementary. In the 2015/2016 academic year, middle school teachers will plan and implement at least three to four open-ended engineering design projects in science and mathematics.

We partner with two organizations to elevate our music and social studies instruction. In music, we work with Brooklyn Conservatory of Music. They work hand-in-hand with our teachers and instruct our students in music theory and production. Weekly, K-2 students experience experiential music classes. Middle school students experience units in digital song production. In social studies, grade 2 students work with an instructor from the Center for Architecture. The grade 2 teachers and the instructor implement a neighborhood study in which students research Astoria and create a scale model of a street scene.

Responsibility. We are on-time, prepared and complete tasks in a timely manner. We work in effective teams to solve problems. We use our gifts and talents to support our communities.

We believe that learning is a social, active process. All students work in teams. Elementary students work in triads. Middle school students work in teams ranging from three to six students. During teamwork activities, students engage in turn and talk, think-pair-share, perform different roles and responsibilities, and experience protocols. When a student presents off-culture behavior that impacts others, our school social worker implements Restorative Circles. Restorative Circles provide space for students to talk through their behaviors and to hear how others were impacted. The students involved create a plan to ensure that this off-culture behavior does not occur again. All students engage in service learning projects throughout the academic year. Some sixth grade students engage with Model UN and other global citizenship activities. The SLT participates in Core Value Action Team work during meetings. These teams meaningfully influence school policy, curriculum, instruction, family engagement, and school culture.

Baseline data

Rigorous Instruction

Kindergarten

- In reading, we met our 2014/2015 Comprehensive Educational Plan (CEP) goal of 90% of students or more proficient in reading as evidenced by F&P running records.
- Our English as a New Language (ENL) students have all met or exceeded proficiency in reading.
- In mathematics, 90% of students scored at or above proficiency in a Common Core Learning Standards-aligned (CCLS) end-of-year assessment.

Grade 1

- In reading, we met our 2014/2015 CEP goal of 90% of students or more proficient in reading as evidenced by Fountas&Pinnel (F&P) running records.
- In mathematics, 22% of students scored at or above proficiency in a CCLS-aligned end-of-year assessment.

Grade 6

- In reading, we met our 2014/2015 CEP goal of 93% of students or more proficient in reading as evidenced by MyON Lexile assessments.

- In social studies, 76% of students met or exceeded proficiency on the end-of-year social studies Measures of Student Learning (MOSL).
- In science, 67% of students met or exceeded proficiency on the end-of-year science MOSL.
- In mathematics, 86% of students met or exceeded proficiency on the March 2015 mathematics benchmark assessment.

During the 2014/2015 academic year, our students made tremendous progress in reading. During the 2015/2016 academic year, we will focus our energies on reflecting on and revising mathematics curricula, instruction, and assessment in grades 1 and 2 to improve students outcomes in CCLS-aligned assessments and tasks.

Supportive Environment

Kindergarten & Grade 1

Daily, students participate in discussions with triad partners. In May 2015 in 50% of observed discussions, students took turning speaking, sharing their ideas, and providing evidence for their ideas.

Grade 6

In May 2015 in 60% of observed discussions, students prompted others to share their ideas, provided evidence to support their own claims, and affirmed/questioned/challenged the claim of a team mate.

During the 2014/2015, our students experienced opportunities to practices discussion skills such as taking turns, providing reasoning, and including others. In 2015/2016, teachers will explicitly instruct students in accountable talk and other discussion methods to increase the amount and quality of student participation in small group discussions.

Collaborative Teachers

During August 2014, teachers collaborated to plan for instruction for the school year. They co-planned units and in some cases lessons. By June 2015, most teachers are planning on their own. The grade 6 Integrated Co-Teaching (ICT) team meets one time per week to review lesson plans and adapt instruction for students with special needs.

During the 2015/2016 academic year to increase the amount and quality of co-planning, teachers will experience summer training in co-planning strategies. K-2 teachers will be scheduled to co-plan mathematics with a grade-level team mate. Middle school teachers will meet weekly with an ICT co-teacher to co-plan lessons that include specific scaffolds and supports for students with special needs and those with academic struggles.

Effective School Leadership

During the 2014/2015 academic year, our instructional focus targeted increasing the quality of questions that students asked but also the quantity of student discussion opportunities. By June 2015, we met our CEP goal of 75% of teachers rating effective or highly effective in Danielson 3b: Questioning and Discussion Techniques.

During our Quality Review, we were given feedback that all of our teachers must engage in peer and self-assessment that results in student goal-setting. In 2015/2016, our teachers will experience professional learning opportunities that will impact their ability to attain effective and highly effective ratings in Danielson 3d: Using Assessment in Instruction.

Strong Families and Community Ties

As a new school, it is important to share what makes our school unique with all stake holders as soon as possible. We feel that asking our families to volunteer in our classrooms and during lunch would provide insight into our values and methods. During the 2014/2015 academic year, we met our goal of 20 or more families volunteering at least two times during the school year.

To better understand how families feel included at Q300, the Inclusion Action Team planned and conducted a survey with our family community. We learned that many families had three main barriers to participating in events and classroom visits: time, distance, and childcare. In addition, we learned that some families felt that Q30 needed to be more transparent with student progress and how the school will change as it grows. In 2015/2016, we will focus on better including families and communicating progress through technological means.

30Q300 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	117	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				4
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	N/A	# Drama
# Foreign Language	1	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	60.0%	% Attendance Rate		N/A
% Free Lunch	N/A	% Reduced Lunch		N/A
% Limited English Proficient	N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		N/A
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		N/A
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		N/A
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		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Kindergarten

- In reading, we met our 2014/2015 CEP goal of 90% of students or more proficient in reading as evidenced by F&P running records.
- Our ENL students have all met or exceeded proficiency in reading.
- In mathematics , 90% of students scored at or above proficiency in a CCLS-aligned end-of-year assessment.

Grade 1

- In reading, we met our 2014/2015 CEP goal of 90% of students or more proficient in reading as evidenced by F&P running records.
- In mathematics , 22% of students scored at or above proficiency in an end-of-year assessment.

Grade 6

- In reading, we met our 2014/2015 CEP goal of 93% of students or more proficient in reading as evidenced by MyON Lexile assessments.
- In social studies, 76% of students met or exceeded proficiency on the end-of-year social studies MOSL.
- In science, 67% of students met or exceeded proficiency on the end-of-year science MOSL.
- In mathematics, 86% of students met or exceeded proficiency on the March 2015 mathematics benchmark assessment.

