

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

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

**27Q316**

**School Name:**

**QUEENS EXPLORERS ELEMENTARY SCHOOL**

**Principal:**

**MELISSA COMPSON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Queens Explorers Elementary School School Number (DBN): 27Q316  
Grades Served: PK, K, 1  
School Address: 90-07 101st Avenue, Ozone Park 11416  
Phone Number: 7185587088 Fax: 7185587091  
School Contact Person: Melissa Compson Email Address: mcompso@schools.nyc.gov  
Principal: Melissa Compson  
Christina Tracy  
UFT Chapter Leader: Natalie Bissoon  
Parents' Association President: Melissa Compson  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Karen Beekha  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 27 Superintendent: Mary Barton  
82-01 Rockaway Boulevard, Ozone Park, 11416  
Superintendent's Office Address: \_\_\_\_\_  
mbarton@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
7186425770 7183482994  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

District 27  
BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
82-01 Rockaway Blvd, Ozone Park, NY 11416  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
7183482919 7183482994  
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)
Melissa Compson	*Principal or Designee	
Christina Tracy	*UFT Chapter Leader or Designee	
Karen Machuca	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Natalie Blssoon	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	
Diana Bramante	Teacher	
Melissa Marrerro	Parent	
Joanne Pierre-Louis	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Betty Austine	Member/ Parent	
Anwar Khan	Member/ Staff	
Laura DiTieri	Member/ Staff	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### Mission:

At Queens Explorers Elementary School, we are committed to teaching students the essential skills to become active and engaged global citizens. We will build character through our core values of responsibility, respect, and trust, and teach social action **to affect positive change** in our local community and around the globe. Students will make global connections and impact the world for the better through an interdisciplinary curriculum and service learning programs.

### Core Values:

**Trust:** All stakeholders communicate freely with the confidence that others will be critical, compassionate, consistent, knowledgeable, honest and open.

**Responsibility:** All stakeholders will join as partners in having mutual accountability for meeting the academic and social needs of all students.

**Respect:** All stakeholders demonstrate an attitude of consideration toward the world, the community, the school, each other, and themselves through thoughtful actions and words.

### Student Population and Needs:

Our population for the 2015-2016 school year is early childhood. We will have PK, K, and first grade in our school. Academically this population needs a strong foundation in language development, reading and mathematics. These specific needs determine resources that we will need such as quality texts, manipulative, and resources that support students in multiple modalities.

### Progress Over the Past Year:

Throughout the past year, we have shown exceptional progress in many areas related to the Framework for Great Schools. Specifically our area of greatest progress is that we have developed a community and culture of TRUST. Our staff, our families, and our community members such as business owners and politicians have built a connection and with the school. The school is a family. We are a "small town school in a big city."

Over the past year we have made progress in other areas too. Our Quality Review took place in April 2015 and we are extremely proud of the results. We were Well-Developed in the areas of Curriculum, Assessment, School Culture, and Professional Collaborations. We were Proficient in the area of Teach Pedagogy. In the **framework for great schools**, these align to a Supportive Environment, Rigorous Instruction, and Collaborative Teachers. Our area of focus includes Strong Family - Community ties. This is an area of focus because our student population is growing by 275 students this year and we want to maintain close ties to our families and community.

### Special Initiatives:

At Queens Explorers Elementary School, each student participates in three Service Learning Projects per year. Each of these projects has a community aligned component and a globally aligned component. We collaborate with Service in Schools as well as artists and other organizations around the world for each project.

## 27Q316 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	103	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		60.0%	% Attendance Rate	N/A
% Free Lunch		N/A	% Reduced Lunch	N/A
% Limited English Proficient		N/A	% Students with Disabilities	N/A
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	N/A
% Hispanic or Latino		N/A	% Asian or Native Hawaiian/Pacific Islander	N/A
% White		N/A	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.34	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	N/A
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

### Part 1 – Needs Assessment

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

As a school, our instructional priorities are Language Development, Scaffold Support, Data Driven Instruction, and Integrated Technology. These priorities drive the academic program and structures that we put in place. Each structure and program must also align with our core values of TRUST, Respect, and Responsibility.

After the end of the year Fountas and Pinnell (F&P) Periodic Assessment from our students in June 2015, the data showed that ...

We have to address the needs of the students in reading. The priorities are:

- Letter Identity
- Letter Sound
- Letter Formation
- Oral Language
- Beginning Sound
- Sight words
- Leveled reading
- Comprehension

Strengths: During the school year, the teachers cooperatively built the ELA and Math interdisciplinary units using our instructional priorities. We were able to common plan and develop a common vocabulary and philosophy around curriculum planning and instruction to meet the needs of all students.

Data Source: Fountas and Pinnell (June 2015)

### Part 2 – Annual Goal

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

By June 2016, at least 60% of students in kindergarten and first grade are expected to progress at least 4 Fountas and Pinnell levels as measured by the Spring Fountas and Pinnell Periodic Assessment.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>RTI Groups – All Students, including SWD and ENL students, identified as having high need based upon the F&amp;P assessments, Wilson Foundations assessments, unit performance tasks, and language interviews are supported in small groups for repetition.</p>	<p>Students who have difficulty identifying letters, sounds, and those who need support speaking in sentences</p>	<p>9/15- 6/16</p>	<p>Supporting Teachers-  Letter identity and sounds, language development, sight word identification, guided reading</p>
<p>Craft Night- Teacher read aloud to families using the document camera with an aligning craft project.</p>	<p>1<sup>st</sup> Students  K Students  PK Students</p>	<p>3x per year</p>	<p>Selected Staff</p>
<p>Raz Kids- Subscriptions for all families to access electronic independent reading books.</p>	<p>1<sup>st</sup> Grade Families</p>	<p>9/15-5/16</p>	<p>1<sup>st</sup> Grade Teachers</p>
<p>Parent Activities to understand Rigorous Instruction and CCLS: Parent Engagement Room open 4 times per week, Parent workshops before each PTA meeting, At least 2 events at school per month, Weekly homework sheet with CCLS aligned questions for home discussion, Memos home to inform parents of the expectations, rubrics sent home</p>	<p>All Families</p>	<p>9/15-6/16</p>	<p>All Teachers/Staff</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.

**Resources:**

RTI – Teachers to teach small group, instructional resources such as manipulative and extra materials, flexible scheduling for teachers and students, space provided to meet with a small group.

Explicit Teaching of Vocabulary – Professional Learning around how vocabulary will be taught at Queens Explorers, materials to make word wall cards and pictures, promethean board to display and teach vocabulary.

