

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **24Q330**

School Name: **P.S. 330**

Principal: **LASHAWNNA HARRIS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 330 School Number (DBN): 24Q330
Grades Served: K-5
School Address: 110-08 Northern Blvd
Phone Number: 718 505 5110 Fax: 718 505 5115
School Contact Person: LaShawanna Harris Email Address: Lharris9@schools.nyc.gov
Principal: LaShawanna Harris
UFT Chapter Leader: Carri To
Parents' Association President: Maria Urena
SLT Chairperson: Roberto Cortes
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Patricia Breceno
Student Representative(s): NA
NA

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: _____
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
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)
LaShawonna Harris	*Principal or Designee	
Carri To	*UFT Chapter Leader or Designee	
Maria Urena	*PA/PTA President or Designated Co-President	
Jacqueline Leven	DC 37 Representative (staff), if applicable	
Patricia Breceno	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Roberto Cortes	Member/ UFT	
Regina Lorentz	Member/ UFT	
Benjamin Ramirez	Member/ Parent	
Juan Guzman	Member/Parent	
Cecilia Flores	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 330Q is a new school that opened in 2010 with 220 Kindergarten students to help alleviate over-crowding in District

24. Since 2010, we have grown a grade each year and will serve approximately 630 students in Grades K-5 during the 2015-2016 school year.

Our mission is to develop 21st century leaders who pursue excellence while making positive contributions to the global community. We have developed a strong partnership with New York Cares to provide services to both students and families on an ongoing basis. For the last two years we have been a member of their School Success Initiative and have a dedicated Americorps Vista working supporting our schools development of programs. Through this partnership we have been able to provide families with weekly ESL and computer literacy classes and students with numerous trips and cultural experiences. Through the New York Cares partnership we have also had a Lego Robotics event, computer programming classes and much more.

One of our newer partnerships is with NIA, they provide our students with a no cost after-school program Monday through Friday. During after-school, students receive homework help and participate in enrichment activities such as sports, drama and visual arts.

A major strength of PS 330Q is our commitment to involving families in all that we do. This has helped us develop a strong sense of community, which is the foundation of our school culture. On a daily basis we have family volunteers assist teachers and students through the Learning Leaders program. As reported in the most recent Framework for Great Schools Report and our 2014-2015 Quality review our Supportive Environment

Our growing arts program is also on of PS 330's strengths. We currently have a full-time visual arts, music and dance teachers on staff. All of our students receive arts instruction at least three times per week. We also have school funded arts enrichment programs for students in Grades K-4 after-school.

One key challenge has been supporting the English Language literacy development of our students. Approximately, 97% of our students and families speak a language other than English at home. Therefore, we have a significant number of students that are eligible for ESL services and are technically English language learners (ELLs); and an even larger portion of our student body are not technically ELLs but require similar instructional strategies to develop their English language skills. Identifying effective Professional Development opportunities to address this challenge has been a priority for our school.

Our school has made significant gains in our ability to engage families in regard to our students' academic progress. This year our attendance at Parent Teacher Conferences was over 80%. We provided ongoing workshops for families with academic content and will continue to do so to improve students' academic and social emotional progress.

24Q330 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04	Total Enrollment	574	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	115.5%	% Attendance Rate		94.8%
% Free Lunch	89.5%	% Reduced Lunch		5.3%
% Limited English Proficient	25.5%	% Students with Disabilities		17.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		1.8%
% Hispanic or Latino	83.2%	% Asian or Native Hawaiian/Pacific Islander		10.0%
% White	1.6%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.3%	% Teaching Out of Certification (2013-14)		10.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		3.77
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
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.

This year our students made significant gains in Reading and Mathematics as demonstrated in Periodic Assessments and the End of Year MoSL assessments in both subjects. However, there was a small group of students across all grades that did not make the expected progress in reading and mathematics. This group disproportionately consists of Students with Disabilities and English language learners.

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, 70% of students performing in the lowest 1/3 of each grade based on End of School Year 2014-2015 periodic assessment data in ELA and Math will score at a Level 2 on the End of Year 2015-2016 periodic assessments in ELA and Mathematics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Basic Skills Academy, ELL After-School Intervention and Saturday Academy to address students academic gaps in targeted CCLS standards</p> <ul style="list-style-type: none"> • Targeted small group instruction 	<p>Students scoring in the lowest 1/3 on EoY Periodic Assessments in ELA and Math 2014-2015</p>	<p>September 2015-May 2016</p>	<p>Principal and Assistant Principal in conjunction with Instructional Coaches and AIS Teachers</p>
<p>Teacher Professional Development Training Series</p> <ul style="list-style-type: none"> • Academic Intervention strategies Tier II and Tier III • Reading Academy (Teaching Reading A-Z) 	<p>All AIS teachers and classroom teachers</p>	<p>September 2015-June 2016</p>	<p>Literacy and Math Coaches</p>
<p>Monthly family academic engagement time</p> <ul style="list-style-type: none"> • Class 	<p>Classroom Teachers</p>	<p>September 2015-May 2016</p>	<p>Classroom Teachers</p>
<p>Expand the use of Intervention resources Foundations, Great Leaps, Read Naturally, Leveled Literacy Intervention</p>	<p>Students scoring in the lowest 1/3 on EoY Periodic Assessments in ELA and Math 2014-2015</p>	<p>September 2015-May 2016</p>	<p>Principal and Assistant Principal in conjunction with Instructional Coaches and AIS Teachers</p>

Part 4 – Budget and Resource Alignment

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

Additional personnel to support AIS Program; K-2 Literacy AIS Teacher, 3-5 Literacy AIS Teacher, K-5 Math AIS Teacher

Response to Intervention Team

Additional ESL Teacher

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

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

Part 5 – Progress Monitoring

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

Our progress towards meeting this goal will be checked following our assessment cycles January 2016, April 2016 and June 2016

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Our area of focus from the Quality Review 2014-2015 is Indicator 1.2 Teacher Pedagogy. Teachers at PS 330 have aligned beliefs around how students learn best, however the implementation of these practices must become more consistent.

Based on the teacher observation data from Advance, our priority areas for professional development are in Domain 3-Instruction, more specifically, 3b-Questioning and Discussion and 3c-Engaging Students in Learning.