During the 2014/2015 academic year, our students made tremendous progress in reading. During the 2015/2016 academic year, we will focus our energies on reflecting on and revising mathematics curricula, instruction, and assessment in grades 1 and 2 to improve students outcomes in CCLS-aligned assessments and tasks.

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, 95% or more grade 1 and 2 students will score at or above proficiency in mathematics as evidenced by New York City Mathematics performance tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During the summer of 2015, the principal will meet with elementary teachers to research and develop a CCLS-aligned mathematics assessment that reflects Q300’s inquiry-based instructional model. In addition, the assessment will include a substantial student interview and observation component.</p>	<p>Teachers</p>	<p>July to September 2015</p>	<p>Principal & ES teachers</p>
<p>In September 2015, grade 1 and grade 2 students will take a beginning-of-year (BOY) mathematics performance task. Then, teachers will meet with grade-level partners to analyze the results to inform unit sequence and compacting/acceleration. Professional learning activities may arise from teacher instructional needs.</p>	<p>Teachers & Students</p>	<p>September 2015</p>	<p>Principal & ES teachers</p>
<p>In February 2016, grade 1 and grade 2 students will take a Middle-of-Year (MOY) mathematics assessment aligned to the performance task. Then, teachers will meet with grade-level partners to analyze the results to inform unit sequence and compacting/acceleration. Professional learning activities may arise from teacher instructional needs.</p>	<p>Teachers & Students</p>	<p>February 2016</p>	<p>Principal & ES teachers</p>
<p>In June 2016, grade 1 and grade 2 students will take an EOY mathematics performance task. Then, teachers will meet with grade-level partners to analyze the results to revise unit plans for 2016/2017.</p>	<p>Teachers & Students</p>	<p>June 2016</p>	<p>Principal & ES teachers</p>

Part 4 – Budget and Resource Alignment

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

- Professional learning time on Mondays during September, February, and June

o Additional Mondays as needed

- CCLS-aligned assessment materials from various curricula

- Per session for teacher scoring of assessments

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

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

Part 5 – Progress Monitoring

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

By February 2016, 90% or more grade 1 and 2 students will score at or above proficiency in mathematics concepts already taught as evidenced by a teacher-created, performance task-aligned assessment.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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.

During August 2014, teachers collaborated to plan for instruction for the school year. They co-planned units and in some cases lessons. By June 2015, most teachers were planning on their own. The grade 6 ICT team meets one time per week to review lesson plans and adapt instruction for students with special needs. If all students are going to meet academic and IEP goals teachers must effectively co-plan and in some cases co-teach.

During the 2015/2016 academic year to increase the amount and quality of co-planning, teachers will experience summer training in co-planning strategies. Since mathematics is the area in which the least grade 1 students met proficiency, K-2 teachers will be scheduled to co-plan mathematics with a grade-level team mate, weekly. Middle school teachers will meet weekly with an ICT co-teacher to co-plan lessons that include specific scaffolds and supports for students with special needs and those with academic struggles.

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, K-2 teachers will co-plan weekly in mathematics with their grade-level partner. Thus 95% of K-2 students will score at least proficiently in a CCLS-aligned mathematics performance task. Grade 6 content-area teachers will co-plan weekly and co-teach daily with the ICT teacher using a specific protocol and meeting goals. Thus, grade 6 students with ICT IEPs will meet all annual goals on their IEPs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • In August, the principal will meet with K-2 teachers to model effective co-planning strategies. • K-2 teachers will meet with a grade-level partner for one preparation period per week. During these meetings teachers will co-plan mathematics units and lessons. During each session, teachers will share lesson objective data to determine the efficacy of lessons and to plan intervention/extension. In addition, they will co-plan lessons to include high-level questioning, student discussion opportunities, and reflection activities. • Two times during the year, the principal will meet with the partner teachers to conduct a reflection exercise about co-planning efficacy. 	<p>K-2 grade-level teachers</p>	<p>August 2015 to May 2016</p>	<p>Principal</p>
<p>In August, the principal and assistant principal will meet with grade 6 teachers to model effective ICT co-planning strategies.</p> <ul style="list-style-type: none"> • Grade 6 teachers will meet with the ICT teacher for one period per week. During these meetings teachers will co-plan lessons. During each session, teachers will share lesson objective data to determine the efficacy of lessons and to plan intervention/extension. In addition, they will co-plan lessons to include high-level questioning, student discussion opportunities, and reflection activities. • Two times during the year, the principal or assistant principal will meet with the partner teachers to conduct a reflection exercise about co-planning efficacy. 	<p>Grade 6 teachers</p>	<p>August 2015 to May 2016</p>	<p>Principal and assistant principal</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.

- Common preparation period
- o Both teachers must be covered at the same time
- Investigations and Contexts for Learning curricula materials (grades K-2 only)
- Google Drive meeting templates and data trackers

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

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

Part 5 – Progress Monitoring

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

By February 2016, 90% or more grade 1 and 2 students will score at or above proficiency in mathematics concepts already taught as evidenced by a teacher-created, performance task-aligned assessment.

By February 2016, grade 6 content-area teachers will co-plan weekly and co-teach daily with the ICT teacher using a specific protocol and meeting goals. Thus, grade 6 students with ICT IEPs will be on track to meet all annual goals on their IEPs.

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.
- During 2014/2015, administration and staff targeted professional learning on growing effective and highly effective questioning and discussion practices. By June, 75% of teachers rated effective or highly effective in Danielson 3b.
- As per Q300’s Spring 2015 Quality Review, “In each content area, there are common baseline, unit and benchmark assessments that align to the curriculum and the common core standards. Although these assessments are used to monitor student progress, formative assessment practices are inconsistent across the school. In three out of six classrooms visited, there was no evidence that the teachers strategically provide checks for understanding, resulting in missed opportunities to further support students within their zone of proximal development.”
- During final teacher evaluations, six of eight teachers scored effective or highly effective in Danielson 3d. We will work to continue to integrate checks for understanding, student peer- and self-assessment, and goal-setting.

