

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **28Q312**

School Name: **JAMAICA CHILDREN'S SCHOOL**

Principal: **SUZANNE WASIK**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Jamaica Children's School School Number (DBN): 28Q312
Kindergarten and First
Grades Served: _____
School Address: 109-20 Union Hall Street
718-526-0160 718-526-0703
Phone Number: _____ Fax: _____
School Contact Person: Suzanne Wasik Email Address: SWasik@Schools.nyc.gov
Principal: Suzanne Wasik
UFT Chapter Leader: Sheryl Ackerman
Parents' Association President: Evelyn Kapupika
SLT Chairperson: Suzanne Wasik
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Aiyisha Robinson
Student Representative(s): N/A
N/A

District Information

District: 28 Superintendent: Mabel Sarduy
90-27 Sutphin Boulevard, Jamaica, Queens
Superintendent's Office Address: _____
MSarduy@Schools.nyc.gov
Superintendent's Email Address: _____
718-557-2618 718-557-2623
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
82-01 Rockaway Blvd., 4flr, Ozone Park, NY 11416
Director's Office Address: _____

MWilks@Schools.nyc.gov

Director's Email Address:

917-520-6743

718-281-3509

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Suzanne Wasik	*Principal or Designee	
Sheryl Ackerman	*UFT Chapter Leader or Designee	
Evelyn Kapupika	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jessica Watson	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	
Michelle Lopez	Member/Staff	
Elizabeth Coffin	Member/Staff	
Tonica Blair	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Aiyisha Robinson	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.

Jamaica Children's School is a new elementary school serving families in the vibrant community of South Jamaica, Queens. We launched with two kindergarten classes in September 2014 and currently serve students in both kindergarten and first grade. We currently have one general education class and one integrated co-teaching class in each grade. Our school's mission and core values guide the development, revision, and implementation of school-wide goals, action plans, and curriculum.

Mission Statement:

At Jamaica Children's School we challenge all children to think critically, collaborate, and take risks. Students engage daily in joyful exploration, inquiry, and self-reflection. Through hands-on activities, small group work, and individualized support, our students develop the confidence, knowledge, and skills necessary to discover their passions and lead with empathy in our complex world.

Core Values:

Empathy: We care about others and strive to understand and share their feelings.

Grit: We are passionate about our goals and bravely overcome obstacles to achieve them.

Inquiry: We are curious and continuously ask questions to reach new understandings.

Creativity: We challenge ourselves, and others, to look at the world in innovative ways.

Voice: We express our ideas, feelings and beliefs, and advocate for ourselves, and others.

Our strengths are evident in our cohesive school culture and significant student achievement. We have a clear vision of teaching and learning connected to our deeply rooted belief that every child can learn at a high level. Through our implementation of the Responsive Classroom approach to discipline we use common language to address off-culture behavior and support individual students' social and emotional development. School-wide systems, predictable routines, and consistent expectations for all students have enabled student learning to be at the forefront of our work.

This past school year we discovered that reading comprehension and vocabulary acquisition posed the most significant challenges for our students ability to become fluent readers. Therefore, our instructional focus is critical thinking. We know that in order for our students to master the rigorous Common Core Standards of Learning and make meaning from the books they read, they need to be able to combine their own experiences with new information in order to understand and impact the world around them. By using the standards and instructional shifts we are revising our curriculum through backwards planning to address this need.

Each content area is guided by essential questions throughout the school year. These essential questions are addressed through curriculum units connected to specific long term learning targets. Each unit has a culminating project or learning task where students are challenged in a variety of ways to prove their mastery of the learning target. To facilitate student learning throughout the unit, teachers use open-ended questioning techniques and rigorous checks for understanding. They create opportunities for student-to-student discussion, small group work and student choice, and hold every child accountable for articulating the learning target and how they will reach it. Additionally, we have

developed core vocabulary for each unit. Students are able to acquire new words because our team encourages them to create actions for each word, use the words in their writing, during conversation, and during content related field trips for each unit.

Teachers use a variety of data sources to collaboratively plan targeted lessons and develop differentiated student groups within each unit. We use standards-based learning targets to frame each lesson in kid-friendly “I can” statements that encourage students to take ownership of their learning and practice reflection. Students are challenged to prove their mastery towards a standard and identify next steps in order to reach it. The ongoing use of formative and summative assessments inform instruction and student groupings.

As a result, in the 2014-15 school year our kindergarten students made an average of 1.4 years of growth in reading as measured by the Fountas & Pinnell Running Records Assessment. Additionally, 95% of students demonstrated mastery of at least 80% of the kindergarten math standards. This year we are creating goals to build on this success and to target two specific student populations: our Students With Disabilities and our English Language Learners- who need additional supports in place. This past school year our students with disabilities demonstrated an average of nine months growth in reading and our ELLs made a little more than one year of growth. We are interested in closing that gap and seeing even greater academic gains.

As we grow we are focused on building critical thinking skills, improving student attendance , developing new opportunities for family involvement, and improving learning outcomes for all students including out Students With Disabilities and English Language Learners.

28Q312 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	36	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	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)		N/A
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.

STRENGTHS:

Programming

We think outside the box when making programming decisions to maximize student learning time and provide differentiated instruction across the school.