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, 85% of teachers will be rated Effective or Highly Effective in Component 3c-Engaging Students in Learning

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Intensive PD series for struggling teachers that is part of a 6 week cycle. This series will include all of the identified PD supports on the PS 330Q continuum.	Any teacher rated Ineffective or Developing in	Three Cycles of Professional Development Sept/Oct Jan/Feb May/June	Principal, Assistant Principal and Instructional Coaches Peer Teachers
Update Professional Development tracking system to include a continuum of PD support Services	All teachers	Summer 2015	Principal, Assistant Principal and Instructional Coaches
Each teacher grade team will have a representative on the School-wide Professional Development planning team. This team will plan and evaluate the effectiveness of PD at PS 330.	All teachers	Summer 2015 through June 2016	Principal, Assistant Principal and Instructional Coaches

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.											
Hiring an F-Status Literacy Coach Staff to attend several professional conferences including IRA, ASCD, etc. Full time Literacy Coach and Math Coach 1.5 Additional cluster teachers to allow for class coverage for inter-visitation and professional development workshops and sessions.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

Beginning of Jan 2016 cycle will compare teacher observation data from Advance with students' periodic assessment results from MoY 1 in Reading and Math.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Although families report that they are very pleased with being part of the PS 330Q school community, our latest data from the Framework for Great Schools Report indicates that our staff and families would like to have more parent involvement in the school.

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 Framework for Great Schools Report will indicate an increase of 10% in positive responses in the area of “Parent involvement in the school”.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Families will be invited to attend monthly ELA and Math lessons on each grade throughout the school year. Providing them with hands on opportunities to see and learn about what their children learn.</p>	<p>All families</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers and Instructional Coaches</p>

Continue to expand our Learning Leaders volunteer program to include at least 20 members	All families	September 2015-January 2016	Parent Coordinator
Increase the amount of community resources that are available to families in multiple areas including but not limited to academics, health, social emotional well being <ul style="list-style-type: none"> Facilitated by Parent Coordinator, Guidance Counselor and Community Associate 	All families	September 2015-June 2016	Principal, Parent Coordinator and Community Associate
Increase the use of technology to communicate school information to families <ul style="list-style-type: none"> PS 330Q Website Remind.com Class Dojo 	All families	September 2015-January 2016	Principal, Parent Coordinator and Community Associate and Technology Teacher

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.										
Continue the Parent Coordinator position										
Hire Community Associate to foster community partnerships										
Increased website functionality										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
This goal will be monitored three times per year November 2015 (Fall), March 2016 (Winter) and June 2015 (Spring) though the use of surveys, family testimonies and student performance data.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	End of Year Periodic Assessments and NYS ELA Exam Results	Guided Reading, Strategy Groups, i-Ready Reading Intervention software	Small group, 1:1 tutoring	During school, after-school and Saturday
Mathematics	End of Year Periodic Assessments and NYS Math Exam Results	Guided Math, i-Ready Math Intervention , iXL and Khan Academy	Small group, 1:1 tutoring	During school, after-school and Saturday
Science	Grade 4 Science Exam	Hands-on science experiments, science intervention kit	Whole class, small group, 1:1 tutoring	During the day and Saturday
Social Studies	On Demand Writing Assessments	Interactive writing and software	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Staff and or family referrals to Guidance Counselor for services	Social skills development	Small group, 1:1 sessions	Before School and during the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>To attract Highly Qualified teachers we post our staff vacancies to our school website and forward them to colleagues that know our school mission and understand our school community to forward to similar colleagues. Much of our staff that has been hired in recent years has come highly recommended by colleagues that are current staff members. We provide new teacher and new staff member mentoring through the formal mentor program and a buddy program, respectively. Our staff members are assigned based on their instructional strengths and past performance.</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>Our Professional Development committee is comprised of Administration, Instructional Coaches and teacher advisors that plan and arrange professional development opportunities for staff based on student performance outcomes, teacher observation feedback and teacher need as determined by individual teachers. Our network provides professional development opportunities for Administration, teachers and paras throughout the year. As a school we also engage in additional off-site professional development at BER, Teachers' College as well as national conferences such as IRA, ASCD and NCTM</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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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).

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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.).

To help preschool children transition to elementary school we have partnered with local preschools to speak with families about the academic expectations of elementary schools, share records, provide PD opportunities to their teachers at our school. We also host open house sessions for the families of incoming students.

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.

We will meet twice per year (January and June) with our Assessment Committee that is comprised of our UFT Chapter Chairperson, Principal, and teacher representative from each grade. During these meeting we will discuss our current assessments and student outcomes and revise as appropriate. We will use the June meeting to plan our assessment cycles for the upcoming school year. Teacher teams meet weekly and monthly to discuss assessments and analyze student data

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	396,474.00	X	5A Pt A, B; 5C A,B; 5E A, B
Title II, Part A	Federal	0		
Title III, Part A	Federal	19,668.00	X	5A Pt A, B; 5C A,B; 5E A, B
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,089,772.00	X	5A Pt A, B; 5C A,B; 5E A, B

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 330**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed

to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 330** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

PS 330 School-Parent Compact (SPC)

PS 330, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 330Q</u>	DBN: <u>24Q330</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our Title III funds for the 2014-2015 and 2015-2016 school years will be used to support an after school program that will focus on engaging students in literacy through the creation of animated videos. Students will write original stories based on literature studied through interactive read alouds and shared reading. After analyzing the story in depth, students will work in groups to adapt the story into an original screenplay. Students will then create short animated films with partners using the program goanimate4schools. ELL students will be grouped heterogenously in order for there to be language models in each group. This program will give students the opportunity to develop reading comprehension by analyzing a story in depth. Additionally, students will also be able to foster their creative writing skills by adding original dialogue to each project.

- Our school wide data shows that ELLs need improvement in English Language Arts, specifically reading comprehension and response to literature, based on the state ELA exam. NYSESLAT trends also show that students struggle with reading comprehension and writing. While many ELL students are able to decode grade level books, they have trouble comprehending complex story plots and grasping the gist. This program aims to target reading comprehension strategies that students will be able to apply throughout the school day. During the writing portion of the film project, the focus will be on purpose, vocabulary and sentence structure. In addition, research shows that increasing socialization leads to higher level of oral production and oral proficiency, in turn increasing gains on the NYSESLAT exam.

- At the end of each project, students will showcase their animated videos for parents and teachers as well as their fellow classmates. The after school theater animation program will enrich students by building their self confidence through the creation of these videos.

- The after school program will use technology to support computer literacy. Students will create their animated videos on Macbook Pros. A SmartBoard will be used to demonstrate how to draft, edit and revise a script on Microsoft Word. Teachers will also demonstrate how to use the animation software using the Smart Board. Technology is heavily integrated into this program to engage and motivate students in the writing process.