Reteach and Enrich – Time to analyze data and develop CCLS foci, instructional resources, space to meet with groups for some classes

Parent Workshops – Teachers in the evening and during the day to give the workshop, time for teachers to plan the workshop, materials for teachers and parents to utilize and take home- CCLS/Reading/Math Focused

Lending Library – Books for the library, time scheduled for lending and return

PK Reading Buddies – Time scheduled, buddy book bags, schedule accommodation

MS210 reading Buddies – Time scheduled, schedule adjustment, buddy book bags, space allocation

Literacy Night – Teacher leader time, books, document Camera, craft and other materials

Oral Storytelling – Books, props, teacher training

ELA Center Time – Fountas and Pinnell Intervention kits, GR books and guides to plan, time scheduled

Learn by doing – Time scheduled, materials for students to interact with using Wilson Foundations curriculum

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

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

**Part 5 – Progress Monitoring**

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

Mid-point progress will take place during the February 2016 F&P assessment. In February, at least 60% of students are expected to progress at least 2 Fountas and Pinnell levels as measured by the Winter Fountas and Pinnell Periodic Assessment.

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

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

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

### Part 1 – Needs Assessment

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

We have created a CARE team (Children Are Reason Enough) that is comprised of the Principal, the Guidance Counselor, invited support staff, and invited teachers. The goal of this team is to support the social-emotional well being of ALL students so that they are able to be in class, to learn, and to have easier access to the academic program. We will focus on ENL and SWD subgroups as well as individual students who are identified as needing an individual action plan. Each child being serviced by the CARE team will receive an individual action plan and case manager. The CARE team discusses the needs of students on an individual basis, assigns a case manager to each student discussed, and determines an action plan for those students (which always includes the family). We revisit each student’s progress with each monthly meeting.

Data Source: CARE Log

Strengths and Needs: In the **framework for great schools**, our strengths include the Supportive Environment, Rigorous Instruction, and Collaborative Teachers. This is supported by our Well-developed ratings on the aligning rubrics of the Quality Review. Our area of focus includes Strong Family - Community ties. This is an area of focus because our student population is growing by 275 students this year and we want to maintain close ties to our families and community.

### Part 2 – Annual Goal

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

By June 2016, the CARE Team will decrease the school-wide caseload from 20 students in October 1, 2015 to 10 students as measured by the June 1, 2016 CARE caseload log.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School-Wide Positive Behavior Intervention and Support (PBIS)</p> <p>The school will have tokens that are given when students show trust, respect, and responsibility. Each token given goes into a class bucket. The students in the class collaborate with the teacher on an experiential goal, which is noted outside the classroom door. On a monthly basis, the class with the highest number of tokens also receives their name on the Dowel Rod outside the main office. The Principal also has TRUST, respect, and responsibility stickers that are personalized with a comment, and sent home on the student’s shirts. Stickers are given out between 1:30pm and dismissal and our priority students are targeted based upon the core values. The students and parents are asked to have a discussion about the message on the sticker.</p> <p><b>Trust – Students learn the definition of trust and are rewarded exemplifying the core value.</b></p>	<p>Students</p>	<p>9/15-6/16</p>	<p>All Teachers and Staff</p>
<p>Ray of Sunshine – Teachers pass the “Ray of Sunshine,” which is a small stuffed sun with an attached ring of compliment cards, around the building to thank colleagues for bringing a healthy positive “Ray of Sunshine” to Queens Explorers.</p>	<p>Teachers positive attitudes affect students every day</p>	<p>9/15-6/16</p>	<p>Staff</p>
<p>Family Spotlight – Parents are invited into the classrooms and they can highlight a career or skill. The parent can visit as many classrooms as they would like. They then have their picture taken with their child and the main office hangs it up.</p> <p><b>Trust – The school- family connection builds trust because parents are invited into the school as partners in the student’s education.</b></p>	<p>Students</p>	<p>9/15-6/16</p>	<p>Staff  Parents</p>
<p>Monthly Assemblies – Each month the school will hold a monthly assembly for the students to celebrate the</p>	<p>Students</p>	<p>9/15-9/16</p>	<p>Staff</p>

month, the songs they have learned, their attendance with perfect attendance awards and Leo the Lion who Roars to school every day, and the core values of TRUST, Respect, and Responsibility. Leo the Lion is a stuffed Lion that is passed from class to class based upon which class has the best attendance for the month.			
<p>Handling Off Culture Behavior – Teacher training through Ramapo For Children and reading of LOST AT SCHOOL by Ross W. Greene on addressing lagging skills and unmet needs.</p> <p><b>Trust – Families can trust that the students are in a caring and nurturing environment while in school. SWD and ENL subgroups are targeted in class and in small groups/1:1 as a way to address lagging skills and unmet needs.</b></p>	Students Targeted Subgroups	9/15-9/16	Staff
<p>Global Exploration – Students will learn about the core values of TRUST, Respect, and Responsibility through exploration of places and concepts affecting the world through the Global lending library, Global Travelling trunk, Global Virtual Field Trips and the Global component of the Service learning projects.</p> <p><b>Trust – Families can trust that the school is preparing their children to be 21<sup>st</sup> Century Global Citizens.</b></p>	Students	9/15/16	Staff
<p>Student Leadership Team – A group of students is led by two lead teachers to make age appropriate decisions for our school and practice leadership skills.</p> <p><b>Trust – Students learn to trust each other to make decisions for the school.</b></p>	Student leaders	9/15-6/16	Mr. Kahn Ms. Eugene
<p>Teacher Biographies- All teachers and staff including the Principal, write biographies. Those biographies are hanging outside their classroom/office to show professionalism and help families build TRUST in and respect for the staff as they send their children to Queens Explorers.</p> <p><b>Trust – Families learn more about the staff and this sets a foundation on which trust can build.</b></p>	Professionalism and positive attitudes of teachers will positively affect every student every day	9/15-6/16	Staff Principal
<p>Instructional Lunch – The students will have an “instructional lunch” in the classroom to build life skills, manners, language through peer and adult interaction, and concepts around the core values.</p> <p><b>Trust – Students trust each other and their teacher as they build community and relationships.</b></p>	Students	9/15-6/16	Staff
<p>2 X 10 – Teachers will give 1:1 time for two minutes per day, for 10 days in a row. The students that are chosen will rotate and will be students who have shown they need teacher support</p> <p><b>Trust – Teachers and students build trust through their 1:1 conversation and relationship building techniques.</b></p>	Students who need support socially and/or emotionally, Targeted subgroups	9/15-6/16	Staff