- We have a unique programming element where half of the class will attend music while the other half remains in the homeroom for targeted small group literacy instruction. Then, the two groups swap. This enables students to receive highly differentiated reading instruction with as little as a 5:1 student to teacher ratio.
- Once a week our kindergarten and first grade classes participate in a reading rotation period. Our teachers analyze our data and student work across the two grades to make seven differentiated groups for reading. During the rotation, students from different classes in kindergarten and first grade come together with a specific teacher for targeted instruction in reading. Once a month, all kindergarten and first grade teachers collaboratively analyze data to revise the groups. Then, using the common core standards and Depth of Knowledge guidelines, we design an instructional plan to address gaps in student learning or provide enrichment.

Learning Targets

We participated in a deep study of Ron Berger’s *“Leaders of their own Learning: Transforming Schools Through Student-Engaged Assessment.”* As a result, we have implemented several strategies to ensure CCLS alignment in our planning. We encourage students to take ownership of their learning through learning targets, ongoing checks for understanding, and self-assessment.

- Developed directly from our essential questions and the standards, teachers design units with long-term and supporting learning targets in the form of student-friendly “I can” statements. Teachers launch units by showing students what they will need to do by the end of the unit using rubrics as a guide. They post, discuss, and reference the daily supporting learning target during every lesson.
- Students know they are accountable to prove they can meet the target or identify the steps they will take to reach it. You will hear teachers say, “Prove it” when discussing the target a student is working on.
- During conferring meetings, teachers guide students to track their own progress towards the standards-based long-term targets in a self-assessment binder and the use of self-assessment rubrics. Students are encouraged to identify what they need to work on in order to meet the target.
- As a result, students are motivated to meet their targets, take risks during class discussion and group challenges, and engage in purposeful work towards their target. You can hear students confidently share, “I’m not there YET” when assessing if they can prove mastery of a supporting or long-term target.

Critical Thinking and Assessment

We received well developed in our Quality Review for our use of Assessments and the collaboration of our Teacher Teams.

- Teachers work together to customize instruction by using formative and summative assessments to create differentiated student groups for support during independent practice, reading and math centers, guided reading, and small group instruction.
- We have a shared definition of critical thinking and inference questions directly on our guided reading lesson plan template to norm our approach and understanding.
- Teachers explicitly plan and push one another to include meaningful open-ended questions in their lessons to promote higher order thinking.
- Teachers create opportunities for small group work where students are given a challenging task and have to demonstrate their critical thinking skills in order to accomplish it.
- Teachers often launch with an open-ended question to challenge students to drive the learning and teach one another through genuine discussion.
- Teachers use flexible groupings and differentiation throughout the day to ensure that every student is being challenged and has access to the CCLS. Some groups are pre-planned based on various data points and some are developed after on-the-spot checks for understanding during instruction.
- Teachers differentiate learning tasks to accommodate a variety of learners, including students with disabilities and English language learners. The use of scaffolds, manipulatives, visuals, technology, and movement are evident in classrooms. For instance, some students benefited from an oral sound drill to learn the letters while others needed to trace the letters in shaving cream on a table to master them.

Student Achievement

In the 2014-15 school year our kindergarten students made an average of 1.4 years of growth in reading as measured by the Fountas & Pinnell Running Records Assessment. Additionally, 95% of students demonstrated mastery of at least 80% of the kindergarten math standards. This year we are creating goals to build on this success and to target two specific student populations –our Students With Disabilities and our English Language Learners- who need additional supports in place. This past school year our students with disabilities demonstrated an average of nine months growth in reading and our ELLs made a little more than one year of growth. We are interested in closing that gap and seeing even greater academic gains by focusing on reading comprehension and critical thinking.

NEEDS:

Deepening Critical Thinking

Based on our analysis of student work, classroom observations, and ongoing assessments, we have determined that our students need more opportunities to engage in critical thinking to expand their content knowledge across disciplines.

- During guided reading many students can successfully answer factual questions using text evidence. However, they have difficulty making inferences and asking and answering critical thinking questions about the characters, events, and actions in a story.

Based on observations, running records, and one-on-one conferring, students are effectively utilizing decoding strategies to read unfamiliar words. However, their comprehension of the text and ability to articulate higher order ideas about text is what is needed in order for them to achieve grade level end of year goals.

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 at least 85% of students will make an average 1.5 years growth in reading as measured by Fountas & Pinnell Running Records Assessments.

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>Summer and Fall</p> <p><u>Research-based Curriculum Development</u></p> <ul style="list-style-type: none"> • Teacher teams will use tools such as Depth of Knowledge and the Hess Cognitive Matrix to revise existing curriculum maps and unit plans and create plans for our new grade. • Teachers will collaboratively revise and design units from essential questions and the CCLS to meet the needs of diverse learners and push critical thinking. <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • The entire staff will participate in a five day summer intensive that includes curriculum mapping and unit planning, strategies for supporting our lowest performing Title 1 students, building critical thinking and reading comprehension skills and implementing student-assessment practices from “Leaders of their own Learning”. • School Leadership will participate in a three day summer workshop at Fordham University on strategies to meet the needs of “not-so-common learners.” 	<p>Teachers</p>	<p>July-November</p>	<ul style="list-style-type: none"> • School Leaders • Teachers

- Our Monday professional learning time will move through a rotation of data analysis and instructional planning, student support protocols, Critical Friends protocols, and topics related to our instructional focus of critical thinking and creating multiple entry points for learners.
- Observations will focus on the questioning portion of the Danielson and teachers will create professional SMART goals.