- This program will target 25 ELL students in second, third and fourth grades. The program will meet twice a week for one hour sessions on Wednesdays and Thursdays from 2:30 to 3:30. The program will begin on December 10, 2014 and will end on May 28, 2015. There will be 46 sessions. The program will meet in a classroom where there is access to a Smart Board and laptops. Program instruction will be in English, however native language support will be used when appropriate. Groupings will vary depending on the task. Newcomer ELL students will be pulled to analyze the story in a smaller setting with appropriate scaffolds. Students will be paired heterogenously to create their videos. The program will be run by three teachers, two of whom are ESL certified. The two ESL teachers will use appropriate coteaching models. The third teacher with Special Education certification will assist the students with IEPs who benefit from extra support in reading and writing.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The ESL teachers will host professional development sessions for all staff. These sessions will focus on best practices for ELLs as well as the ELL identification process.

-
Topic 1: Making Content Comprehensible

Rationale: ELL students are struggling with the content rich curriculum

Date: December 15, 2014

Time: 2:30-3:40

Name of Provider: Danielle Russo

Audience: 3 rd and 4 th Grade Teachers

-
Topic 2: Encouraging Accountable Talk with ELL students

Rationale: ELL students need ample opportunities to express their thinking aloud in a structured manner

Date: January 12, 2015

Time: 2:30-3:40

Name of Provider: Michelle Zytko

Audience: Kindergarten and First Grade Teachers

-
Topic 3: Preparing ELL students for the NYSESLAT

Rationale: There are many ways classroom teachers can integrate NYSESLAT practice into their lessons to better prepare students for the exam

Date: March 23, 2015

Time: 2:30-3:40

Name of Provider: Jelena Chiltern and Melissa Newman

Audience: All teachers

-
The ESL teachers will also host a study group that meets the first Friday of the month. The group will use the text "Classroom Instruction that works with English Language Learners" by Jane D. Hill. Studying this text and reviewing best practices will enable classroom teachers to grow in their practice with English Language Learners.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The ESL teachers will host meetings on a variety of topics for parents of ELLs. The meetings will inform parents on how best to support their child's literacy skills and English language development. The teachers will model strategies parents can use at home in their native language. These meetings will target approximately 170 families. Two certified ESL teachers and an interpreter will conduct each workshop. There will be four one hour sessions.

Part D: Parental Engagement Activities

- Thursday, November 6, 2014: Encouraging Oral Language at home

- Thursday, December 5, 2014: Encouraging Reading Behaviors at home

- Thursday, January 2, 2015: Helping your child with Writing

- Thursday, March 6, 2015: Helping your child with Math

- Bilingual materials such as strategy summaries and bilingual content glossaries will be distributed at these meetings. Refreshments will be served.

- In addition, there will be a meeting that focuses on using technology as a learning tool at home. A certified teacher and an interpreter will host this meeting in the library. This meeting will share engaging literacy and math websites that students can use independently at home. This workshop will be one hour long.

- Parents will be notified via a flyer in their native language sent home with students one week before the meeting.

- Parents will also be encouraged to attend the Title III animated film presentations. Students will share their published videos with their families and explain the process they used to create them.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$12128

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	-	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	-

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12128

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 24	Borough Queens	School Number 330
School Name PS330		

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 LaShawna Harris	Assistant Principal Ronald James, Jr.
Coach Carri To	Coach Regina Capowski
ENL (English as a New Language)/Bilingual Teacher Danielle Russo	School Counselor Stephanie Villafuerte
Teacher/Subject Area Michelle Zytko	Parent Maria Urena
Teacher/Subject Area Cristina Edwards	Parent Coordinator Sulay Tapia
Related-Service Provider Jackie Vives	Borough Field Support Center Staff Member
Superintendent Madelene Chan	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	6	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	3
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)	646	Total number of ELLs	169	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	169	Newcomers (ELLs receiving service 0-3 years)	152	ELL Students with Disabilities	38
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	152	0	28	17	0	10	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 16

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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	19	60	43	15	13	14	0	0	0	0	0	0	0	0
Chinese	1	1	0	0	2	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other ___	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	9	5	2	1	2	3								0
Emerging (Low Intermediate)	2	7	6	1	5	0								0
Transitioning (High Intermediate)	1	7	16	0	3	3								0
Expanding (Advanced)	8	42	20	12	5	9								0
Commanding (Proficient)	0	13	6	7	2	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	13	22	15	8	6								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	11	1			0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

PS 330Q uses Fountas and Pinnell to assess the early literacy skills of our ELLs. The data provides us with insights about ELL students' letter and sound recognition, early literacy behaviors as well as their reading levels. This assessment is administered four times a year to measure progress. Many ELLs enter the year below grade level, however they make strides to approach or meet grade level benchmarks. This data is used to form homogenous reading groups, refer students to AIS and guide instruction. For students who do not read in English, teachers use the results of the Spanish LAB to assess prior knowledge and home language literacy skills.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here:

- 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](#).]

During the grade team meetings, inquiry meetings and Data days, teachers work collaboratively to analyze data in order to provide the students with the best instructional practices. The RTI framework is used to guide teachers in their instructional decisions and also to group students according to their strengths and weaknesses. Special attention is given to ELLs and SWD students that are grouped in Tiers as to receive the scaffolded, modified and differentiated instruction.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers consider a child's second language development during instructional planning. The curriculum material and content are modified as to meet students' needs and are presented in a differentiated manner so that students with different abilities are able to follow, engage and perform successfully. Each lesson provides multiple entry points so all students can access material and participate to demonstrate comprehension. A variety of ESL strategies and activities are used to foster children's language development.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
In 2012 the school introduced "Data days". On Data days, teachers gather and analyze at a variety of data accumulated throughout the school year. The results of data analysis directly affects schoolwide instructional decisions. ENL teachers specifically focus on ELLs' results and make instructional shifts accordingly. Data days are held several times throughout the current school year. In addition to Data days, on-going assessments, such as Fountas and Pannell, assess the literacy skills of our ELLs throughout the school year. Based on these assessments, teachers differentiate instruction to meet the needs of our students. We anticipate the success of our ELL programs by the progress made on the NYSESLAT, along with the number of students that test out of the ELL program. We track and compare the number of students that test out after year 3 and those who need additional ELL services. The NYS ELA, math and science exams are also used to evaluate the success of our programs in the upper grades.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide*](#), [ELL Identification](#) section.
When parents register their child, they complete the HLIS form in the process. Assistance is provided to parents by a trained pedagogue, a certified ENL teacher. The parent's preferred language is communicated during registration and written registration documents are provided in their home language. A qualified interpreter is also provided when appropriate for further assistance. In addition, an informal interview is conducted with the parent and student by the ENL teacher to determine dominant language spoken at home. The certified ESL teachers, Ms. Zytco-Morgan, Mrs. Chiltern, Ms. Newman and Ms. Russo check the HLIS forms for all incoming students. An in-depth interview and review of work is conducted to determine NYSITELL-eligibility pertaining to the students with IEPs. The school has formed a language proficiency team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. Eligible students are then administered the NYSITELL within the first 10 days of school by the ENL teachers and the ENL coordinator. Trained Spanish speaking teachers administer the Spanish LAB as needed based on the NYSITELL score results. The ENL team makes sure that the identification process is carried out with the students who have not been in a NYS public school for 2 or more years. If a student is identified as a potential SIFE, the SIFE oral interview questionnaire is administered in the student's native language. If it is concluded that their formal education has been interrupted for two or more years, the LENS will be administered to the student.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students who are identified as potential SIFE students based on their HLIS are given the SIFE oral interview questionnaire in the student's native language. This questionnaire elicits information about the student's family and home background, educational history and language and literacy practices. If the interview reveals that the student has had a gap of two or more years in formal schooling, they will be identified as SIFE. Those students will then be administered the Literacy Evaluation for Newcomer SIFE (LENS) in their native language (if available). The LENS diagnostic evaluates home language literacy skills and provides teachers with a more comprehensive understanding of the student's academic strengths and weaknesses. This information will be used to guide next steps.