<p><b>SWD and ENL subgroups are targeted in class and in small groups/1:1 as a way to form relationships, address lagging skills and unmet needs.</b></p>			
<p>Morning Meeting – The morning meeting includes a greeting, sharing, activity, and morning message. This will build community inside the classroom as well as language skills.</p> <p><b>Trust – The classroom builds community and trust through sharing and communication</b></p>	Students	9/15-6/16	Staff
<p>CARE Team – Team put together to develop action plans for students who are in need of individual social/emotional support. This team works to build TRUST, respect, and the feeling of responsibility with the families of those students we work closely with.</p> <p><b>Trust – Families, teachers, administrators and students build a mutual trust as we collaboratively form action plans to support the students.</b></p> <p><b>SWD and ENL subgroups are targeted in class and in small groups/1:1 as a way to form relationships, address lagging skills and unmet needs.</b></p>	Students who need support socially and/or emotionally, Targeted subgroups	9/15-6/16	Principal  Guidance Counselor Invited staff
<p>At Risk Counseling – Guidance counselor and parents collaborate on supporting individual students.</p> <p><b>Trust – The families and school build a mutual trust in supporting the students through ongoing-targeted counseling.</b></p> <p><b>SWD and ENL subgroups are targeted in class and in small groups/1:1 as a way to form relationships, address lagging skills and unmet needs.</b></p>	Students who need support socially and/or emotionally	9/15-6/16	Guidance Counselor Individual Parents
<p>Passport Orientation – Each family has a chance to meet the staff before the school year begins. A passport is given to the student as a guide through orientation. It is stamped at each part of their journey through orientation.</p> <p><b>Trust – The orientation sets the groundwork for trust to build, using conversations and meetings between the families, students, and staff.</b></p>	Students	8/15	Principal Selected Staff
<p>Family Registration – A school pedagogue is available at each family registration to answer questions and make the family feel comfortable and excited about the new school year.</p> <p><b>Trust – The orientation sets the groundwork for trust to build, using conversations and meetings between the families, students, and staff.</b></p>	Students	Summer 2015	Staff
<p>Service Learning Projects – At least three per year that aligns with our core values of TRUST, Respect, and Responsibility and has a community and global component.</p>	Students	9/15-6/16	Staff

<p>Summer Phone Calls – In order to start building TRUST early, the staff called each family in the summertime to schedule the Passport Orientation and introduce themselves.</p> <p><b>Trust – The orientation sets the groundwork for trust to build, using conversations between the families and staff.</b></p>	Students Families	9/15-6/16	Staff
<p>First Week Phone Call - Teachers call home to all parents during the first week to form relationships with the families and say something positive!</p> <p><b>Trust – The orientation sets the groundwork for trust to build, using conversations between the families, students, and staff.</b></p>	Students Families	9/15-6/16	Teachers
<p>Leo the Lion Roooooars to school every day – The class with the best attendance each month gets to take a picture with Leo and they get to keep him for the month.</p>	Classes	9/15-9/16	Staff
<p>Respect For All Posters - Students created posters themed “We are all friends at Queens Explorers Elementary School” that are displayed in the school. Each class had a lesson on “Respect for All” taught by the Guidance Counselor. Each student received a certificate of participation.</p>	Students	11/15	Staff
<p>School-wide Guidance Program – Guidance program put in place for all students as a way to address and grow their social-emotional needs</p> <p><b>Trust – This program builds trustworthy mindsets and behaviors through focusing on the social-emotional, academic, and physical well being of the child.</b></p> <p><b>SWD and ENL subgroups are targeted in class and in small groups/1:1 as a way to form relationships, address lagging skills and unmet needs.</b></p>	Students Targeted Subgroups	9/15-6/16	Guidance Counselor
<p>PTA Staff Introductions- All staff will be introduced at the first PTA meeting (September) and the staff member is given a chance to speak with the parents. Parents will have a chance to get to know all teachers.</p> <p><b>Trust – The families and staff build trust because they know whom their children are interacting with on a daily basis.</b></p>	Staff Parents	9/15-9/16	Staff PTA

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>School Wide PBIS – Tokens, Token Bucket, Dowel Rod</p>
<p>CARE Team – Scheduled monthly meetings, resources and teacher time</p>

Ray of Sunshine - Sunshine Toy, note cards, positive attitude

Family Spotlight – Parents giving time to the school, thank you cards, camera

Teacher Biographies – written biography, camera, frames

Morning Meeting – Morning meeting books from “Responsive Classroom”

Global Exploration – Lending library books and systems in place in each classroom to schedule lending, traveling trunk and artifacts, time to plan websites for Virtual field trips, human and financial resources for global service projects

Student Leadership Team – Teacher leaders and flexible scheduling for meeting times

Instructional Lunch – Table clothes, centerpieces, systems in place in each classroom

Service Learning Projects – Teacher leads for each project, materials for each project, schedule adjustment for implementation and celebration.

Handling Off Culture Behavior – Teacher time and money to bring in an outside vendor, teacher turnkey scheduling

Monthly Assemblies – Attendance Awards, CD player, time scheduled, Core Values Dowel

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

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

**Part 5 – Progress Monitoring**

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

By end February 2016, the school-wide caseload is expected to be 17 students or less as measured by the CARE log.

**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.

As a growing school we have hired additional teachers and staff to meet the needs of all students. We needed to make sure we have staff for each classroom, as well as support staff with expertise in both academic and social-emotional supports for students. An 18D Team interviewed all potential candidates through a series of interviews and we hired based upon the best match for the schools vision. All staff members also had to show the interview team that they were committed to a collaborative culture that aligned with our core values of TRUST, Respect, and Responsibility.

To build our collaboration and trust , we need structures in place for teachers and staff to build a growth mindset, and also for teachers to work together to share their learning’s. We also need materials and resources for teachers to use, such as a professional library. We need both new and old staff to engage in structured professional collaboration on teams using inquiry approaches that promote shared leadership and focus on improved student learning.

During the 2014-2015 School year, each teacher participated in at least 8 self-driven professional learning opportunities. There were 6 teachers who scored effective or highly effective on 4e. There were 2 Pre Kindergarten teachers who scored Satisfactory.

Data Source: Teacher PD Logs, PD Agendas, Common Planning Binders, Administrator Grade Level Meeting Binder, Quality Review Data, Advance Data, Observation Reports, Teacher Surveys

### Part 2 – Annual Goal

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

By June 2016, each teacher will build his/her “Growth Mindset” by participating in at least eight self-driven professional development opportunities by June 1, 2016 and having the opportunity to turnkey that information during a common planning period and/or at the Monday Professional Learning Meetings from 2:20pm-3:40pm, as measured by PD Logs and Agendas.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Family Spotlight – Teachers work with parents to bring families into the classrooms to spotlight a career, skill, culture, or hobby. The families are encouraged to visit as many classrooms as they can so that students and families feel a sense of community and responsibility toward all of our students.</p> <p><b>Trust – Families and the school build trust by opening up classrooms for parents to interact with the students and teacher.</b></p>	<p>Students Targeted Subgroups</p>	<p>9/15– 6/16</p>	<p>Teachers Principal</p>
<p>Workshop Series for Teachers – There will be a series of workshops implemented to the staff which focus’ on Danielson, Instructional shifts, etc.</p> <p><b>SWD and ENL subgroups are targeted – Specific strategies and practices that address the lagging skills and unmet needs are embedded into the workshops.</b></p>	<p>Students, Targeted Subgroups</p>	<p>9/15– 6/16</p>	<p>Teachers Principal</p>
<p>Turn Key Strategies to Parents – The teachers will turn key strategies to parents during each unit. This includes sending home materials for the students and online guided reading program: Learning A –Z.</p> <p><b>Trust – Parents trust that they will receive information to help them to help their students in an ongoing basis.</b></p> <p><b>SWD and ENL subgroups are targeted - Specific strategies and practices that address the lagging skills and unmet needs are determined as strategies are turn keyed.</b></p>	<p>Parents</p>	<p>9/15– 6/16</p>	<p>Teachers Principal</p>
<p>Parent Bulletin Boards – There is a bulletin board for parents to pick up administrative forms as well as reading and math strategies. These are available at all times during the school day. There is a bulletin board in multiple locations for easier access to parents during arrival, dismissal, and school functions.</p>	<p>Families</p>	<p>9/15– 6/16</p>	<p>Teachers Principal</p>

**Trust – Parents know they have a place they can go to get calendars, academic information, and parent involvement activities.**

**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.

Book Look – Professional books, teacher time, form for note taking (provided)

Learning A- Z Online Program

Pay it Forward – Outside workshop opportunities, , form for note taking (provided)

Glow and Grow – Time and coverage for inter-visitations, , form for note taking (provided)

Professional Learning Log – Google Docs training, form for note taking (provided)

Technology PL – Financial and human resources to have an outside vendor provide the PD and substitutes to cover the classes for teachers.