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, 90% or more of teachers will rate effective or highly effective in 3d as evidenced by their final observation evaluations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The principal and assistant principal will meet with teachers to determine individual needs for improving assessment practices.	All teachers	September 2015 to June 2016	Principal & assistant principal
Teachers will engage in bi-monthly observations of peer teaching. After the principal and assistant principal model feedback practices, teachers will provide targeted, safe feedback about Danielson 3d.	All teachers	December 2015 to April 2016	Principal, assistant principal, & teachers
Administrators will support teachers with success in assessment strategies to plan and implement professional learning experiences for their peers.	All teachers	September 2015 to June 2016	Principal, assistant principal, & teacher leaders
K-2 teachers will teach students how to use goal books for tracking content area and teamwork goals. Students will check in on their goals every week. Students will present their goals and progress toward those goals during parent teacher conferences and family visits.	All teachers & students	November 2015 to June 2016	Principal

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.											
<ul style="list-style-type: none"> • Professional learning time on two Mondays per month • Per session for teachers planning professional learning 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, 75% or more of teachers will rate effective or highly effective in 3d as evidenced by their final observation evaluations.

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.

During 2014/2015, Q300 strove to increase family involvement through volunteer opportunities. Q300 met the goal of 20 or more families volunteering during breakfast, lunch, and/or reading. After reflecting on this achievement and anecdotal evidence about family involvement, the SLT Inquiry core value action team developed a survey for families. This survey included questions related to how included families feel at Q300. There results are as follows:

- Families reported the barriers to feeling more included and being more involved with Q300 and its PTA were
 - o time (88%)
 - o geography (44%)
 - o childcare needs (48%)
- Families reported that they were poorly informed (7%), adequately informed (44%), or well informed (49%) about student academic progress.
- Families reported that they were poorly informed (26%), adequately informed (40%), or well informed (34%) about how the school will change as it grows.

Part 2 – Annual Goal

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

By June 2016, families will self-report that Q300 and its PTA have well addressed barriers to involvements, that at least 65% of parents feel well informed about their student’s academic progress, and that at least 65% of families feel well informed about how the school will change as it grows as evidence by a family inclusion survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Create a digital video library of PTA meetings, family workshops, and other presentations. • Plan and implement a digital form for submitting questions for all presenters at PTA meetings. • Plan and conduct PTA meetings at both school sites at alternating times: daytime and evening. 	Parents/guardians of Q300 students	Sept. 2015 to June 2016	Programming teachers, classroom teachers, social worker, PTA officers and volunteers
Teachers will share with a family if a child has been the subject of a Child Study Team (CST) meeting. In addition, the teacher will share the planned interventions/extensions.	Parents/guardians of Q300 students	Sept. 2015 to June 2016	Classroom teachers
The principal and/or assistant principal will share a monthly update about how Q300 will grow to a full K-8 school at two sites.	Parents/guardians of Q300 students	Nov. 2015 to June 2016	Principal and/or assistant principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Programming teachers • Classroom Teachers • CST Meetings every two weeks • CST feedback forms (digital or paper) • PTA volunteers • Digital warehouse of videos

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, families will self-report that Q300 and its PTA have worked to address some barriers to involvement, that at least 55% of parents feel well informed about their student’s academic progress, and that at least 55% of families feel well informed about how the school will change as it grows as evidence by a family inclusion survey.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Reading level (F&P or Lexile) below grade level	K-2: Targeted guided reading (LLI) or Foundations phonics instruction; 6-8: MaxScholar, myON	Small group	During the school day
Mathematics	Unit/Benchmark assessment: not meeting expectations	All: tier 1 and 2 curricular materials	Small group	During the school day
Science	Unit/Benchmark assessment: not meeting expectations	All: tier 1 and 2 curricular materials	Small group	During the school day
Social Studies	Unit/Benchmark assessment: not meeting expectations	All: tier 1 and 2 curricular materials	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Meet with teachers, family, and service providers to determine need	Counseling, OT, Speech	Individual or small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Q300, 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. Q300 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-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

School-Parent Compact (SPC)

Q300 , 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 30	Borough Queens	School Number 300
School Name The 30th Avenue School - Q300		

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 Matt Willard	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Edwin Mora	School Counselor type here
Teacher/Subject Area type here	Parent David Wang
Teacher/Subject Area type here	Parent Coordinator N/A
Related-Service Provider N/A	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

Total number of students in school (excluding pre-K)	236	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	2									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	1	4												0
Russian														0
Bengali		1												0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2												0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

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

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

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

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

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

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

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

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

1. 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.

Q300 uses different assessment tools to assess ELLs' early literacy skills. This year we have ELLs in kindergarten and 1st grade. The NYSITTELL will be used for the kindergartners as the baseline assessment for listening and speaking. For the 1st grade their NYSESLAT scores will be used as a baseline as well as their on demand writing assessments and F & P reading levels from the previous year.

To monitor progress for all ELLs in early reading skills, the Fountas and Pinnell running record assessments are used to identify student independent and instructional reading levels and monitor progress. This was used to create reading groups based on their instructional reading levels. Also, Wilson's Foundations assessment was used to assess a student's alphabet awareness and phonemic awareness. Finally the TC Writing assessment assessed their writing skills in informational, narrative and opinionated writing.

These assessment tools are used to provide insights to help inform the school's instructional plan. In addition, teachers use various forms of informal assessments such as conferencing notes, classroom assessments, and anecdotal records to track student achievement. The data collected also helps us make instructional decisions for grouping all students including the ELLs according to their needs with emphasis on the four language modalities.

The data that was collected from these above mentioned assessment tools show that the ELLs are progressing on grade level. Based on the end of year writing assessments for our first graders, all ELL students are on or above grade level level. Based on the F&P assessment, 3 students are on grade level and reading at a D level. the other 4 students are reading above grade level at a level E or higher. Our reading program was a success not only for our ELLs but for all of our students so we will continue to support all of our student with a guided reading block. Since the program was successful we will continue to support our kindergarten ELLs with Wilson's foundations lessons three times a week for an hour. During Foundations lessons students will receive instruction to help improve their alphabet awareness, phonological awareness, phonemic awareness, spelling and handwriting. This will also help build their vocabulary and decoding skills.