for the student's instructional plan. In addition, teacher created baseline assessments will be given to SIFE students to evaluate skills in other content areas.

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).

Parents of newly enrolled students with IEPs will be given the HLIS upon registration. If the HLIS indicates a language other than English is spoken at home, the Language Proficiency Team will meet to determine NYSITELL eligibility. The Language Proficiency Team is comprised of a school administrator, an ENL teacher, the IEP teacher and the student's parent or guardian. In addition, a qualified interpreter will be present at the meeting as well. The LPT will consider the student's language use at home and school, the results of an assessment given in the child's home language, and information from the Committee on Special Education as to whether the child's disability is the determinant factor affecting their ability to demonstrate proficiency in English. Based on these findings, the LPT will determine if the child has language acquisition needs. If it is found that the child has language acquisition needs, the NYSITELL will be administered to the child.

If it is determined that the child does not have language acquisition needs, these findings will be sent to the principal for review. The principal will either accept or reject these findings. If the principal rejects these findings, the NYSITELL will be administered to the child. If the principal accepts these findings, the recommendation is sent to the superintendent for a final decision. The parent will be notified of the decision in his/her home language within three school days. The LPT NYSITELL decision form will be completed and placed in the student's cumulative record.

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.

Once the testing and scoring is completed, letters are sent to the parents informing them about their child's English language proficiency level. Entitlement letters for the first time ELL entitled students, indicating program choice and placement, are sent home after the parent meetings are conducted. The letters, both in English and their native language, are distributed by the ESL teachers, Ms. Zytco-Morgan, Mrs. Chiltern, Ms Newman, Mr. Russo. They are given to the classroom teachers and are asked that they be sent home with the child at the end of the day. They are completed by filling in student name, OSIS, and ATS/room number. Before sending them home, they are photocopied back-to-back and copies are kept in students' cumulative folders as well as an ELL binder along with other letters.

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).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process may go through the ELL Re-identification Process. Parents/guardians are informed during the Parent Orientation meeting that if they believe that their child was misidentified as an ELL or non-ELL that they can request, within 45 days of enrollment only, that the ELL identification process can be administered a second time. The parent is told that they must provide written request to begin the Re-Identification process. They are made aware of deadlines to complete the request. The re-identification process is completed within 10 school calendar days of receipt of written notice. Notification to parents/guardians is given via the Parent Orientation meeting as well as written notification. All communication is provided in the preferred language the parent requests. All documentation (copies of letters/written letters) are translated in the preferred language and copies of letters are kept in the ESL/ENL compliance binder.

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.

Once all NYSITELL testing is completed, parents are invited to attend an orientation meeting to learn about the three programs and services that are available to their child. These parent meetings take place within 10 days after the students are admitted to school and are conducted during the school day and the evening. In the meantime, the school sends the entitlement letter of ELL status notification within 5 school days letting the parents know their child's English proficiency results and that they have the right to appeal the ELL status within 45 days of enrollment.

At the meetings, the ESL teachers, Ms Zytco-Morgan, Mrs. Chiltern, Ms. Newman and Ms. Russo, discuss the three program choices (TBE, Dual Language, and Freestanding ENL), show the parent video in their native language, and answer questions about the three program choices the parents may have. A teacher and the PTA president, Maria Torres, assists in translating these options and questions in Spanish. We have a small population of students who speak Chinese. The parents are given the ELL parent program brochure in both English and their native language. The parent video is shown in their language and parents are then asked to fill out the Parent Survey & Program Selection Form following the viewing of the video. These forms are collected at the end of the meeting. Throughout the school year, the ENL teachers conduct these parent meetings on a one-to-one basis at registration or in groups making sure they occur within the 10 day time frame. The program choice video is also shown at the time of registration and the program selection form is filled out by the parent and collected by the school personnel. This ensures the correct placement of new ELLs. At all of the meetings, we inform the parents that if we do not have enough students to create a TBE class or Dual Language class, they will be provided with information for a possible transfer to a nearby school with the available program. If enough parents of the same home language between two contiguous grades, a class will be formed. Once this occurs, they will be informed by letter

when we have enough students to open one. This letter will indicate that there are enough students to open a TBE or Dual Language class and that their child will be placed in such class.