Addressing Student Needs

- Fountas & Pinell reading level assessments will be administered a minimum of four times per year (October, January, March, and May) with optional rounds in between. All data is entered into an Excel spreadsheet that calculates goals and aids teachers in developing student groups.
- Teachers will use formative and summative assessments to track student growth and identify trends in learning. Through relationship building, teachers will learn about their student’s learning styles to better meet their needs.
- Teachers will use ongoing checks for understanding to adjust their instruction, planning, and student groups.
- Teachers will create opportunities for students to demonstrate their learning through a variety of mediums.
- In accordance with the Danielson Framework for Teaching, students will assess their own work using self-assessment rubrics and checklists. Students will identify their areas of growth and how they will meet the learning target.
- Teachers will use models they create and student models to demonstrate examples of quality work throughout the units.
- Teachers will plan content related field trips to support students vocabulary development and expand their schema.

Engaging Families

- Families will learn about their child’s reading level and be given strategies to support his or her learning at home like critical thinking questions during reading at home.
- Parents will be invited to our “Curriculum Night” to learn about our curriculum and the CCLS. We will include a “make n’ take” where families will create resources to use with their child at home to support his or her learning.
- Weekly, teachers send home a homework packet that details the lessons and goals for the week. The packet also includes an “Ask Me About” sections that gives

<p>families a prompt to have a conversation with their child about his or her learning that week.</p> <p>Every six weeks, teachers will plan and present family workshops focused on reading strategies and rigorous questioning that promote inferencing skills and critical thinking.</p>			
<p>Winter:</p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> • Based on student data, observation data, and borough office feedback, professional development will be tailored to building reading comprehension and critical thinking skills. • Teachers will collaboratively analyze student work to identify trends and creatively adjust their planning and instruction. • Teachers will participate in curriculum reflection and revise units from the fall. • Teachers will participate in a formal round of inter-visitation with a focus on questioning techniques and practices that engage all learners. <p><u>Addressing Student Needs</u></p> <ul style="list-style-type: none"> • Teachers will continue to revise practices that allow for multiple entry points into the content. • Teachers will continue to develop and implement strategies through movement, manipulatives, and visuals to ensure that all students are able to master the content. • Teachers will continue to use flexible grouping and scaffolds based on data to engage every student in critical thinking at his or her level. • Teachers will plan content related field trips to support students vocabulary development and expand their schema. <p><u>Engaging Families</u></p> <ul style="list-style-type: none"> • Families will be invited to participate in workshops focused on supporting their diverse learner at home as well as vocabulary acquisition. • Families will be invited to read with their child during the “independent reading” portion of the reading workshop. <p>Families will receive a progress report that outlines their child’s reading level and what they need to work on. This will include a checklist with guidance and questions for each specific reading level.</p>	Teachers	December-March	<ul style="list-style-type: none"> • School Leadership • Teachers
<p>Spring:</p>	Teachers	April-June	<ul style="list-style-type: none"> • School Leadership

<p><u>Professional Development</u></p> <ul style="list-style-type: none"> Teachers will continue to analyze student data to adjust and improve the curriculum. Teachers will share best practices around promoting and assessing student’s critical thinking skills. <p><u>Addressing Student Needs</u></p> <ul style="list-style-type: none"> Teachers will plan content related field trips to support students vocabulary development and expand their schema. Teachers will analyze student data to make adjustments to student groupings and curriculum planning. <p><u>Engaging Families</u></p> <ul style="list-style-type: none"> We will implement Homework Tuesdays where teachers will coach families and provide strategies to best support their children at home. Families will get targeted checklists with strategies and questions based on their child's reading level. Families will participate in workshops related to preventing the summer slump in reading. Families will receive differentiated resources to support their child’s reading growth over the summer. We will send out a survey where parents will indicate their preferences with regard to the time of the workshop 			<ul style="list-style-type: none"> Teachers

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"> School leadership and teacher leaders will provide professional development, modeling, and materials for staff. We will use the following resources: Current curriculum maps, Teacher’s College Reading and Writing Workshop materials, Leaders of their Own Learning, Comprehension from the Ground Up, Copies of the CCLS and instructional learning shifts, Danielson Framework, Depth of Knowledge resources, the Hess Cognitive Matrix, and student rubrics for reading and writing. Time on Mondays will be devoted to data analysis and planning. Feedback and professional development from the Borough Support Staff. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	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 January 2016, kindergarten students will be reading on at least an independent level B and will have demonstrated an average of 7 months growth in reading. First grade students will be reading on at least a level G.

Teacher will conduct four formal rounds of running records in October, January, March, and May.

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

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

Section 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.

	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.

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>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>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

STRENGTHS:

- 88% of families completed the school survey. The survey indicates that 100% of responders feel strongly about our teacher outreach to parents, 100% feel strongly about parent-teacher trust, and 96% about parent-principal trust.
- Families are highly responsive to school events. We had over 80% of our families attend Back-to-School Night and 100% of our families attended their parent-teacher conference.
- Families attend our weekly Community Meeting where students perform and participate in chants/cheers/plays connected to our core values.
- We have a communication folder that goes between home and school each day. Both the school and families use it to communicate important happenings and news.
- On every homework packet there is an “Ask Me About” section that gives families conversation starters about what their child is learning at school.
- We have an open door policy and families are welcomed into classrooms.
- We asked families for feedback about workshop topics they would be interested in and plan workshops based on their needs and wants.
- Families share important news with the school.