Through the assessments we see that the students need support in writing and speaking. It is for this reason that all ELLs will receive ESL instruction during their writing block. Students will work in a small group on their writing practicing specific writing skills as well as talking about their writing using specific speaking skills and prompts. Throughout the day ELLs will utilize visual aids, graphic organizers and sentence starters to help them with all four language modalities.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns show that we have 2 Advanced ELLs (1 Kindergarten and 1 first grade) and 6 Commanding ELLs * (6 first grade). The majority of our students have scored a commanding, thus will receive content area specific instruction in writing and social studies.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Since we have such a small ELL population we know our students very well and already have multiple data points to determine who needs intervention. Our other data tells us that our Commanding (proficient) ELLs are progressing as they should be. Our ELL who is in K will get the services they need throughout the years to come as they develop their English language skills. Last our ELL who is in the first grade who is now Expanding (advanced) will receive assistance throughout this year to develop his listening and reading skills with emphasis on his writing and speaking skills since those are the areas that the student struggles in according to our data and the data obtained through the NYSESLAT scores.
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?Our school currently only has an ENL/ESL program therefore the children only take exams in English. Also at this time there are not any ELLs in grades 3-8.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
The area where we focus most of our attention to provide intervention for students is during guided reading. At Q300 we have a very successful guided reading program. After each cycle which lasts about 2 months the students are assessed to see the F&P reading levels. During the assessment if students do not make progress we are able to analyze the reason why the student has not made progress. The student is then placed in a group based on his or her reading level. The teacher of that group focusses on reading strategies for that reading level but also for the individual student. So if a student needed more work with fluency then the student would work on specific skills to improve their fluency in reading. We use this framework for all of our students, including the ELLs. We were very successful with this model last year since all ELLs were able to make a years worth of progress in their reading levels and plan on providing the same intervention and services for our students this year.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Students' second language development is considered in all instructional decisions. After the child's parents are interviewed through the HLIS they must then take the NYSITELL. The results of this test tell us the student's proficiency in English. This is the first set of data that is used to help decide how we can further assist the student. At the beginning of the year all students reading levels were obtained through F&P. Students were grouped based on their reading level and receive guided reading instruction three times a week. Students who are at a Pre Reading level, Level A and Level B receive Wilson's Foundations instruction instead of guided reading instruction. During writing instruction, all ELLs work on the same goals as the other students in the class room except they work in a small group on a specific language goal. These goals are aligned with the Common Core Language goals for their specific grade. Throughout the day ELL students are grouped with native English speakers so they are able to engage in academic conversation with each other. Also classroom teachers collaborate with the ESL teacher to imbed these same Common Core language standards and targets within different lessons. In doing this, students are simultaneously practicing and developing language skills in all four modalities as well as learning content.
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?Not Applicable. We currently do not have a Dual Language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our program will be evaluated based on the formal and informal assessments that we use. The formal assessments include the TCRWP assessment, Fountas and Pinnell reading assessment, Wilson Foundations letter-sound assessment and sight word assessment, ELA and Math MOSL assessments as well as the NYSESLAT. Throughout the year the ESL teacher and classroom teacher

will informally assess students on their progress in the different subjects and modalities by conferencing with them individually. All of the data will be looked at to determine how we can improve our instruction. The success of the program will be ultimately be determined by each ELLs second language acquisition in each of the modalities which will be reflected in their NYSESLAT scores at the end of the year. Last year was our first year as a school. We consider our reading program a success since 100% of our kindergartners and 100% of our ELLs made growth and are reading at or above grade level. We will look at the results of the NYSESLAT to see how we can improve our instruction by targeting those students and the modalities that students can improve upon.

Part IV: ELL Identification Process

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

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

Upon registration and in accordance with CR Part 154, the ESL certified teacher conducts the parent and student interview. At this time the parents complete the Home Language Identification Survey (HLIS) in their native language. The ESL certified teacher is available to conduct the initial oral interview in English and Spanish. If parents speak languages other than English and Spanish, then interpreters and or translation services are provided. In addition, if and when the need arises, The NYC DOE Translation Unit are sought after to assist in completing the informal oral interview/HLIS.

Once the HLIS is completed then NYSITELL eligibility is determined by an ESL certified teacher. If a student is eligible then an appointment is made for them to come in to take the NYSITELL with an ESL certified teacher. Once all students who are eligible have been assessed their eligibility for ESL services and proficiency level are determined based on NYSITELL Conversion Chart. If their home language is identified as Spanish, then they are administered the Spanish (LAB-R) to determine language dominance. For those students who do not need services, their parents receive Non-entitlement letters. Entitlement letters are sent to the families of those students who are determined to be ELLs to inform them that their child will be receiving services. Students have their HLIS completed, are given the NYSITELL and are given entitlement or non-entitlement letters within the first ten days of school to make sure that parents are made aware of their child’s status and the services they will receive.

They are then invited to the ESL parent orientation. At the orientation parents view the orientation video in their home language and are informed about the different programs and their choices as the parent of an ELL. It is at this time that parents choose a program for their child. If parents do not choose a program then the default program is Freestanding ESL.

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).
After we conduct the home language survey, we would then look into their education history to see if they are a SIFE student. Once we look into the students academic history we would then administer the Literacy Evaluation for Newcomer SIFE (LENS) if needed. We would also have the student write about a particular topic in English and in their home language. If it is possible we would also have someone interview the student in their home language. Based on their age, the results of their NYSITELL and the interview and their writing samples we would determine if a student is indeed a SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our process for identification for newly enrolled students with IEPs is the same as for any new student who enrolls into our school with some additional measures. When a student arrived, the school administration, principal (a certified special education teacher) or social worker, conduct an interview with the student’s family. During the enrollment process for IEPs, the LPT reviews the child’s IEP and documents in SESIS to determine eligibility of services including ENL services. The LPT consists of the principal, the ENL teacher, a special ed teacher and the school’s social worker. Interpretation will be provided to the parent via face-to-face or phone. The timeliest to accept or reject LPT recommendation is 20 days. Timeline for ELL service placement is as soon as possible.

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 students were registered at the end of the last school year. It was at that time that parents also completed the HLIS. A week later, students who were eligible were given appointments to come back to take the NYSITELL exam. Since all students will have taken the exam before the school year begins we will already know which students are eligible for services. On the first day of school we

will send home the entitlement or non-entitlement parent notification letters in the parent's preferred language. The ENL teacher is responsible for managing this process.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the Parent Orientation meeting parents are informed that they have the right to appeal ELL status for their child within 45 days of enrollment. Once they inform us that they would like to appeal the decision then we would start the process of the appeal.

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.