Handling off culture behavior - Financial and human resources to have an outside vendor provide the PD and time for teachers to turn-key

Staff Goals – Instructional priorities and Google Docs training

Common Planning Time – Scheduling time and adjustments

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

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

**Part 5 – Progress Monitoring**

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

By end of February 2016, each teacher is expected to have at least 5 Professional Learning Opportunities logged

as measured by PD logs and agendas.

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

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

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

### **Part 1 – Needs Assessment**

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

As a growing school and based on last year’s advance data, and quality review data, we want a staff who not only believes all students can succeed but also who believe in and exemplify our core values of TRUST, respect, and responsibility.

In the 2014-2015 school year, six teachers had been rated using Advance. In 2014-2015 6 of the six teachers were rated Effective and 0 of the six teachers were rated Developing. Two out of two teachers were rated satisfactory.

For the 2015-2016 school year we have \_19 new teachers, 11 which are new to the department of education.

Data source: Resume, References, Interview process, Advance, Quality Review

### **Part 2 – Annual Goal**

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

By June 2016, 90% of the teachers at Queens Explorers Elementary school will be rated either Satisfactory OR Effective in one or more Danielson domains as measured by Principal Observations.

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### **Staff Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Monday Professional Learning – Each month provide teachers with the opportunity to learn at least one ENL/Special education strategy and/or differentiation strategy. This could be turn-key from another teacher/staff member or from the Principal. Turn key opportunities build TRUST among staff members.</p> <p><b>Trust – Teachers turn key to each other and build trust in each other’s expertise and knowledge. Teachers trust the administrator to focus the PD opportunities on concepts important for school improvement and improvement in teacher practice.</b></p> <p><b>SWD and ENL subgroups are targeted - Specific strategies and practices that address the lagging skills and unmet needs are determined as strategies are turn keyed.</b></p>	<p>Staff</p>	<p>9/15 – 6/16</p>	<p>Staff</p> <p>Principal</p>
<p>Observational Data - Principal will use the data from the Formal and Informal Observations to determine what professional learning opportunities will be provided inside the school in whole staff, small group, or on an individual basis.</p> <p>Teacher Leaders – Teachers will work in teams to create Parent Involvement culture systems such as family spotlight, craft literacy night, and workshops that will be implemented throughout the year on a regular basis. These systems will focus on instructional strategies, thematic activities, and align with our core values of TRUST, Respect, and Responsibility. These activities build TRUST within the school community.</p> <p><b>Trust – Teachers build trust for each other and their expertise</b></p>	<p>Teachers</p> <p>Staff</p>	<p>9/15 – 6/16</p> <p>9/15 – 6/16</p>	<p>Principal</p> <p>Staff</p>
<p>Staff Goals – Each staff member has three goals for the school year. One is a school-wide language development goal, one is a leader created technology goal, and one is a Danielson based teacher created goal. These goals are referenced in Observation feedback on an individual basis</p>	<p>Staff</p>	<p>9/15 – 6/16</p>	<p>Staff</p>

<p>Common Planning with Leader– Each grade level meets with the Principal one time per week. At least two of the grade level meetings each month are focused on Data Analysis.</p> <p>Engrade Online Grade book- In efforts to remain transparent, grades is put online. Student’s grades are logged into the Engrade system on a regular basis. Parents have access to their child’s account from any computer. This system builds TRUST and partnerships between the teachers and families because there is ongoing communication.</p> <p><b>Trust – Staff and families build trust through constant communication and structure reliability.</b></p>			
<p>Mentor Opportunities – Seasoned teachers have the opportunity to mentor new and untenured teachers. This program builds TRUST between colleagues and builds TRUST within the school culture.</p> <p><b>Trust – Teachers and staff members trust each other through communication and feedback cycles.</b></p> <p>Instructional Rounds – Teachers observe each other and provide each other feedback. This builds an open and honest culture that in turn builds TRUST within our school community.</p> <p><b>Trust – Teachers build trust between each other using feedback and open their classrooms to each other.</b></p>	Teachers	9/15 – 6/16	Teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Monday PD – Teacher experts, materials</p> <p>Advance Data – Advance Web Application, research and professional articles/books</p> <p>Teacher Leaders – Teacher time, volunteered time, materials for parents</p> <p>Common Planning – Student data, student work, time each week.</p> <p>Staff Goals – Leader developed goals, Google Docs PD, teacher time and implementation</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

By the end February 2016, 70% of observations will be either rated Effective, Highly Effective, or Satisfactory in one or more of the Danielson domains. This will be calculated by taking into consideration the ratings of all competencies in formal and informal observations.

**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.

As a second year school we want to be responsive to the needs of families in order to build TRUST between all of our stakeholders. We have tried holding events during the day and in the evening. We have found that in the evening we have had higher attendance and therefore, when possible, we will hold events in the evening at 6pm.

Also, based upon the feedback from School designed Parent Surveys, Framework For Great Schools Report and from the PTA Executive Board, parents are interested in family activities in the evening. Therefore, we are working to provide activities that align with our core values, the Common Core Learning Standards, and our instructional program.