NEEDS:

- We need to help families support their child's ability to apply critical thinking when reading.
- Parent involvement was rated 84% on the survey.
- Although parents attend large events like our potluck, student performances, and curriculum night, we are interested in having parents more present throughout the school. We need to create systems to encourage more family participation in school (i.e. volunteers, guest readers, etc.)
- We need to create more opportunities for families to build relationships with one another (potlucks, workshops, grade team coffees, etc.)
- We need to increase student attendance overall. Our average was below 95% this year. Attendance impacts our student’s ability to meet rigorous goals and participate in active critical thinking.

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, student daily attendance will average at least 95% as measured on ATS reports. Parent attendance to events will average at least 85% as measured by event sign-in sheets.



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • During our five day summer professional development teachers will strategize ways to encourage family partnership. • Teachers will make bi-weekly phone calls to every family and plan family workshops related to the promotion of critical thinking. <p><u>Addressing Student Needs</u></p> <ul style="list-style-type: none"> • 94% of our students receive free and reduced lunch. We will provide two uniform shirts to every new family and daily snack in the classroom. • Teachers will communicate the importance of attendance in order to reach your goals. • Teachers will develop systems to ensure that all students make up work missed during an absence. <p><u>Engaging Families</u></p> <ul style="list-style-type: none"> • We will launch “Family Friday” where once a month families are invited to participate in their child’s morning meeting and word story block. • We will communicate our goal at our Family Orientation 	<p>Families</p>	<p>July-June</p>	<p>School leadership, office staff, social worker, teachers, and families.</p>

<ul style="list-style-type: none"> • There will be monthly attendance awards at our Community Meeting for students who have 100% attendance that month. • There will be class incentives for meeting the goal of 95% at the end of each month that will be tracked in front of each classroom. • We will create an attendance board outside of the main office to track our progress towards the goal. • Families will receive newsletters with information about attendance statistics. • Families will receive daily phone calls from the office staff when their child is absent. • School leaders and the social worker will have in person meetings with families of students with chronic absenteeism. • Staff will build relationships with families to offer support and creative solutions for school transportation and after school care. • We will host a family meet and greet to help families build supportive relationships with one another. • We will host two potlucks (one in November and one in the spring) to promote unity and help families connect with one another. • Homework Tuesdays will help parents learn great strategies from teachers. • Families will receive targeted checklists with strategies and questions based on their child's reading level. • PTA president will make announcements about upcoming events and fundraisers at all school performances. 			

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"> • Awards and certificates for attendance • Class incentives • Full time social worker 										
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
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Part 5 – Progress Monitoring

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

By January 2016 we should see average monthly attendance meeting our goal. We will also progress monitor each month to address patterns and problem solve gaps in attendance for particular students.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Letter and letter sound recognition assessments, phonemic awareness assessments, F&P running records assessments	Double dose of Foundations, teacher supported writing instruction, guided reading, literacy centers	Small group, one-to-one	During the school day
Mathematics	Baseline assessments, unit assessments, ongoing tracking and observation	Math centers, repeated mini-lesson, use of manipulatives	Small group, one-to-one	During the school day
Science	Unit assessments, observations, student work	Repeated mini-lessons	Small group	During the school day
Social Studies	Unit assessments, observations, student work	Repeated mini-lessons	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student observation, anecdotes, conversation with families	Counseling services and social skills groups	Small group or one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • During teacher recruitment we cast a wide net. In addition to our Department of Education job posting, we reach out to a variety of organizations including various institutions of higher education and New York City Teaching Fellows. We believe that word of mouth is one of the most powerful tools to discover excellent talent and we encourage our team to talk about our school's mission with other educators. • During our interview process, we seek out educators who first and foremost believe deeply in our mission and have a track record of working in high needs communities with strong results. A thorough background in the workshop model, guided reading instruction, collecting and analyzing data, experience using the Responsive Classroom approach, and an eagerness to learn new things are also important qualities in potential candidates. • With their permission, we invite candidates to conduct a sample lesson so that we may analyze their planning and observe their interactions with students. After the lesson, we ask candidates to reflect and offer feedback. • When planning our teacher assignments we consider the teacher's background, experience, and areas of expertise and align that with the needs of our students. • Our weekly professional learning workshops are based on needs identified through our observation of teachers, analysis of student work, and feedback from teachers. • Teachers will participate in bi-weekly individualized coaching meetings with their instructional leader. There, instructional leaders provide targeted support based on the Danielson framework to each teacher. • We identify high quality out-of-school professional development opportunities that are relevant to our teachers based on the goals they develop in their coaching meetings. <p>We build meaningful relationships with teachers and make a great effort to get to know them both professionally and personally.</p>

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).