If parents did not attend any of the above mentioned parent meetings, the school will follow up with a phone call that discusses the program selections. A parent brochure and the Program Selection Form are then sent home for approval and a parental signature. We ask that the form be returned as soon as possible. If the first form is not returned, we send a reminder and call home. If it is still not returned, we follow the default program for ELLs as per CR Part 154, if space allows. Entitlement letters for the first time ELL entitled students, indicating program choice and placement, are sent home after the parent meetings are conducted. Copies of parent ELL notifications and letters are kept in students' cumulative folders as well as on file in the ELL binder. This procedure continues to be followed as new students register throughout the school year.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
 7. A parent brochure and the Program Selection Form are sent home to be completed. We ask that the form be returned as soon as possible. A flyer advertising the multiple parent orientation sessions is also included. The ELL Coordinator, Michelle Zytko, keeps track of returned Program Selection forms. If parents do not attend the ELL parent orientations or return the Program Selection form a reminder notice is sent. In addition, the bilingual Parent Coordinator, Sulay Tapia, calls parents to invite them in for an individual meeting with an ESL teacher to complete the form. Notices are sent in parents' preferred language as well as in English. If the Program Selection form is still not returned, we follow the default program for ELLs as per CR Part 154, if space allows.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 8. See Question 6 & 7. In case the forms were not completed and returned, our bilingual parent coordinator, Sulay Tapia, reaches the families via phone call to ensure that the parents receive all the necessary information about the program selection process. Phone calls are made in the parents' preferred language. If need be, we utilize the Department of Education's phone interpretation service to contact parents that speak a language other than Spanish or English. Once the parents make their program choice we put the note on the program choice paper that the choice was made via phone on a specific date. In case we fail to reach families via phone after several tries, we follow the default program for ELLs as per CR Part 154, if space allows.
9. Describe how your school ensures that placement parent notification letters are distributed.

Entitlement letters for the first time ELL entitled students, indicating program choice and placement, are sent home after the parent meetings are conducted. The placement letters, both in English and their native language, are distributed by the ENL teachers, Ms. Zytko-Morgan, Mrs. Chiltern, Ms Newman, Mr. Russo. They are given to the classroom teachers and are asked that they be sent home with the child at the end of the day. They are completed by filling in student name, OSIS, and ATS/room number. Before sending them home, they are photocopied back-to-back and copies are kept in students' cumulative folders as well as an ELL binder along with other letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

10. Copies of parent ELL notifications and letters are kept in students' cumulative folders as well as on file in the ELL binder. This procedure continues to be followed as new students register throughout the school year. All new admits are tested within 10 days from the admission date and the same procedure is followed. The cumulative files are kept in locked file cabinets in the main office. Pedagogues have access to the cumulative files. In addition, copies of ELL documentation are filed in binders that are kept in locked cabinets in the ELL office. ESL teachers have access to the key.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ENL teachers are in charge of NYSESLAT preparation and administration of all four modalities. Before the test administration, the ENL teachers check ATS reports, RLER, RLAT and RNMR, to determine NYSESLAT eligibility. Once the eligibility for testing has been confirmed, the testing is conducted. The test booklets are opened on the day of the testing. Each student name is printed on a label and put on the booklet. The first modality is speaking where ESL teachers do not test students they service. One ESL teacher tests those students she does not service, and the other ESL teachers do the same. Students are tested one-on-one in private locations. Once the speaking modality is completed, the rest of the modalities are tested on three consecutive days. The testing is ongoing throughout the duration of the NYSESLAT testing period. Listening, reading and writing modalities are administered in assigned classrooms. Students are placed in groups per grade. The test administrators follow the test administration guide for each modality. Students are seated separately from each other and are expected to follow the testing procedure. ELL-SWDs are grouped according to the testing modifications indicated in their IEPs. In order to make sure that all the students eligible for testing take the test, a letter is sent to the families informing them about the testing dates and the importance of being present on the testing days. So far we did not have any students who missed the testing period. Once the testing is over, the testing booklets and grids are kept in a locked closet.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Once the NYSESLAT results are available, the continued entitlement letters are sent to the families to inform them about their children's ESL status. The letters are written in English and the home language. These letters have a tear off section for parents' signature that students bring back to school. In this way we can keep track of who received the letter and who did not. The copies of the letters are attached to the HLIS in the students' cumulative folders and another copy is kept in the ESL binder. At the same time the

former ELLs (the students who tested out) receive the non-entitlement/transition letter informing them that they are eligible to receive two more years of ESL services. The parents are informed that their children will be receiving 90 mins of Integrated ENL per week. These letters have a tear off section for parents' signature that students bring back to school. This way we can keep track of who received the letter and who did not. These letters and copies are created and stored in the same manner as the entitlement letters.

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).

13. Over the past few years, the trends show that ESL is the preferred choice for parents of ELLs. In 2014, sixty-eight parents chose ESL as their first choice. Thirteen selected Transitional Bilingual Education and seventeen selected Dual Language. Of those seventeen that selected Dual Language, one student was Chinese speaking and the rest were Spanish. Fourteen of those Spanish speaking ELLs were in kindergarten, one in first grade and one in second grade. In 2015, seventeen parents selected ESL as their first choice and two selected Dual Language. The program models offered are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

Instruction for ELLs is delivered in the Stand Alone ENL and Integrated ENL models. For Stand Alone ENL, students are pulled from their classroom into the ENL classroom for instruction. ENL teachers work closely with the classroom teachers to ensure that units are aligned. Schedules are created to avoid conflict with ELA and math instruction. In the Integrated ENL model, the ENL teacher enters the classroom and co-teaches with the classroom teacher. The ENL teacher creates supplemental materials to aid comprehension in the content areas. As per CR Part 154.2, Entering and Emerging ELL students receive one unit of Stand-Alone ENL per week along with one unit of Integrated ENL. Transitioning and Expanding ELLs receive one unit of Integrated ENL per week. Former ELLs will continue to receive .5 units a week of Integrated ENL for two years.

In the Stand-Alone ENL model, students are grouped heterogeneously among Entering and Emerging ELLs. ENL teachers design language rich content area units that are aligned with the Common Core standards. These lessons are designed with multiple entry points to increase participation by all students. In the Integrated ENL model, students are grouped heterogeneously. The ENL teacher will push-in to the classroom and work with all of the ELLs regardless of proficiency level.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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

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

PS330Q currently only has an ENL program for its ELLs. As per CR Part 154.2, Entering ELLs will receive 2 units of ENL study per week. One unit will be delivered as Stand-Alone ENL, and one unit is delivered in the Integrated ENL model. Emerging students will also receive two units of ENL study per week. A half unit will be delivered as Stand-Alone, one unit as Integrated ENL and a half unit of either depending on scheduling. Transitioning ELLs will receive one unit of ENL study per week. A half unit will be delivered as Integrated ENL and a half unit will be Stand-Alone ENL or Integrated ENL as the schedule allows. Expanding ELLs will receive one unit of study as Integrated ENL per week. Commanding ELLs will receive .5 units of Integrated ENL for two years.

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.