Data Source: Monthly Calendars, Family Involvement Logs, School Designed Surveys, Framework For Great Schools

### 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, the school will implement at least three family events per month that align with our school’s core values of TRUST, RESPECT and RESPONSIBILITY, the Common Core Learning Standards and the instructional program as measured by the monthly Calendar and the Family Involvement Log.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Craft Night – Teacher reads aloud to families using the document camera with an aligning craft project.</p>	<p>Families</p>	<p>9/15 – 6/16</p>	<p>Teachers Principal</p>
<p>Family Spotlight – Family members are invited to come into the classrooms each month to highlight a career, skill, culture or hobby.</p>	<p>Families</p>	<p>9/15 – 6/16</p>	<p>Teachers Principal</p>
<p>Parent Workshops – 10 minutes before each PTA meeting, teacher leaders will prepare workshops for the parents and present for parents in order to distribute information or provide them with a strategy for working with their children. Strategies will be used that address the needs of SWD, ENL students, and struggling students.</p> <p><b>Trust – Parents and teachers build trust and rely on each other for communication of information.</b></p>	<p>Families PTA Members</p>	<p>9/15 – 6/16</p>	<p>Teachers Principal</p>
<p>PTA – The Parent Teacher Association will create family events at the school at times that are convenient for parents.</p> <p><b>Trust – Families trust that the school is a hub of activity and will provide a community feeling.</b></p>	<p>Families</p>	<p>9/15 – 6/16</p>	<p>PTA</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Literacy night – document camera, book, craft, teachers, time in the evening, notices</p> <p>Family Spotlight - Parents giving time to the school, thank you cards, camera, sign-up sheet and reminder notice</p> <p>Parent Workshop – Teacher leaders, time, materials, notices to parents</p> <p>PTA – Collaboration with Principal, evening teacher and parent time, materials</p>

Dismissal – Time scheduled, teacher PD on dismissal system

Summer Orientation – Teacher PD and planning time, time scheduled, materials

First Week Phone Call – Teacher time and PD on phone call protocol

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

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

**Part 5 – Progress Monitoring**

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

By end of February 2016, we will have had at least two family events each month as measured by the monthly calendar and the Family Involvement Log.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Scores on Wilson Foundations and F&P level	-Guided Reading  -Use of Kinesthetic learning style “Learn by doing”, repetition	Small group push in and pull out	School day
<b>Mathematics</b>	Scores on MOSL, periodic assessment and Unit assessments	RTI small group Reteach and Enrich	Small group push in and pull out,  Grouping by skill/standard	School day
<b>Science</b>	Unit Performance Task and Language Interview	Low-Risk Dramatic Play room to build language and vocabulary,  Vocabulary Focus Group to build content vocabulary and language, materials aligning to theme	Small group push in and pull out  1:1  Field trips- real world, hands on experiences	School day
<b>Social Studies</b>	Unit Performance Task and Language Interview	Low-Risk Dramatic Play room to build language and vocabulary,  Vocabulary Focus Group to build content vocabulary and language, materials aligning to theme	Small group push in and pull out  1:1  Field trips- real world, hands on experiences	School day

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk Counseling – determined by the CARE Team  At risk Speech  At risk ENL services	Sessions provided while working with individual families	Small group and/or 1:1	School day
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>At Queens Explorers Elementary we have an extensive interview process. This process begins with a hiring committee and screening resumes for teachers who are qualified for the positions that are available. We invite the HQT to open houses, group interviews, demonstration lessons, and 1:1 interview with the principal. This process allows us to get to know our potential candidates and determine if the candidate would be a good fit for our school culture.</p> <p>Also, each teacher develops three goals each year. One goal is a school-wide goal, one is school leader created, and one is teacher created. These are developed and discussed at an opening conference with the teacher, during each observation feedback conference, and also during an end of year conference. New goals are created based upon areas of need determined from MOTP and MOSL data.</p> <p>Common planning periods are provided for teachers so that there is support for all teachers to improve their instructional practice, lesson planning, and curriculum development.</p> <p>Mentoring programs and Teacher Leaders are designated so that new teachers and incoming teachers to our school have a sounding board for ideas, as well as a trusted resource to ask questions about topics such as school structures, instructional practice, lesson planning, and curriculum development.</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).
<p>Monday Afternoon Professional Learning Opportunities: Teachers, paraprofessionals and staff are required to attend Monday Afternoon PD sessions. These sessions include, but are not limited to Article Analysis, Colleague Turn-Key opportunities, Teaching Practice based upon Danielson Framework, Curriculum, and alignment with the CCSS.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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[Empty box]

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

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

**Part 4: SWP Schools Only**

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

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

1. In May, parents of all preschool students are invited to the school for a family involvement evening. The parents will be informed about the transition to Kindergarten, elementary school structures, what to expect in Kindergarten, and provided with materials to use with their children over the summer.
2. The Preschool students are visited by the kindergarten students and provided with the opportunity to ask questions to kindergarten students. The Kindergarten students can also tell the preschool students about kindergarten.
3. The Preschool students are given the opportunity to visit and participate in a classroom lesson with the kindergarten students and teachers.
4. The registration period provides multiple time frames for parents to come to the school and experience a 1:1 registration experience with a school pedagogue. Any initial questions can be answered and paperwork filled out.
5. A summer orientation is provided for the students. Each family is provided with an appointment to meet the teacher and see the school before the school year begins.
6. Summer Mailings/Emails – A package is sent to all families with the supply list, uniform code, welcome letter, and other information parents may need to begin the school year.
7. First Week Phone Call – The new kindergarten teachers of the preschool students make a phone call to all families in the first week of school. This phone call is a positive conversation about the student’s first few days of school and also provides the parents with the opportunity to ask any further questions.

**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.

1. Common planning periods each week allow teachers to discuss levels of students and needs of the students.

2. Periodic assessments are given on a periodic basis (4x per year). Teachers are also provided the opportunity to assess the students using these periodic assessments as needed on an individual basis (F&P, MOSL)
3. Monthly data/assessment meetings with the principal give the team a chance to discuss progress and assessment revisions, additions, changes needed.
4. Performance tasks, tests, and language development interviews are designed by the teacher teams in conjunction with research based curriculums and principal approval.
5. Professional development is provided to teachers by the principal, the network/borough, and trained staff as a way to norm how assessments are administered and analyzed.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	58,021	X	5a, 5b, 5c, 5d, 5e
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	902,105	X	5a, 5b, 5c, 5d, 5e

#### <sup>1</sup>Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

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

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

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

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

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

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

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

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

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

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

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

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### **Parent Involvement Policy (PIP) Queens Explorers Elementary School**

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. **Queens Explorers Elementary 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. **Queens Explorers Elementary 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;
- Beginning, middle, end of school year survey for parents to voice their need on material and training
- SLT class parent to present info from the SLT to the parents of their class.
- 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;

- Parents field trips to enhance learning and promote bonds between the parents.

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 as a New Language students 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. The school will maintain this information.