To ensure that parents are aware of, and understand the three program choices, several outreach methods are used. At registration, parents complete the home language survey (HLIS) form. Based on their responses on the survey and when it is determined that the child speaks a language other than English, they are informed that their child will take the NYSITELL exam. They are further informed that the NYSITELL measures English Language Proficiency skills, which determines eligibility to receive services as an English Language Learner. Parents are notified of their child's eligibility status within ten days with Entitlement letters that are sent home in their native language to inform parents that their child is entitled to receive any of three available options. Parents attend an English Language Learners parent orientation. At the orientation meeting, the parents are given the opportunity to view the Orientation Video for Parents of English Language Learners in their native language. When necessary, available translation and on-site interpretation services are obtained for the orientation. The ELL Coordinator provides clarification of the three program choices and offers additional advice in program choice selection on request. All communication with ELL parents is provided in both English and their home languages. During the orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice. The parents are made aware that all the programs are available but if they would like their child to attend a school where their child will be in a TBE or DL program they will need to transfer. If other programs are made available within the school in the school year to come we would then send letters home about the new programs to inform parents of their rights to enroll their child in the new program. If the parent would like to transfer their child to another school with an available program of their choice, an email is sent to the DOE's Office of ELLs requesting a transfer. The DOE's Office of ELLs coordinates these transfer requests with the Office of Student Enrollment. The Office of Student Enrollment is responsible for following up with the family regarding a new placement within the designated time frame. When a parent survey is not returned, a bilingual program is the default placement.

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

During parent orientation with support of in-person or phone interpretation, parents are asked to fill out their parent surveys once all of the information has been given to them. This is done for many different reasons. First, the form is lengthy and can be a lot to handle especially for speakers of a different language. This way if there are any questions a trained pedagogue is there to answer any questions they might have about the form or any of the programs. Also, some parents might forget to return it so this ensure that they return it in a timely manner.

Once all the program selection forms are returned we make a spreadsheet that displays how many parents choose which program in each grade so we can clearly see the numbers interested in each program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If a Parent survey and selection form was not returned then it means that the parent did not attend the parent orientation. If this is the case then the ENL teacher will contact the parent by phone (with interpretation) and by email to discuss when would be a convenient time for them to come and attend the parent orientation. Once a meeting is set then we make sure that the parent fills out the survey and selection form at the meeting. We do our best to make sure this happens as soon as possible by making sure everyday before and after school is an option for this meeting.

9. Describe how your school ensures that placement parent notification letters are distributed. After the parent orientation the parent survey and program selection forms are counted. For each one collected, the ENL teacher then makes a placement letter (in the preferred language) for each of these students. Three copies of the letter are made. The original is placed inside the student's cumulative folder. The second is placed in the student's communication folder which is checked by a parent every night. The last copy is placed inside the ESL binder for that academic year. If a parent has missed the orientation then a separate list is made for that student so we know that they still need the parent survey and a placement letter. Once the parent comes in for orientation then we collect the survey and create the placement letter and go through the steps noted above.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Entitlement letters are distributed to parents in their home languages once the ESL teacher determines that a student has scored at or below the cut score on the NYSITELL. Non-entitlement letters are distributed to students who are not eligible for services because they scored proficient on the NYSITELL, or on the NYSESLAT. Continued entitlement letters are distributed to students who did not receive a proficient on the NYSESLAT. All of the letters are sent home in a student's Communication Folder which are sent home and checked

daily. Parents who receive entitlement letters are sent program selection forms which are filled out and returned during parent orientation. An ELL Parent Letter Checklist assists the ELL department in tracking when the letters have been sent out and when letters have been returned. A copy of The Parent Checklist and all copies of entitlement, continued entitlement, non-entitlement and placement letters (originals and copies) are stored in a binder in the ENL office (main office).

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

The NYSESLAT exam is administered annually to evaluate student progress in reaching English language proficiency. ATS reports such as RLER and RLAT are utilized to identify all students eligible to take NYSESLAT. The Speaking test is administered by an ENL teacher from our co-located school, PS17, to each student individually. The Reading, Writing, and Listening tests are administered in small groups by our ENL teacher. A testing schedule is created in advance for all components of the NYSESLAT exam. ELL students receiving testing accommodations in accordance with their IEPs are also accounted for on this schedule. The schedule includes dates and times as to when the student will be tested, and copies of the schedules are distributed to all classroom teachers. Due to the fact that the test is untimed, it is impossible to predict exactly how long each test will last, but the NYSESLAT testing memo is used to assist in scheduling suggested time blocks for the exam.

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

As was stated before, continued entitlement letters are distributed, in the family' preferred language, by the ENL teacher to students who did not receive a proficient on the NYSESLAT. This happens after placement letter are made but are distributed at the same time by class. All of the letters are sent home in a student's Communication Folder which are sent home and checked daily. Parents who receive entitlement letters are sent program selection forms which are filled out and returned during parent orientation. An ELL Parent Letter Checklist assists the ELL department in tracking when the letters have been sent out and when letters have been returned. A copy of The Parent Checklist and all copies of entitlement, continued entitlement, non-entitlement and placement letters are stored in a binder in the ESL office.

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).

This is Q300's second year as a school. This year and last all the parents chose Freestanding ENL/ESL as their first choice. Last year their were 7 parents and this year there was 1. They all chose ENL/ESL, therefore the program that is offered is aligned with the parent's requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

At our school all of the ELLs are at the Expanding and Commanding levels, therefore the students are required to receive integrated ENL instruction. The integrated ENL instruction occurs using a co-teaching model during writing workshop. During these lessons ELLs are grouped together and work on the same task as the class using different strategies depending on their needs. The workshop model is used so depending on the lesson the students receive a lesson as a whole class and then work in small groups. Sometimes, the ELLs will receive instruction in their small group and remain together to work on the specific skill they just learned. ELLs also receive ESL services during Guided Reading. During these times the ESL teacher provides small group instruction based on the students' needs.

- b. TBE program. *If applicable.*

Not Applicable

- c. DL program. *If applicable.*

Not Applicable

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)?

Q300 currently has one ESL teacher on staff which meets the mandated time for our ELL population. To ensure all students receive the mandated number of instructional minutes students receive instruction together. Under CR-Part 154 180 minutes of ESL instruction per week is required for all ELLs at the Expanding (Advanced) level of English language proficiency and 90 minutes are required for Commanding (Proficient) level ELLs. There are two parts to the ELA curriculum, Reading and writing. Push-In instruction of ESL happens during writing. The Push-In/Collaborative program consists of 4-45 minute periods per week of writing instruction. This instruction occurs for both Expanding and Commanding ELLs. This meets the requirements for all the ELLs. Some students will also receive Wilson Foundations instruction and guided reading instruction during their guided reading block. The guided reading block is 60 minutes 3 times a week which totals 180 minutes. This goes above and beyond the required time for those ELLs but is helpful in our ELLs becoming proficient.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Second language development is fostered by utilizing content specific materials to address the conventions of standard English, knowledge of the English language and vocabulary acquisition, which are all a part of the NYS Common Core Language Standards.