In both stand alone and integrated models English is the only mode of instruction. Our instructional approach relies on incorporating ESL/ENL methodologies, along with scaffolding instructional strategies. During ELA both science and social studies content is incorporated. ESL/ENL teachers use curriculum based materials alligned to the content topic. Teachers use science and social studies websites to implement topics, trade books, science books from Harcourt and social studies textbooks from Houghton Mifflin. During instruction an important emphasis is placed on tier II vocabulary acquisition. ESL/ENL teachers expose students to new vocabulary by using images, activating background knowledge about the specific content topic and defining new content vocabulary. Content vocabulary charts, bilingual glossaries, dictionaries and picture cards together with online sources are tools used to scaffold the language acquisition process. Furthermore, ESL teachers engage students in experiential learning and hands-on activities so that the acquisition and understanding of new concepts are successful. Students are expected to apply new learnings in academically rigorous and meaningful activities which are always alligned with Common Core Learning Standards.

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

Spanish speaking ELLs receive the Spanish LAB-R when first admitted. This provides us with how literate and fluent they are in their first language. During the school year, ELLs are assessed in their L1 in math, especially while taking the beginning of the year and end of the year math MOSL. During the Math State Exam, students are provided dictionaries that are translated in their first language along with a copy of the test in their first language. Students are told that they need to make a choice as to which math booklet they prefer to write in. The 4th grade state science exam is administered in their first language as well. For the hands-on performance task, practicum, it is verbally translated for the students. For the written portion, the students are given a booklet in their first language also.

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

Reading skills are evaluated 4 times a year through Fountas and Pinnell assessments. (See 1. on page 7) All ELL students take performance based writing assessments at the end of each module. Similarly, at the end of each unit, students take a unit assessment which tests their comprehension, vocabulary and writing. Third, fourth and fifth grade students have mid unit assessments as well as end of unit assessments and end of unit writing tasks. ELL data is analyzed as a separately with special attention to language structure. This data helps us create next steps in our instructions, groupings, differentiation and scaffolds. As for the listening and speaking skills, ESL teachers and classroom teachers conference with ELL students several times a week; they exchange relevant information which helps them plan speaking and listening activities. Finally, Data day results help us appropriately evaluate ELLs' progress and make instructional shifts when necessary

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
- A. Currently we do not have SIFE students. Nevertheless, in the event of having such students the school ensures that these students would be given the NYSITELL, oral interview questionnaire and the LENS. Once the student is tested, he/she is placed in the appropriate grade level. If the student is entering or emerging, they would start with On our Way to English program. The focus of our CCSS alligned instruction is to foster students' reading and writing skills while developing oral language at the same time. Students engage in small guided reading and writing groups which gives them the opportunity to further develop oral and listening skills. The ENL and classroom teachers would meet regularly to ensure that instructional practices, scaffolds and differentiated instruction fit the students' needs and learning style.

B. The ENL Push-In teachers works collaboratively with our literacy coach and classroom teachers with ELLs in their classrooms. All teachers make sure that lesson plans are alligned with Common Core State Standards. ENL teachers are members of their respective grade teams which meet once a week to analyze and discuss students' data to create academically rigorous instruction which will meet the needs of the ELLs. ENL teachers differentiate and scaffold units of study in reading, writing, math, science, and social studies. For our newcomer students, we get to know the students better by knowing their learning styles and provide them with teaching activities that fit their needs. On Our Way to English, Foundations, Ready Gen and Expeditionary Learning are currently being used to support language development. Guided reading books from Rigby and Scholastic are being utilized to target specific literacy skills in small group instruction. Other programs used at our school to support ELLs in their various stages of language development are: Leveled Literacy Intervention through Fountas and Pinnell, Go Math, Science by Harcourt School Publishers, as well as Social Studies by Houghton Mifflin Harcourt. Newcomer ELLs are also invited to participate in our Title III after school program which focuses on storytelling through the use of technology. When newcomer ELLs (0-3 years) take classroom assessments, testing accommodations are considered. As a team we agree to allow the ELLs to have time and a half to take the assessments. Since students with 1-3 years are required to take a state exam, they are grouped with other ELLs in the same grade and are given time and a half to complete the exam. Testing accommodations for ELL-SWDs are alligned to what is

indicated on their IEPs. If their IEP states they need to be in a separated location in a group of no more than 5, they are in that setting. If the IEP states that they need to be tested in a separate location, they are tested in a separate location.

C. In addition to B. above, when dealing with ELLs who received services 4-6 years, ENL teachers analyze NYSESLAT results for the past 3 years. It is critical to understand which modality presents the area of challenge. ENL instruction, materials, and scaffolds are planned accordingly and they are always alligned with CCSS. Great emphasis is placed on tier II vocabulary acquisition, differentiated instruction in order to meet students' academic needs. When working in small groups, students are mixed with English proficient students in order to be exposed to native language model. Developing ELLs are invited to participate in the Title III after school program to foster continued language enrichment. When ELLs with 4-6 years take classroom assessments, testing accommodations are considered. As a team we also agree to allow the ELLs to have time and a half to take the assessments. Since ELLs with 4-6 years are required to take a state exam, they are grouped with other ELLs in the same grade and are given time and a half to complete the exam. Testing accommodations for ELL-SWDs are alligned to what is indicated on their IEPs. If their IEP states they need to be in a separated location in a group of no more than 5, they are in that setting. If the IEP states that they need to be tested in a separate location, they are tested in a separate location.

D. We currently do not have any students who are long term ELLs. However, if we were to have them the same would apply to C. above.

E. Former ELLs will continue to receive .5 units of Integrated ENL instruction per week. During this time, the ENL teacher will support them in their classroom in the content areas. Regular conferencing with these students provide them with actionable feedback. ENL teachers continue to integrate ENL methodology and scaffolds to futher support these students. These students are also invited to participate in the Title III after school program.

As far as testing accomadations are concerned for former ELLs, they will also receive time and a half on classroom assessments and state assessments for 2 consecutive years. For former ELL-SWDs, what is indicated on their IEP testing accomadations will be followed.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

For students who are re-identified as non-ELL, they will be closely monitored by reviewing class data in ELA and Math to ensure that they are progressing throughout the school year. ENL teachers will meet with classroom teachers to discuss student progress as well. Documentation will be noted and shared with the principal. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and will reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

ELLs identified as having special needs receive additional differentiated instruction and ELL scaffolding techniques that are needed as per each student's IEP. Materials used to support language development for ELL-SWDs are On Our Way to English, Foundations, Ready Gen and Expeditionary Learning , however are modified to meet their individual needs. Guided reading books from Rigby and Scholastic are being utilized to target specific literacy skills in small group instruction. Other programs used at our school to support ELLs and ELL-SWDs in their various stages of language development are: Leveled Literacy Intervention through Fountas and Pinnell, Go Math, Science by Harcourt School Publishers, as well as Social Studies by Houghton Mifflin Harcourt.