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed; English, Spanish, Chinese, Urdu, Hindi
- 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) Queens Explorers Elementary School**

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

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

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

## Part I: School ELL Profile

### A. School Information

District <b>27</b>	Borough <b>Queens</b>	School Number <b>316</b>
School Name <b>Queens Explorers Elementary School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Melissa Compson</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Patricia Eugene</b>	School Counselor <b>Maureen Abernethy</b>
Teacher/Subject Area <b>Joanna DeMauro/Math</b>	Parent <b>Karen Beekha</b>
Teacher/Subject Area <b>Nicole Brennan/ELA</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Mary Barton</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	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)	142	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	19	<b>Newcomers</b> (ELLs receiving service 0-3 years)	19	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	19	0	2							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

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

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	7	7												0
Chinese														0
Russian														0
Bengali														0
Urdu	4	1												0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	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.  
 Our school uses Fountas and Pinnell to assess early literacy skills. This provides us insight into reading skills as well as pre-reading and language skills. We are able to determine if the students can use pictures to say words and if those words are in English or another language. We are also able to determine if they know how to read any words. We are able to have a conversation with the student about the assessment books and determine what language skills the student has. This data helps us inform our instructional plan because we schedule ENL services based upon the needs of the students. We also provide modifications in the units and in our lesson plans for the students who need supports based upon language. For example, we have 2 students who do not speak any English and will therefore be utilizing the language development room to develop everyday as well as academic language in a low risk environment.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 We found that all of our first graders are either expanding or commanding after only one year of service. We also found that the incoming kindergarten class needs more support and two students do not seem to know any English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We use the data to determine our objectives and goals. We have one student who has passed out of ELL services. We have 18 students who need services. We have determined our goals for the school and what supports we will provide to the students in order to meet their needs. The data has revealed that the children need prompting using visuals, music and movement, and verbal prompting. We also need to modify the activities to ensure that students are challenged with the appropriate resources. These resources are used to (a) help the students increase their reading levels by at least 4 levels per school year using Fountas and Pinnell and (2) Speak and write in complete sentences by the end of Kindergarten.
- 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.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

#### ENL Program

- a. All students are given assessments in English. They are given supports such as visuals, realia, etc. as a way of teaching them the skills. We have only had one Fountas and Pinnell test and the students in Kindergarten were all in Level Pre-A. The students in first grade ranged from level C to Level H. These are all considered at grade level or above for beginning of the year first grade. Students are taking tests in English. Prompting is used only in English to begin with. Translation to the students home language is the last prompt. Students are doing well on tests where visuals are included.
- b. We take the results of the assessments and organize them on one data chart. We separate the ELL subgroup and look at subgroup needs, as well as the needs of the entire grade level. Decisions are then made on the instruction and grouping of these students based upon their needs.
- c. The school is learning that ELLs who are taught 100% in English, may need translation at times so that they can build their confidence and know that they are on track with their learning. We are also learning that ELLs benefit greatly from visuals, movement, realia. We use many of these strategies during every lesson.
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 take the results of the assessments and organize them on one data chart. We separate the ELL subgroup and look at subgroup needs, as well as the needs of the entire grade level. Decisions are then made on the instruction and grouping of these students based upon their needs. During our school day we have RTI during ELA and Math time, as well as two Reteach and Enrich periods for students to learn standards that they need. The students are in smaller groups during this time and teachers may determine to utilize the language development room. We use assessment and Data to inform our grouping decisions. After each periodic assessment, we look at the data and determine which students need to be grouped on RTI Levels 1-3. We then make decisions as to the goals for those students and an action plan to meet those goals. We determine the teacher of those students and the time frame. We then look at the data after the time frame and action plan has been carried out to determine progress and needed revisions.
6. How do you make sure that a student's new language development is considered in instructional decisions? In our unit plans and in our lesson plans we specifically write the modifications we are providing for the students. We also ensure that the ENL teacher has common planning time with the classroom teachers so that they can develop materials, resources, and a plan for each integrated lesson.
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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We look at the starting point of the ELL students and their NYSITELL score. We then determine progress throughout the year during periodic assessments and when the students practice for the NYSESLAT. We track their progress and at the end of the year we determine if our predicted score for each student on the NYSESLAT matches the actual score. This gives us a better gauge as to how we are doing at providing the students with the skills they need. We then revise our curriculum to improve year after year.

## Part IV: ELL Identification Process

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

- 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.  
At registration we administer the HLIS and the ENL teacher is present to have a student and parent interview. At intake we have paraprofessionals that speak languages available to interpret and translate for families. We also use google translator to translate in writing. We have other staff members who speak different languages such as Spanish, Urdu, Bengali, Chinese, and these staff members can help out if there is another preferred language of communication. The initial assessments of the NYSITELL and Spanish Lab are administered. The ENL teacher then asks the parents to come in form a meeting to learn about their options for an educational program and they watch the video on those options. If the parents decide to choose ENL, the parent signs that they are on board with this decision.
- 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).

Student work is considered, as are periodic and unit assessments. When we administer the NYSITELL at the beginning of the year, as well as the MOSL, we determine the students academic level as well as their language development. We also ask for documentation and research where the student has been in their education. We also bring in parents for an interview/meeting to determine the history of the students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Newly enrolled students with IEPs are interviewed upon registration. We request their cumulative file and also look up in ATS their OSIS number to determine if they are an ELL student. The LPT members review the students with IEPs and consider if the gap in learning is a cognitive gap and/or a language deficiency. We give students time to do some classwork as well as use language with the teachers in order to determine this. Our LPT Chairperson holds monthly meetings and/or meetings as needed to discuss the progress of these students and determine if there are any recommendations for them regarding their services as an IEP or ELL student.

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.

The ENL teacher invites parents in as grade level groups in order to give parents a workshop and provide them with their notification letters. If parents are not able to make the workshop, they can come in to meet at a time that is good for them.

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

Parents are informed of their right to appeal at Family Engagement Night in September. The ENL teacher has a meeting with this group of parents to inform them of their right to appeal. The ENL teacher, Patricia Eugene, brings the information to the Language team so that we can discuss the needs of the student. The principal gives final approval. Records of this are kept in a binder in the Principals office.

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.

We have a specific time frame for each grade level to come to a parent orientation workshop. This happens within the first 10 days of the school year. The ENL teacher facilitates the workshop by calling the parents, having an agenda, and having staff on hand to help with other languages. The program choices are explained, the video is shown to all parents, and the parents receive their notices at this workshop.

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

We do all parent surveys and program selection forms at the school and have the parents hand it in at that time. None are sent home. parents who are able to attend our grade level parent meeting will come at that point. If the parent needs a separate meeting due to scheduling conflict or confidentiality concerns, those appointments are made.

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

We have had all of the forms returned on time. If in the future they are not, we will pull the parent/caretaker aside during dismissal and determine how this can be done.

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

The ENL teacher shows the letter to the principal. The principal approves it. These letters are then copied and distributed to parents hand-to-hand. They are not sent home with the students.

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

They are kept in the cumulative folder. Copies are locked with the ELL teacher. The ELL teacher also makes copies of determined documents and provides them to the principal.

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.

Students are prepared throughout the year to take the NYSESLAT exam. Parents are notified of the time period when their child will be taking the exam. We work with another school to make sure there is another exam proctor to administer parts of the exam where that is needed. We schedule the exam for each grade level and administer in a quiet area for the students.

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

These letters are then copied and distributed to parents hand-to-hand. We use a 10 minute dismissal parent engagement time to distribute to parents hand-to-hand. If we cannot reach them then, we make an appointment to meet and provide them to the parents. They are not sent home with the students.