- Our professional development is mapped out based on our frequent reflection and needs assessments and is aligned to our school's mission.
- Classroom observations, student data, conversations with families, innovative practices in other schools, teacher feedback, and our instructional focus all inform the design of our professional development calendar.
- In addition to the formal workshops and training that we provide teachers each week, we believe that modeling is one of the most powerful tools to improve teacher and staff performance. School leaders model effective management and instruction both formally and informally throughout the day.
- We encourage collaboration and have an open door policy. Teachers have opportunities for inter-visitation to learn best practices from their colleagues.
- Teachers will participate in bi-weekly individualized coaching meetings with their instructional leader. There, instructional leaders provide targeted support based on the Danielson framework to each teacher.
- School leaders guide teachers in analysis of student data like F&P running records and student work samples to guide planning.
- School leaders support teachers in long term
- CCSS aligned unit planning.
- School leaders provide lesson plan feedback to all teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

The books and instructional materials purchased to support reading intervention allow our lowest performing students to receive additional and differentiated instruction to meet the standards.

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).

After assessing students, we made strategic decisions with regard to groupings and created a schedule that allows for targeted small group instruction within the regular school day three days a week.

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Jamaica Children's School**, 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. **Jamaica Children's School** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school

surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

Jamaica Children's School, 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 28	Borough Queens	School Number 312
School Name Jamaica Children's School		

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 Suzanne Wasik	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Elizabeth Coffin
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Mabel Sarduy	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 not 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 not 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)	72	Total number of ELLs	4	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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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	5	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	5	0	2	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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:

- 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.
 Jamaica Children's School uses the Fountas and Pinnell Tracking System to assess the literacy skills of ELL students. These assessments are administered four times a year. We keeps comprehensive records of the students' reading level and early literacy skills like letter identification and phonemic awareness skills. We also use one-to-one conferencing in reading and writing to keep track of the student's literacy progress and set goals. We analyze students' data in our weekly inquiry meetings to help us identify the literacy needs of our students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT data indicates that are students improved and increased their proficiency from last year. It also reveals that our new ELL students have emerging and expanding skills in the English language based on the NYSITELL data. Our students need the most support in writing and speaking. We are working to help students develop their speaking skills in their home language as well as English to support their literacy skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 As a new school we are mindful of the 4 modalities and its importance to language growth. As our population grows, we will look at the RNMR and RLAT ATS reports to help track progress in all modalities. We will also use the AMAO tool to identify at-risk students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 A) All official assessments are given in English. During informal assessments like reading conferences a teacher may speak in the student's home language to assess their comprehension. We find that students are better able to describe their thinking in their home language as they continue to work on vocabulary acquisition in English.
 B) As a new school, we currently serve kindergarten and first grade students. We use periodic assessments to help focus our instruction for

the specific needs of our ELL students. We use Fountas and Pinnell Tracking System to group students for small group literacy instruction.

C) We use periodic assessments to help focus our instruction for the specific needs of our ELL students. We have found that our new ELL students are below grade level in reading and writing. One of our second year ELL students is on grade level.

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.*]

We use a variety of assessments, including Fountas and Pinnell Assessment and literacy skills assessments in order to group students based on individual needs. With this information we determine which students may need Tier 2 and which students may need Tier 3 RtI. These needs are reassessed each cycle to ensure progress and appropriate placement of students.

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

At PS 312, we believe in knowing our students well. During the intake process, we use information from the interview to ascertain the language skills students are coming in with. We also learn about the child's educational history and cultural background. Lessons are designed to provide focused support to ENL students based on their current needs, English language development and cultural backgrounds. Daily lessons include scaffolds for learning and multiple opportunities for students to read, write, speak and listen.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

We do not offer a dual language program at this time.

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

We evaluate the success of the ELL program by monitoring the progress that the ELL students make each year. The NYSESLAT offers insight on how they are progressing in each of the 4 modalities. Our teachers design lessons and teach learning strategies for students lagging behind in any of the language modalities. For example, a student that needs to move in Listening will receive additional coaching in that modality. Classroom teachers are taught teaching strategies to help students build on the student's comprehensible input. Scaffolds are used to increase comprehensible input as a support mechanism in the various modalities. We use ongoing assessments like Fountas and Pinell to monitor students progress towards mastery of the Common Core standards.

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.

As a new school, we strive to adhere to policies that support English Language Learners. A student's eligibility for initial testing on the NYSITELL is based on the Home Language Survey. If the survey indicates another home language other than English, a survey in that language is given to the parent/guardian, if available. Trained school personnel conduct an informal interview to obtain background information on the student. If necessary, the DOE's Translation and Interpretation Unit is utilized for over-the-phone interpretation. We also utilize members of the school community to translate as needed. If the home language is one other than English based on the survey, and based on the interview with the parent and child, the NYSITELL is administered to the student within ten days of the enrollment. When students fall below the cut scores for their grade level on the NYSITELL, they are placed in the ENL Program. An orientation for parents of new ELLs is scheduled. Interpreters are present, if necessary, for communication with the Principal and the ENL teacher at this meeting. A video is shown describing all three program choices, one in English and in other relevant home languages, if available. If parents/guardians cannot attend this orientation, we will make alternate time or schedule to meet with the parent individually at a mutually convenient time.

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).

The teacher and principal meet with each new family individually when admitted at the beginning of the school year and throughout the year. Most of our ELL population comes at the beginning of the school year. During these meetings the ENL teacher either explains the three program options or shows the Parent Orientation Video in the language of the parent. Following the video the ENL teacher answers any questions about the three programs and also further explains the choices in a manner accessible to the parents. Parents are informed that even though we do not currently have a bilingual or dual language program, with sufficient numbers of students in contiguous grades we will open one. It is very important that parents are aware of these choices and options soon after registration. The principal, office staff and ENL teacher work closely to ensure that potential ELLs are identified and parents have all

of the necessary information. We do not currently have any SIFE students. However, we will use student work and a questionnaire within thirty days of enrollment to identify SIFE status.