A greater emphasis is placed on developing academic language and literacy skills by creating multiple opportunities for practice in each lesson. Sentence starters for speaking and writing are used to accelerate English language development. ELL-SWD students also have personal word walls attached to their folders for each content area. We use a lot of technology to support ELLs and ELL-SWDs. Teachers use Smartboards to scaffold all lessons by showing videos, enlarge images, and project charts and graphic organizers. The website Reading A-Z, that is affiliated with RAZ-Kids, is used during shared reading lessons and centers. The books are leveled on this website and are used for guided reading as well. The school subscribes to BrainPOP so teachers can show content-based videos related to classroom topics. I-Ready is a website that has content lessons, videos, and interactive activities that are individually designed based on student data. iPads are used during centers for students to read and listen to books read aloud to them. Math apps are downloaded so students can practice skills and enrich themselves. Listening centers are established in all classrooms. Reading A-Z has books in Spanish, which is our dominant language in our school. Using the app RAZ-Kids, students can listen to and read the books in both

Chart languages. Teachers use google translate to communicate directions for the students. In math, teachers us the GoMath site to assist students in their first language during instructions.

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?

PS 330Q's mission is to provide our ELLs and SWDs with the least restrictive environment. All students spend 24 periods per week in total within their classroom setting. For the 2013-2014 school year a change was made in our ICT classrooms in an effort to provide our SWDs with more time spent around their non-disabled peers. SWDs are now receiving 20 periods within their mandated ICT program, which will leave them with 2 periods of social studies and 2 periods of science with their non-disabled peers per week. Students are placed in an ICT setting based on their academic functioning level. If there is sufficient evidence (psychoeducational testing, teacher reports/observations, local assessments, student work products, parent information/input) SWDs will be place in an ICT. SWDs that approaching grade level standards or that are slightly below in either Math or ELA are usually placed in an ICT setting. These students are capable of academic success in a general education setting with the supports of small group instruction, differentiated curriculum, scaffolds, and/or parallel teaching as needed or deemed necessary. Push-in and co-teaching models are predominately used to promote the academic success of our ELL and SWD population.

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

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



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

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

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

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

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

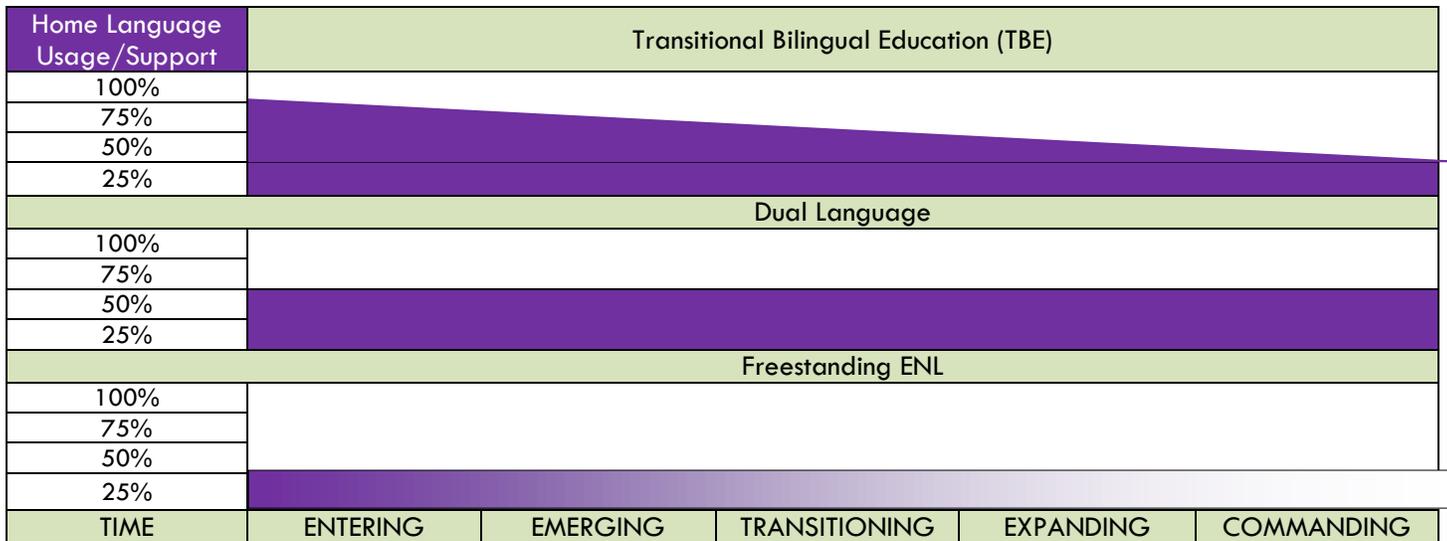


*Note: “other approved services” does not apply to New York City at this time.