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

All parents have chosen ENL. Last year 8/8 students chose ENL. This year 19/19 students chose ENL. The parent choice aligns with the program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
In our Freestanding ENL program, our first graders were grouped in one class. Those students are all served in an integrated program. Therefore, the ENL teacher team teaches with the other teacher in the classroom.  
For our kindergarteners, registration took place from May to September and so not all incoming students could be grouped. We have students in three classes. The ENL teacher integrates with three classes. Stand alone is provided to kindergarteners by proficiency level on the grade.
  - b. TBE program. *If applicable.*  
Not applicable
  - c. DL program. *If applicable.*  
Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
In our schedule we determine which periods are the ELA periods, and the ENL teacher integrates into those classes for the students who need the integrated model. Where students are flexible, we try to give the students a well rounded support system for the content areas - depending on the students needs in each content area. For students who need stand alone ENL, we determine when in the students schedule they can be pulled out of the classroom and served ENL without missing major content.
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.  
Integrated: Content is delivered using a team teaching model that has been turn-keyed to our teacher teams with the ENL teacher. The teachers plan the lesson together. The ENL teacher will develop physical supports and bring strategies to the lesson plan for later implementation. The team notes on the lesson plan who will be implementing each part of the lesson, down to asking the questions, so that both teachers are equally involved. Each lesson has mandatory language development strategies that the teachers must use (1) develop open ended questions (2) Front load vocabulary using a very specific strategy at the beginning of the lesson (3) K PALS - pairing students with more advanced language skills with those who have developing language skills and (4) Providing verbal and written prompts to assist students in lengthening their utterances. The teachers also must choose among learning style strategies to modify lessons and meet students at their entry points. These strategies include (1) visuals (2) movement (3) music (4) technology (5) Realia, and other strategies that meet learning style preferences. We also provide the teachers with CCLS Professional learning opportunities to learn about the shifts in CCLS and how they can be used to meet the needs of the students. We determine what modifications need to be made so that the students reach the rigorous expectations of the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
If a student has difficulty understanding English and responding in English, we provide a translator for the student to determine if they have learned the content and standards that have been taught. The ENL teacher will then schedule time with a staff translator and they will both administer the test to the student.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We use NYSESLAT preparation material to assist students in preparing for the test. Periodically we will use samples of all four modalities as a formative assessment. These assessments inform us where the students strengths are and where we need to support them more. This informs our instruction.
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

Instruction is differentiated based upon the students exact needs and levels. Students who are entering need more stand alone time and they are taught ENL. However former ELL students are flexible and also need some stand alone time to work on extension activities that students in the other levels would not be working on yet. The students who receive the integrated program are taught in the classroom and the ENL teacher and the Classroom teacher have to differentiate for them in the classroom. They will use differentiated teaching strategies, groupings, as well as differentiated physical supports.

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.

After re-identification, we will integrate the student slowly into a new routine to ensure they are receiving services, but not experiencing difficulty in the transition. We will then periodically administer formative assessments to determine his/her academic progress. We will also perform an interview with the student and the family to be sure that they feel as though the program is helping and will further academic progress.

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

Materials Choice - Teachers research materials and determine how supportive they will be and specific times they could use them to assist students in building their everyday and academic vocabulary. We then use the chosen materials with the students and determine if they are helpful. We do a needs assessment as needed. The materials also align to the curriculum and to the expectations of the CCLS.

Promethean Board - Each teacher in our school uses technology to enhance instruction and progress to meeting the CCLS. We use it with the ELL students to provide them with visuals, movement, music, interactivity and as another learning style choice.

Language Development Room - A room dedicated to using language in low-risk environment. Everyday and academic language is used during this time in center-like activities.

Front Load Vocabulary - Vocabulary is taught using a very specific sequence and it is always accompanied by a definition and a visual. This vocabulary is taught at the beginning of the lesson so that it can be used throughout the lesson.

Open Ended Questions - Questions are pre-planned to be open ended and also leveled with DOK in order to ensure students have access to higher order thinking questions and that multiple students have the opportunity to engage in the discussion.

Verbal and/or written prompts - In order to prompt students to expand their utterances, verbal and or written prompts will be used to help a student begin their thought and speak in complete sentences.

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?

All classes are taught interdisciplinary. This leaves time for Reteach and Enrich Time each day - 2 sessions. During this time we are flexible in our scheduling and can group and regroup students throughout the year based on their needs. This allows them to have time to focus on language, IEP goals, and or curricular goals as needed.