Across the content areas, the ESL teacher makes use of varied instructional approaches to enrich language development. Manipulatives, realia and pictures are used on a regular basis. Total Physical Response along with songs are emphasized in the early childhood grades. The use of technology (laptops, projectors and ELMOs) and hands-on learning is encouraged. ELL students engage in activities across the content areas which focus on all four modalities of language (listening, speaking, reading, and writing). Content area instruction is delivered in ESL with an emphasis placed on academic language, specialized vocabulary, grammar and comprehension of fiction and nonfiction texts.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Due to our students' variety of home languages, students are not evaluated in their native languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Reading

To assess the student's reading ability Q300 utilizes Wilson's Foundations to assess phonemic awareness and sight word recognition. The Fountas & Pinnell Benchmark Assessment System monitors growth and progress 3 times throughout the year in reading. The system identifies key components that are critical to reading comprehension. In between Fountas & Pinnell assessments, teachers administer reading progress monitoring running records to individual students. Each of these assessments allow teachers to focus on the specific skills, at a specific level that each student needs to make progress throughout the year.

Writing

To address our student's needs in writing we administer the MOSL ELA Performance Task. The task involves writing a response to a prompt while making a connection to a reading/listening passage. Since the students in Kindergarten listen for comprehension as a pre-cursor for reading, this assessment also addresses reading comprehension of the passages and the prompt itself. The MOSL is used to guide instruction based on all of our students' needs. Wilson's Foundations checklists are used to evaluate basic writing skills as well as letter sound recognition.

Listening

In Kindergarten, the Wilson's Foundations program targets letter sound recognition and phonemic awareness. Students must listen for letter sound correspondence in which they both listen to the teacher say the word as well as listen to themselves as they tap out the different sounds of the word they are spelling. Students readily engage in listening practice in every lesson through accountable talk and discussion structures. Students are observed utilizing accountable talk prompts (i.e. "I agree with you because...", I disagree with you because...) as a way to assess student listening and discussion techniques. Additionally, activities such as Turn-and-talk, and small group discussions are embedded into content instruction in classrooms to ensure growth in listening skills.

Speaking

In grade Kindergarten, cooperative learning allows ELL students to practice their speaking skills with their peers. Students engage in discussions while using different discussion techniques such as using talking chips. These techniques allow them to practice using accountable talk as well as learning how to engage in a formal discussion. Students partake in discussions in different subjects using different prompts and pictures as a way to develop oral language skills. During class discussions, teachers observe and informally assesses student's ability to express their ideas and thinking with clarity. Informal assessments are also done throughout the day when students discuss both academic subjects as well as social topics such as in their morning meeting.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. SIFE students would need more individualized instruction. During classroom instruction these students receive differentiated instruction and assistance from a BPS provider that is with them throughout the day. Since these SIFE students are also identified as Beginner ELLs, they receive 360 minutes per week of instruction from an ESL teacher. As a part of that instruction these students are a part of the Newcomers Pull Out Program where they receive instruction in the foundations of English to help develop a strong understanding of English. SIFE students will be offered the opportunity to participate in the Imagine Learning Software Program, which is a proven program to accelerate English Language development. Activities are differentiated according to language proficiency levels. All of this support is to help reach this challenged population on different levels to aid them in becoming proficient ELLs.
- B. The plan for newcomers includes a parent orientation in the beginning of the school year to welcome the families. The families of new arrivals to the United States are encouraged to speak with the ESL/ bilingual teacher to ensure a smooth transition into the school. These students are also assigned a buddy student preferably with the same student background and language in their individual classes. Students who are new arrivals to the United States also receive instruction on school and American culture, which include greetings, idioms, and vocabulary of common items or concepts. ESL lessons and instructional activities encompass curriculum areas and stimulate language development, curiosity, critical thinking, problem-solving skills, and the growth of positive concepts about oneself and others. Teaching strategies will include TPR (Total Physical Response), Songs and Chants, LEA (language experience approach), and cooperative grouping. All of this helps supports newcoers as they transition into a new environment and a new culture.
- C. Developing ELLs would receive the same services as a SIFE student. See Part A.
- D. Long Term ELLs would receive the same services as SIFE students. See Part A.
- E. ELLs who reach proficiency on the NYSESLAT will continue to receive transitional support services by the ESL teacher who provides services through the push in model in their classrooms for ELA. Former ELLs will also receive support in the form of modified and differentiated tasks designed by both the ESL and classroom teachers. The ESL teacher will also communicate with the classroom teacher of Transitional ELLs during common planning time to ensure that their classroom instruction is fulfilling their needs as a former ELL. This support will include tasks that will support their language development and will be aligned to the Common Core ELA standards for Language for their grade. Transitional ELLs will also receive extra time to finish class assessments if needed. Lastly, transitional ELLs will receive testing accomadations which are time and a half as well as testing in a different room for up to 2 years.
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.
- Students that are reidentified as ELL would be receiving ENL services throughout the appeal process. By receiving ELL services they will be getting the services they need. Once it is affirmed that they are indeed an ELL they will remain in the program that they are in and continue to get the services they need and are entitled to. By staying in the same class they will not be adversely affected since they will be familiar with the structures in place and the environment.
- For non-ELLs who go through the appeal process they will be getting more assitance than is required. Therefore they would not be adversely affected but benefitting from more time with a teacher on specific strategies that child could use even

after they are identified as a non-ELL.

Student academic progress is tracked through F&P running records, on-demand writing assessments, and one-to-one speaking/listening interviews with the ENL teacher.

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?

Teachers of ELL-SWDs would utilize the writer’s workshop model using genuine literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses the needs of ELL-SWDs and accelerates language development. In addition, student teacher conferences provide individualized attention to further meet student needs. Small group instruction would be used to guide students, as well as re-teach and reinforce skills. To teach and support reading and writing skills at the emergent stage of literacy, the Wilson Foundations program is used. The workshop model is also used for writing. ELL-SWD utilize the writing process to develop writing skills. Through participation in modeled and shared writing within small groups, instruction is tailored to students’ needs. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries.

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?