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).

After the completion of the NYSITELL assessment and students requiring services have been identified, letters are sent in English and in the home language, if available. The entitlement letters explain all three programs. In addition, parents are invited to an orientation immediately after NYSITELL testing of all eligible students. A video describing all three programs is shown in English (as requested by some parents) and/or their native languages, if available. All entitlement letters and parent selection forms are kept in the student folder.

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.

Using the data from NYSITELL, parents receive information either in a parent orientation meeting or in a one-to-one meeting, depending on the number of students enrolling at a given time. The information at these meetings is given in English and Spanish. Written information is translated into the parents' preferred language of communication as indicated on the HLIS.

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

The NYSESLAT test is administered each spring beginning in April. The ENL teacher administers each section of the test to all students required to take it. Students are tested by grade and all prescribed testing modifications are given to students with IEPs. Starting last year, certain sections of the test (e.g. speaking, scoring of the writing section) will be administered by a neighboring school. This is following a new requirement that teachers not test their own students on that section of the test. Once all sections of the NYSESLAT have been administered the exams are packed as per state requirements the answer grids are submitted to the Assessment Implementation Director (AID), Marie Busiello, at the Borough Assessment Office and the booklets are shipped back to Pearson. All identified ELLs will be administered the NYSESLAT in the spring. The speaking portion is administered individually. All other portions of the test are administered in groups according to the levels of the NYSESLAT. We will use the RLAB and RLAT reports to confirm eligible students. We will communicate information with families in their home language.

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 date, the majority of parents have continued to request the Freestanding ESL Program offered here. We currently have 2 new ELL students in Kindergarten. Both families have returned surveys and requested the Freestanding ESL Program as their first choice. The ENL teacher spoke to each family about the three options available to them.

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.

As a small school, we build close relationships with families. The ENL teacher will reach out to the family in person at dismissal, place a follow up call, and send home a reminder. If necessary, the office staff will also reach out to the family to ensure we receive the families program preferences. Once we receive the program choice, the office staff ensures the child is in the correct classroom. We store all documentation and surveys in the child's file in the main office.

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

We reach out to families in person, with written notice, and by phone in their home language. As per CRPart 154.2, if we have not received the form, we know a child's default placement is bilingual education.

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

The ENL teacher gives each family their placement letter individually using our communication folders in their home language. The teacher will also follow up to ensure that the family has received their letter.

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

We have individual student files located in our main office where we organize all ELL documentation. Our school secretary maintains the files.

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.

We follow all required steps and regulations to administer the NYSESLAT each year. Our ENL teacher conducts the testing and we coordinate with a teacher from a neighboring school to support the administration of the exam. School administration adjusts the schedule to ensure that the ENL teacher is available to conduct the testing for each ENL student. We also schedule make up dates for absent students.

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

The ENL teacher gives each family their letter in their home language individually using our communication folders. The teacher will also follow up to ensure that the family has received their letter

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We are in our second year of operation. The pattern thus far has been for families to select freestanding ENL.

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.

As we have a small ELL population this year, students remain with their homeroom and receive push-in services. They are grouped heterogeneously within their homeroom and we use an integrated model.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The push-in model is implemented this year. However, as our population grows, ELLs in different grade levels must be grouped (first/second-grade and fourth/fifth) in order for the mandated number of instructional periods/minutes to be met. Our ELLs who are beginners and intermediate level will receive 360 minutes of service while our advanced students will receive 180 minutes. Native Language support will be provided through the procurement of native language libraries

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

For the primary grades, decoding skills are developed using explicit and intensive instruction in phonological awareness and phonics. As our ELLs progress throughout the grades, challenging texts will be utilized to teach comprehension strategies. Academic language is vital to classroom discourse. It is essential for teachers to engage in structured, academic talk by focusing on critical vocabulary. We use the Foundation, as well as, the Language standards as a basis for supporting our ELLs. Also, teachers work with ELLs in small groups to target deficiencies during the regular school day, as well as during extended day. Literature-based materials—including library books—a listening center with books on CD/tape, photo dictionaries are some of the materials used.

Teachers use scaffolds for learning such as visuals and realia at all levels to support students' understanding of content. Charts and graphic organizers enable students to understand information in manageable chunks and make concepts more comprehensible. Technology (CDs and various websites on the Internet) is also a part of daily teaching.

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

ELLs enrolled are not evaluated in their native languages throughout the school year. The teacher administers to Spanish-speaking students the Spanish LAB when they enter the country for the first time in order to determine language dominance. This assessment is only available in Spanish. However, the teachers highly recommend to parents that students retain their home languages through practice at home.