Chart

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

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

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

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



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

Chart

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

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

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

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

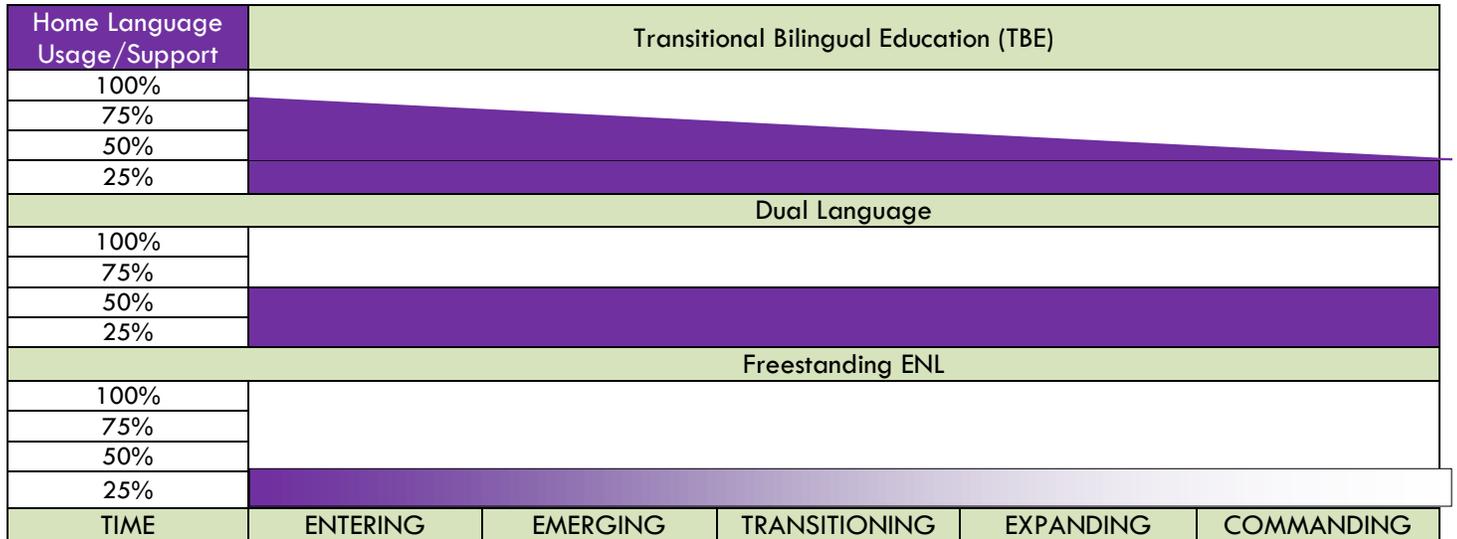


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All intervention supports are offered in English - Translation as needed.  
Guided Reading - Students are grouped by level and language development level. Students are given guided reading based upon their reading level using the Fountas and Pinnell leveling system.  
Reteach and Enrich ELA - Students in the grade are grouped based upon standards the data shows they need to be retaught or enriched in for ELA  
Reteach and Enrich Math - Students in the grade are grouped based upon standards the data shows they need to be retaught or enriched in for ELA  
Cluster Small Groupings - Throughout each day, cluster teachers have small group time in their schedule. They are taught the Wilson Foundations program, as well as Guided Reading, and are able to target small groups.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our program has been effective in our current program. We look at language in each unit with a language interview at the end of the unit. This determines how the students speak in complete sentences and using academic content vocabulary and comprehension. Last year, by the end of the year, all students were scoring at level 3 on the language interview in Kindergarten. Kindergarten was our only grade level.
12. What new programs or improvements will be considered for the upcoming school year?  
We have put in the Cluster Small Grouping as a way to be more flexible in our scheduling.
13. What programs/services for ELLs will be discontinued and why?  
We will be following all of the requirements of the new ENL.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All after school activities are offered to all students.
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.  
Visuals, music, movement area, manipulatives, teacher made charts, teacher made visuals, dioramas, promethean board, document camera, picture dictionary, picture cards
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is delivered by staff members who speak the language. There is one language in our school that is not represented by a staff member. In this instance, we have had the family bring in a trusted friend or family member to translate. We have also utilized google translator to communicate through writing.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We have created a schedule chart to use. This has each student and their required service and supports. It also has the number of minutes and where during the week they are served, as well as the program type (integrated or stand alone)
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).  
Before the school year begins we have an orientation. The family has the opportunity to meet the classroom and ENL teacher and see the classroom and school. The student completes a small assessment/activity during orientation and this provides the teacher with some insight on their level and language. The guidance counselor and principal are available for the families as well. For those students who enroll throughout the school year, the families have a chance to meet the teacher and the guidance counselor gives the family a tour of the school. We also have an interview with the ENL teacher so that we get a sense for the students language and level.
19. What language electives are offered to ELLs?  
None - We only have K and 1<sup>st</sup> grade
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## 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.)  
All teachers of ELL students started the year with PD on the new ENL CR Part 154 law requirements.  
Then the teachers were given PD on the levels of their students in their classrooms and where in the schedule they would be served and what schedule accommodations we had to make to serve the students.  
We then had PD on the vision for Stand Alone services.  
We then had a PD on the vision for Integrated Services.  
We then had a PD on how common planning should look when planning with the ENL teacher as a team.
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?  
PD was given to teachers by the ENL teacher on modifications that could be made to the lesson. This included strategies as well as materials that can be used to support students in their learning.  
We also provided PD on unpacking the standards so that we can chunk it into parts and teach scaffolded lessons based on these parts. We have determined the shifts in the common core standards and what we can do in our curriculum and lessons to address these shifts. This has helped teachers to determine the modifications, supports, and prompting that needs to take place in order to scaffold for our students as they progress to meeting the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We are an early childhood school and no students have left our school because it is only our second year. The guidance counselor receives the exact same PD as the teachers.
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.  
PD activities are provided to teachers in school and on their own regarding ELL instruction. Teachers keep a PD log of their own and keep track of the ELL specific PD they have. Also, in our school, we keep a Professional Learning binder with agendas and sign in sheets for all PDs given. We have already given PD on (1) modifications to activities (2) Prompting (3) Vocabulary building (4) Language development strategies. Records of this are maintained in the PD binder agendas and sign in sheets.

### 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 conferences for all parents of ELLs during the mandated parent engagement time on Tuesday afternoons. The ENL teacher meets with all parents and at times has phone conferences with those parents who work - although we are flexible in our meeting times. We provide a translator for those parents who need. We also utilize google translator to communicate through writing. Paraprofessionals who speak other home languages are asked to stay for conferences and events per session so that they can translate to families who need it.

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.

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3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We do not have a parent coordinator. We have a PTA and One parent of an ELL student is the Treasurer. We determine as a team what types of activities would be desired by all cultures and languages. For example, we have a culture day for families to bring a dish to pass and wear clothing that is specific to their culture. We also have a field day where all families can come and take part in physical activity with healthy snacks. Paraprofessionals who speak other home languages are asked to stay for conferences and events per session so that they can translate to families who need it.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? All workshops are for all parents - for example, we had a trainer come in to discuss car seats and summer safety. We also had a health insurance associate come in to explain the programs they have available and how they can help their families.
5. How do you evaluate the needs of the parents? Every year we send out two informal parent surveys and ask for it back in a timely manner so that we can see what the needs and wants of the parents are. The parents also voice to the teachers what they want and the teachers bring those ideas back to us.
6. How do your parental involvement activities address the needs of the parents? We provide parents with child care for the children if necessary. We also provide food if the activity is during a meal time.

### 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: _		School DBN: _	
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)
	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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 27Q316**      **School Name: Queens Explorers Elementary School**  
**Superintendent: Mary Barton**

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

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

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

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

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

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

The first data and method we use is the HLIS and the interview done by the ENL teacher with the families and the students. At that interview the ENL teacher asks the families what their preferred communication language is for written communication. This way we can keep track of what languages we need to translate written notices into. Through the interview, the ENL teacher also determines if the conversation is fluent and easily understood in English or if there needs to be an oral translator as well. At some times the family brings a translator with them.

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.

Spanish  
Urdu  
Bengali  
Chinese

## Part B: Creating a Communications Calendar

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

Monthly Calendar  
Breakfast/Lunch Menu  
Curriculum Newsletter  
Homework Overview  
PTA notices  
Notices from the Principal  
Flyers for events  
Conference notices/Sign up

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

Parent Teacher Conferences  
Family engagement Nights - 2 per year  
2 events per month for the families  
Attendance Meetings  
IEP Meetings  
2 concerts per year  
Guidance meetings  
Principal Meetings

## Part C: Providing Language Assistance Services

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

Translation of documents is done in-house. We use school staff to translate most documents. However, if a language is needed and we do not have a staff member who speaks that language, we use google translator to write the documents. We have made sure with the parents that the documents are accurate.

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.

We have in house interpreters. These interpreters are teachers and staff members. However, there are times when we need to use the interpretation services provided by over the phone interpreters. We use this service as needed by language.

#### **Part D: Training Staff on Policies and Procedures**

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

Staff members are given the procedure for the "go to" staff members who will translate for each language we have in house.  
There is also one "go to" staff member for the over the phone interpretation service. Other staff members can go to this person to get more information on how to use the service when needed for a family.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

At PTA meetings, the parents will be given workshops on the translation and interpretation services as well as given access to these documents.  
The ENL teacher also contacts individual parents who she has identified as needing this information and will provide it to them.

#### **Part F: Monitoring and Quality Control**

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

Each year we send two informal "blue surveys" to the parents. One section of this survey is dedicated to gathering feedback from parents on translation and language services.

The ENL teacher also informally gathers information from families during her individual meetings with the ENL parents.