The ELLs that would be considered as both ESL and Special Education would receive the mandated push in services as per their IEP in their classroom within a smaller setting. The ELL- SWD would have the advantage of the special education support along with the ESL push-in program. The special education component would work concurrently with the mandatory ESL instruction. The ESL teacher would consult with the Special Education teacher who is regularly comparing the student’s performance to the goals on each IEP. Both service providers would work collaboratively in order to modify and scaffold academic tasks so that students are able to meet city and state standards across the content areas. ELL-SWDs would be given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they would receive support in reading and comprehension skills in a small group. In accordance to their IEP’s, ELL-SWDs would receive services in the least restrictive environment. ELL-SWDs in ICT (Integrated Team Teaching) classes would be served in the least restrictive environment.

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

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

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

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



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

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

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

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

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



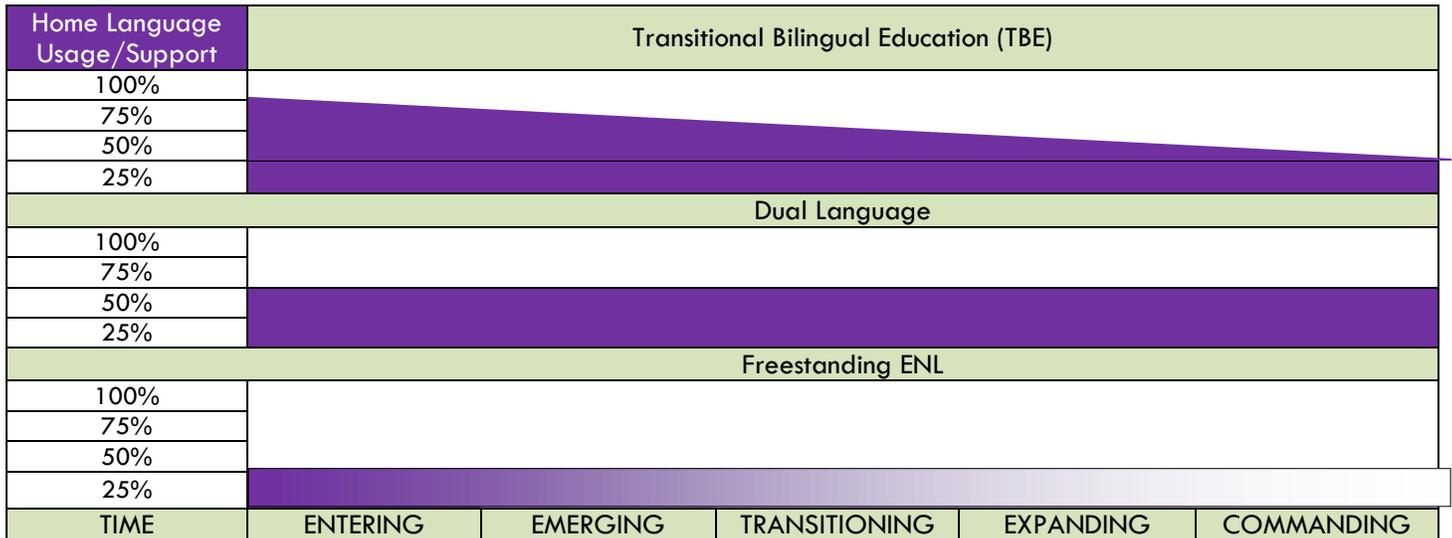
*Note: “other approved services” does not apply to New York City at this time.

Chart

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Based on our Wilson's foundations assessments and our Fountas and Pinnell reading assessments, we see a need for phonics instruction as well as Guided reading instruction for intermediate ELLs. During guided reading the time is split in half so that ELLs can receive instruction in both since they are both critical in their development as ELLs.
For Math, teachers provide small group instruction to ELLs and for students all who need further help. This included the uses of manipulatives and pictures to help ELLs and visual learners.
For Social Studies and Science, teacher also provide small group instruction after the lesson to help ELLs and other struggling students. During this time students would receive more focused attention on the particular areas of need based on the data given from sumative and formative data.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Last year was our first year as a school. Based on the results of the NYSESLAT and our Fountas and Pinnell reading assessments our methods have been effective. Last year all ELLs were able to make a years worth of growth based on the reading levels. Some ELLs made even more growth. Also on the NYSESLAT exam 6 out of the 7 ELLs were able to reach the Commanding level while the seventh ELL was able to reach the Expanding level. Based on this data, we are able to meet the needs of our students in supporting their overall development as students.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming year Q300 will be looking to continue providing our students with the strategies that have worked in the past. We already have a strong music program which helps ELLs expand their vocabulary. Also our math curricula uses lots of manipulatives and asks students to be creative while also explaining their thinking. In science student conduct experiments and use language to explain what they have learned. In writing students practice strategies to improve their narrative and persuasive writing. In guided reading they work in small groups with other students who are at the same level as they are discussing the book they have read and practicing focussed strategies. Also, during morning meeting they talk with the classmates and get to know them on a personal level. Finally throughout the day they work in triads where they are able to ask the classmates questions, provide feedback to each other, explain their thinking and listen to other ideas. Also this group work provides ELLs with examples of model speech so they can listen and improve their own.
13. What programs/services for ELLs will be discontinued and why?
We are not planning on discontinuing any programs at this time because we feel that the programs in place have been successful.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students have an equal opportunity to any of the programs offered. Whenever an activity is about to start we send notification home to students. For ELLs we notify parents in the parent's home language.
So far Q300 has added a Chess program where some of our ELLs have joined. As we grow we will offer more programs based on student and parent requests. These programs will be offered to all students and will be offered in the student home language.
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.
Q300 provides a variety of materials that are used to support all of our students in their learning. Our philosophy is for students to experiment and discover things through hands-on learning. In Science students will be learning through experiments and field trips both of which provide ELLs with real life experience that supports their learning of the language. For Math our school is using the Investigations curriculum. This curriculum provides students with hands on materials and manipulatives that help ELLs learn by experimenting on their own. In both subjects students discuss what they are learning in their small group and with the whole class which helps ELLs learn proper language models and an opportunity to practice their speaking and listening skills.

The ENL teacher has access to iPads. The teacher uses these devices to provide digital books and phonics/phonemic awareness activities for ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our school offers ESL as per the parents choice on the Parent Surveys. The way we support the native language of our students is by having a Native Lanugage library in the different languages that are represented in the school. We will continue to build the amount of books and the different languages available throughout the years. As our school grows our library will grow as well to meet the needs of our students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our ELLs are in kindergarten and first grade. All of the resources that are allocated for ELLs go to these two grades. This includes providing them with an ESL teacher during their writing and guided reading periods. All students are provided with the resources they need in each of the subjects taught. For example students are grouped by their reading level and provided with books on their reading level so they always have an appropriately leveled book with them in school and at home.