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

The teachers evaluate students writing in a variety of writing assignments given throughout the year. She also collaborates with the classroom teacher and collects information about the students' strengths and weaknesses in writing. This information is used to drive future instruction. Reading is evaluated formally with the Fountas and Pinnell Reading Tracking system

four times a year. Oral reading skills, reading comprehension and listening skills are also assessed, informally, during classroom observations throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Newcomers receive intensive support and are assigned a “buddy”. If there are classmates or teachers who speak the same language as our newcomers, they are partnered with the ELL student for further support. The ESL Teacher differentiates instruction which corresponds to students’ proficiency levels. Visuals, realia, CDs/books on tape, and TPR (Total Physical Response) are some of the ESL methods employed. The Foundations reading program is implemented in all Kindergarten classes. ELLs receiving more than three years of service attend the extended day program. Peer tutoring, differentiated instruction, and small group instruction is implemented. There are presently no SIFE students. The plans for SIFEs would include differentiated instruction, extended day instruction, and participation in summer school.

Differentiated instruction for ELL subgroups

- a. There are no SIFE students at our school. We are Pre-k to 2nd grade school.
 - b. Newcomer ELLs (0-3 years of service) are generally in the Beginner or Intermediate group.
 - c. N/A
 - d. There are no Long terms ELLs in the school. We are Pre-K –Second grade school.
 - e. N/A
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

For students with disabilities who are also English language learners, the IEP is reviewed to determine the strategies and materials used. These students are seen by teachers who provide the necessary related services, as well as SETSS.

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?

In order to ensure that ELL-SWDs receive all required ENL minutes and additional services in the least restrictive environment the service providers meet at the beginning of the school year with copies of the students’ IEPs to discuss the scheduling of students who receive multiple services. This ensures that there is no overlap in scheduling and that students are served in the least restrictive environment. The curriculum and instruction in all classes is informed by student IEPs, as all teachers have access to the IEPs through SESIS or hard copy. Assessments throughout the year are given with appropriate testing modifications.
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?

In order to ensure that ELL-SWDs receive all required ENL minutes and additional services in the least restrictive environment the service providers meet at the beginning of the school year with copies of the students’ IEPs to discuss the scheduling of students who receive multiple services. This ensures that there is no overlap in scheduling and that students are served in the least restrictive environment. The curriculum and instruction in all classes is informed by student IEPs, as all teachers have access to the IEPs through SESIS or hard copy. Assessments throughout the year are given with appropriate testing modifications.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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.