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).

For ELLs who enroll throughout the school year we would have the new student team up with another student in the class to help them get acclimated to the school and our culture. For the first month the student would help the new student in and outside of the classroom. They would also be their partner in gym and during explorations where student get to build and play with wooden blocks and Legos. This month long period should help the student transition into becoming a member of the classroom and help provide them with a friend in the classroom if they have an questions. Q300 also has a social worker who talks to specific students about social and emotional issues. This person would be an integral part in helping the new student feel comfortable in their new environment. The social worker would meet with the new student at least once a week to discuss any issues or concerns the student might have.

19. What language electives are offered to ELLs?

Not Applicable

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)?

Not Applicable

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.)

At the beginning of the year we will have a have a PD for all staff to discuss ENL students. During this PD we will discuss the ELL identification process, what our school needs to be in compliance, testing accomodations for ELLs and Transitional ELLs, Best practices for teaching ELLs (TPR, Realia, Graphic Organizers, Sentence Starters) and the NYSESLAT. This will take place during PD time on Monday in the beginning of the year and will be given to the staff by the ENL coordinator and principal to meet the requirement of 7.5 hours of ELL training. In January the ENL coordinator will give another PD about best practices for ELLs where the teachers will learn and use best practices in a content area. Some of the examples will include realia and hands on activities for science, TPR in math and Kagan strategies for Social Studies. Last in March the ESL coordinator will give a PD about the NYSESLAT. In this PD he will discuss what it is, how it is used, how to prepare students for it, scheduling for the test and grading

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?

For teachers of ELLs they will attend all PDs given within the school. Also in February teachers of ELLs will be given a PD on the Common Core Language Standards for ELLs. In this PD we will look at the standards for their particular grade, what it means for the lanaguage development of their students, how to keep track of their development and activities they can do to support their language development. Last teachers of ELLs will go to PDs given by the network or by the NYC DOE Department of ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- When it is time Q300 will have a parent meeting informing parents of the process. Notices will be sent home in the parents home language. During this informational session ELLs and their parents would be notified about the different school in their area and the different programs that are offered so they can choose the right one for their them. Also we will organize school visits where students can see some of the different schools. These visits would be led by the principal and the classroom teachers.

As of now, Q300 does not have any grade 5 or grade 8 students. Therefore, no student will transition to middle school or high school.

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 ESL teacher/coordinator on staff will use the DELLS emails to find out about professional developments throughout the school year. These professional developments will serve as the ELL specific training he needs to obtain. The ESL teacher will provide the rest of the staff with reminder of when these PDs will take place. If staff is not able to attend the PDs given by the DELLS then the ESL teacher will have PD times during Monday's PD time on specific dates and turn key information that is important to the staff on ELLs. The ESL department will keep a record in the ESL binder of who attended the PDs provided by the DELLS and at the school by the ESL teacher/coordinator.

15% of all PL for teachers will included learning about best practices for ELL support.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ESL coordinator will contact the parents in the parents home language to arrange a meeting. This will occur in the middle of the year to discuss the progress of their child. Interpretation services will be offered and if needed will be fulfilled by The Big Word. During this meeting the ENL teacher will discuss the student's progress in reading based on Fountas and Pinnell reading levels. Then they will discuss the student's progress in writing based on the TC writing rubric for any writing pieces the student has published. Then the teacher will discuss their development in listening and speaking based on informal and formal assessments given throughout the year. Also the ESL teacher will discuss with the classroom teacher about comments and concerns about the student's development in the other subject areas keeping in mind their language development in these subjects.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 2. In the ESL Program binder for the school year is a section for parent communication. In this section will be a list of all the students that will need to have meetings. Letters will be sent out to find out the best time to meet and then meetings will be arranged. Letters will be sent in the parents home language and will have a box to check off if interpretation services will be needed during the meeting. If meetings cannot be arranged then a phone call will be scheduled to discuss the student's academic progress.

3. In the beginning of the year there is a parent orientation for all ELL parents. At this meeting we ask our parents how we can better serve them and the needs of their children. Q300 recently formed a PTA. The PTA is voluntary but all parents including those of ELLs can be involved. Q300 has parent teacher conferences twice a year. Translation and interpretation services are given to parents who need them for the conferences and any other time they are needed throughout the school year. To get parents more involved we will hold workshops of how to help their children with homework, The state tests and what they mean, NYSESLAT informational session and Summer reading programs their child can participate in.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Q300 is in its second year and is currently looking for a community based organization to work with.
5. How do you evaluate the needs of the parents?

At the beginning of the school year ELL parents attend a parent orientation. It is at this time that parents are asked about their needs throughout the school year. This includes but is not limited to whether or not they will need translation services when they come to the school for meetings. Later in the year a survey is sent out to see what services or resources we can provide to better serve the needs of their students and how we can help the parents to become a bigger part of the school community. This helps us to stay in touch with the parents and understand their changing needs throughout the year. As always, translation services are provided.

6. How do your parental involvement activities address the needs of the parents?
The parents at Q300 are very involved. In our first year the PTA was assembled in a few weeks of the beginning of the school year. The PTA does a fantastic job of communicating with the parents by sending out newsletters and organizing family event and fundraisers. The PTA is an organization that helps the parents have a voice in our school and helps to form our culture as a school. We feel that the PTA provides a connection between the parents and the school that helps address their needs because it is a forum where parents have a voice to support the school as well as express any of their concerns. As always, translation and interpretation services are provided.

D. Additional Information

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

Part VI: LAP Assurances

School Name: 30

School DBN: 30Q300

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)
Matt Willard	Principal		9/28/15
	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Edwin Mora	ENL/Bilingual Teacher		9/28/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q300** School Name: **Q300 - 30**
Superintendent: **Philip Composto**

Before you begin, please check the following:

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

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

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

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

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

The LAC conducts Home Language Identification Surveys for all new students. On all emergency contact cards, families denote their preferred language for communication.

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.

English and Chinese

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We provide translated documents from the Office of Student Health and other DOE office.

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.

During parent teacher conferences and other family meetings, we provide access to an interpreter or utilize the interpreter hotline.

Part C: Providing Language Assistance Services

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

When an identifies translation need occurs, our LAC contacts the Office of Interpretation and Translation to request translation or interpretation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided over-the-phone via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

At the beginning of the year and before family events at our school, the principal shares translation and interpretation resources with all staff.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

Our School Leadership Team surveys families yearly to ascertain how well included they feel. Language access is one of these topics.