Chart

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

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

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

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

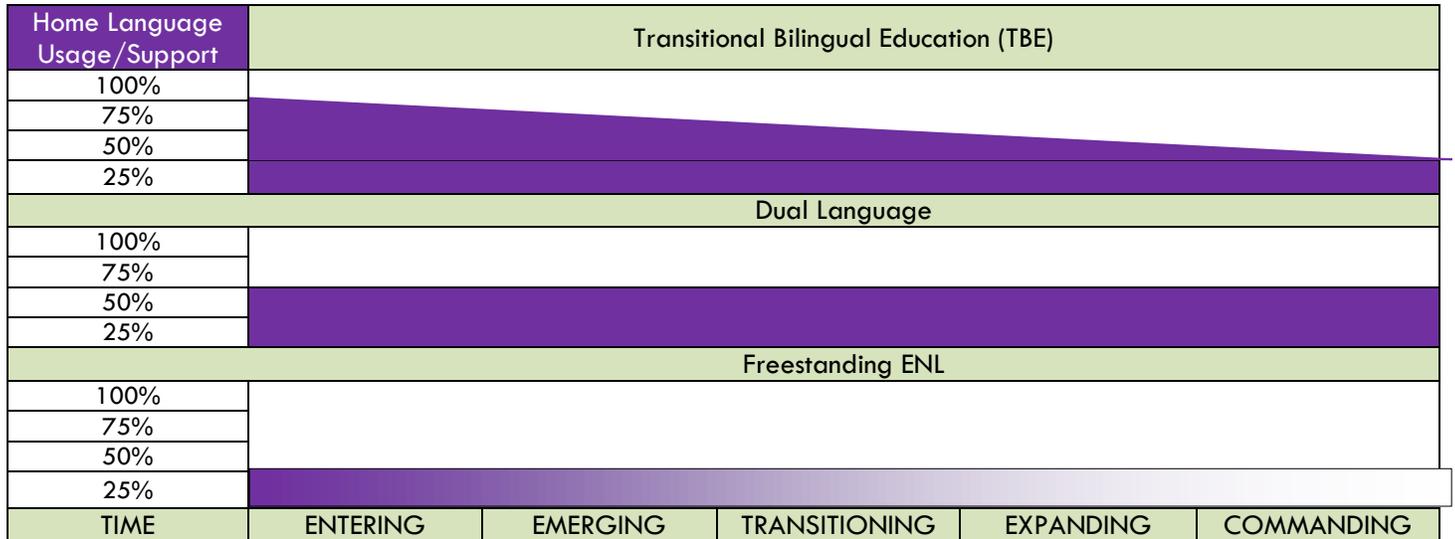


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We are using Benchmark assessments to identify students needing targeted intervention programs. This program is currently offered in English. Using the results of this assessment we group students into tier I, tier II, or tier III intervention services. These services are provided in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
This is a new program and we will continue to analyze the effectiveness every six weeks and will use that analysis to help decide how to proceed.
12. What new programs or improvements will be considered for the upcoming school year?
No programs for ELLs will be discontinued.
13. What programs/services for ELLs will be discontinued and why?
At this time, no programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are invited to all school programs and they are provided appropriate support as needed. This year there is no after school available at our school. We try to recommend to parents other neighborhood agencies that can support the children.
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.
All of our classrooms have leveled libraries, EnoBoards, ipads, laptops, and document readers. Literature-based materials—including library books—a listening center with audio books, and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books within our growing library. We have procured English, Spanish, and Bengali materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is offered to Spanish-speaking students from the ENL teachers and other bilingual school staff. This support usually consists of discussions of class-content and the directions for assignments.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Newly enrolled students are supported with appropriate instruction and support of the family through parent-teacher meetings and workshops. We have a "buddy" system to support our new students. Families are invited to visit and tour the school. Throughout the year, focused meeting around language strategies will be provided to parents. Information is also backpacked to ensure that parents are aware of the instructional expectations. We will also translate written information as necessary.
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).
Our office staff, principal, and social worker all work together to welcome new families entering our community. Parents are invited to observe in classrooms, meeting one-on-one with teachers, and receive a welcome packet with information about programs and opportunities at our school.
19. What language electives are offered to ELLs?
We serve kindergarten and first grade students this year and do not offer electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Staff development takes place on an ongoing basis. General Education staff, as well as ENL staff members, receive training throughout the academic year. Professional development takes place in and outside the school. Staff members will attend professional development opportunities offered by the Borough Field Support Office. For in-house training, the focus is on methodologies that can be implemented on a daily basis that support the language development of all students as well as strategies for differentiation.
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?
In house professional development focused on strategies for meaningful differentiation that supports our ELLs happens several times a year during our Monday professional learning time.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As an early childhood school, this does not yet apply to us.
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.
We create a long term professional development calendar and ensure that we are meeting the requirements. We have a binder that includes all professional learning agendas and supporting materials.

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 ENL teacher schedules an annual meeting in the spring with all parents of ELLs to discuss their progress and share materials that they can use to support their child's learning at home.

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.

Teachers keep a log with all communication with families. Families sign-in for their individual annual meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PTA meetings are held once a month. The parents and families of our ELL students have several opportunities to become familiar with all programs that the New York City Department of Education offers. There is a parent orientation at the beginning of the school year for parents/guardians of new ELLs, and parent workshops are scheduled during the year to assist parents to participate in their child's education. Translated materials are distributed to students and parents in their native languages. Parents of ELLs are encouraged to attend meetings scheduled to inform parents of school events and policies so that they may be involved in the decision-making process. Interpreters are available for all teacher/parent meetings. Oral translations are provided by the DOE Office of Translation and Interpretation Unit and by parent volunteers and school personnel, when appropriate and available. Written translations, as made available by the DOE and where necessary by parent volunteers, are provided. Parents are informed of the availability of translation services and given a request form to complete if these services are needed. The staff works with the Parent Coordinator to address the needs of all our parents.

Parent orientation is offered at the beginning of the school year to inform parents about the different programs and resources. In addition, parents are encouraged to volunteer and participate in classrooms.

Parent letters, newsletters and calendars are sent to NYC Department of Education for translation or we provide in-house translations. Bilingual teacher conducts conferences in Spanish..

The following activities are available for parents to participate:

- Parent orientation of newly enrolled ELLs
- Monthly PTA meetings
- Community Meeting
- Curriculum Night
- Monthly School Leadership Team Meeting

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Not at this time.

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

We send home a minimum of three parent surveys a year related to needs and ways to become more involved with the school and their child's learning. We analyze the data and make strategic decisions with regard to parent outreach, materials, and workshops.

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

We base our workshops and events on the needs that parents communicate through surveys and conversations with our staff.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **Jamaica Children's School**

School DBN: **28Q312**

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)
Suzanne Wasik	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Elizabeth Coffin	School Counselor		1/1/01
Mabel Sarduy	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: **28Q312** School Name: **Jamaica Children's School**
Superintendent: **Mabel Sarduy**

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.

Each incoming family completes the Home Language Identification Survey. From the survey we are able to determine the language spoken at home. Once that is determined we interview the family with follow up questions with regard to their preferences for communication. If we have a staff member who also speaks the home language, they serve as a translator. If we do not have an available translator on site, we contact the Language Line to reach someone via phone who can offer translation.

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.

Our school currently has three preferred languages for both written and oral communication: English, Spanish, and Bengali.

Part B: Creating a Communications Calendar

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

Our family handbook, weekly notices (which include announcements about school events and programs), class newsletters, calendars, student progress reports and letters from school administration are translated for families.

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.

We have three parent-teacher conferences and one curriculum night each school year. Additionally, our teachers offer family workshops and homework help bi-monthly. There are other face-to-face meetings during students performances and school events like our potluck. Teachers, administration, social worker, secretary, and attendance teacher reach out and meet with families with regard to student performance, attendance, and other concerns or news.

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 possible, we have in-house staff translate written and oral communication with families. If a staff member is unavailable we send documents to be translated by the Translation & Interpretation Unit or call the Language Line for on-the-spot oral translation.

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.

To meet our interpretation needs we utilize school staff and over-the-phone interpreters from 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.)

The staff receives email updates with news and information from the Translation and Interpretation Unit. Staff also receives policy information via our staff handbook.

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

The notification requirements are available in our main office. If a family requires translation we follow the steps mentioned above.

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)

We have developed a family survey in all spoken and written languages in our community to obtain vital feedback about the effectiveness of our practice. The survey is sent home twice in the school year.