Chart 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.
A reading academic intervention program for ELLs is implemented in our school. There is an AIS teacher for grades K-2 and an AIS teacher for grades 3-5. AIS teachers implement Fountas and Pinnell as a base line to collect data and create lessons accordingly. The intervention program used in our school is Leveled Literacy Intervention (LLI). LLI is designed to be used with small groups of ELL students who need intensive support to achieve grade-level competency in reading. Targeted instruction includes: combination of reading, writing, and phonics/word study; emphasis on teaching for comprehending strategies; explicit attention to genre and to the features of nonfiction and fiction texts; special attention to disciplinary reading, literature inquiry, and writing about reading; specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work"; close reading to deepen and expand comprehension; explicit teaching of effective and efficient strategies for expanding vocabulary; explicit teaching for fluent and phrased reading. We have also added a math specialist to deliver AIS services for grades 1-5. Small group instruction provided by the classroom teacher is used to as an intervention to support ELLs in math. The AIS teachers service the bottom third based on assessments and groups are rotated every two months. Data is collected to evaluate the effectiveness of these programs and if further instruction is needed. In addition, there is an after school tutoring program and Saturday academy program open to ELLs who need further support in ELA and math. Currently we do not have an intervention service for both science and social studies. However, for the first time this year, we have a science cluster teacher who implements grade appropriate lessons alligned to the CCSS. The teacher utilizes technology, hands-on materials and scaffolds materials for ELLs and ELLs-SWD. Native language is used in intervention programs when needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
For the current school year, English Language Learners are receiving both stand alone ENL and integrated ENL services depending on their particular level and need. Our program continues to be effective as shown through various forms of data and assessments. During the 2014-2015 school year, 92% of Grade 4 ELLs were level 1 in Reading Benchmarks beginning of year. By the end of the year, 70% were level 1 and 30% increased to level 2. Likewise, 100% of Grade 4 ELLs were level 1 in Math Benchmarks. This improved greatly as 80% of ELLs moved to level 2. In addition, based on Grade 3 data we determined that grade 3 ELLs were significantly behind in meeting Reading Benchmarks so we focused greatly on improving reading scores for ELLs. According to our 2014-2015 data, 80% of grade 3 ELLs were level 1 in the beginning of the year, 0% were level 2, 20% were level 3 and 0% were level 4. These numbers changed by the end of the year to the following: 67% were level 1, 11% were level 2, 0% were level 3 and 22% were level 4. In addition, half (50%) of the grade 3 ELLs increased from level 1 to level 2 in math benchmarks. Schoolwide, 18% of our ELLs scored commanding on the NYSESLAT in 2015. Furthermore, school wide 25% of ELLs improved from level B or I to Expanding level from the 2014 NYSESLAT when compared with the 2015 NYSESLAT. Consequently, we have seen progress in ELL scores in both reading and math and will continue to use our program to meet the needs of ELLs in content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
For the current school year, we are continuing with Ready Gen, Expeditionary Learning, DOE Bundles and On Our Way To English. Improvements to our curriculum include Sadlier Phonics Program and Engage Math. The addition of two AIS teachers and science cluster are also being considered for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?
This year we discontinued Ready Gen K-1 and Foundations. Ready Gen was discontinued because some aspects of the program were not age appropriate. Foundations will be used for AIS services. This change was made as Foundations does not progress quickly enough after Kindergarten. Sadlier Phonics will be used in place of Foundations.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs, including after school and supplemental services. ELL students in grades 1-5 are invited to participate in the Basic Skills Academy after school program, after school tutoring, the after school music and dance enrichment programs, and Saturday Academy. American Millennium Soccer Club also runs sessions after school several days a week. ELLs in grades two to five are invited to join. There is also a Title III enrichment after school program offered exclusively to ELLs in grades 2-5 that meets twice a week. The program focuses on storytelling using the software GoAnimate. Supplemental services are provided as needed. Our school sends out letters to parents in English, Spanish, and Chinese explaining the programs, when the program meets, the times for the program, and the duration of the program. Parents are asked to sign the tear off portion at the bottom of the sheet giving their child permission to participate. ELLs fully participate and are homogeneously and/or heterogenously grouped according to their needs and type of school program it is. For example: if ELLs need more assistance with reading, they would be grouped with students who share similar need during the Basic Skills Academy. However, all ELLs no matter what languagae level they are at fully participate with students who are not ELLs.
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.

Please see question 6. In addition, classroom teachers have access to a traveling computer cart that can be signed out for daily classroom use. The literacy coach has additional materials that all teachers can borrow for classroom instructional enhancement. SmartBoards are being utilized in every classroom in the current school year. Also, every class receives 10 iPads, Apple computers, Elmos. Books in the ESL classrooms are in English and are available for classroom teachers when needed. Big books are also used in content areas such as math, science, and social studies. Students use i-Ready Diagnostic & Instruction, RAZ kids and Rosetta Stone as technology supplements to curriculum and language learning.

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

Please see numbers 1 and 2 under Programming and Scheduling Information. The native language is supported in the instructions in a number of ways. ESL teachers differentiate the instruction in such a way as to allow the very beginner ELLs to rely on their native language to provide answers. Yet they are encouraged to refer to the picture or gestures so that the rest of the students can interact as well. Often, students with the same native language are placed in same groups so that they can assist each other during the activities. As home activity, teachers encourage students to read books in their mother tongue and have conversations about the book with their parents. Also, bilingual paraprofessionals, bilingual teachers and literacy coach provide clarifications for ELLs in their native languages whenever necessary. Another way of supporting native languages in ESL program is through the use of bilingual dictionaries and glossaries.

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

The ESL program groups students into homogeneous and heterogenous groups. Pull-out groups contain no more than 2 continuous grade levels. Teachers use scaffolds to deliver grade appropriate content in a differentiated manner. A variety of assessments are used to determine their language performance level. Teachers use IEP goals to plan instruction for ELLs-SWD. Students receive guided reading on their instructional level. However on grade appropriate materials are used on grade level with support.

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).

Paste response to question here: A week before school starts, the principal welcomes families. Families are given a T shirt with school's logo and food is offered as a welcome. This enables parent to get to know each other and gives students an opportunity to interact. The parent coordinator attends PDs pertaining to ELLs and shares resources with parents. For example, MsTapia informs parents about useful online ESL sources or ESL games that are beneficial for language development. These sources serve as tools parents can use at home to help their children progress academically. As for the activities for new ELLs who enroll throughout the school year, depending on their level, we make sure they are engaged in small group activities fostering their early literacy skills, such as phonic activities, guided reading, writing and math as well as content vocabulary activities.

19. What language electives are offered to ELLs?

Paste response to question here: N/A.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. Our Professional Development plan for the ELL personnel, ESL teachers, common branch teachers, secretary and parent coordinator revolves around the on-going assessments of student needs. Our professional development is geared to provide staff and pedagogues with tools and resources for implementing ENL strategies and methodologies. All school personnel, including the assistant principal, paraprofessionals, guidance counselors, speech therapists, occupational/physical therapists and psychologists are invited. On Monday, November 16th all staff are invited to a PD hosted by the ESL team. This session will focus on using technology to provide ELL supports across content areas. The second session will be held on Monday November 30th and will focus on enriching Tier II vocabulary acquisition. On Monday, December 14th, there will be a third PD hosted by the ESL team on creating authentic assessments for ELLs. Feedback from this series of workshop will be used to determine the topics for upcoming PD sessions hosted by the ESL team. In addition, all staff are encouraged to apply for ELL PDs offered through the DOE Professional Development Website.
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?

ENL teachers either personally choose or are guided to attend PDs outside the building that are offered through the office of ELLs. These PDs are aligned to CCLS and pertain to ENL strategies. A number of PDs also relate to the administrative part of an ENL position. For example PDs on recent changes in LAB-R testing (NYSITELL); BER PDs as well as those offered through CFN 606. At these PDs, ENL teachers interact with other ENL teachers where they exchange successful practices. These practices are turnkeyed to ENL and classroom teachers back at school. PD content revolves around teaching specific skills such as teaching content vocabulary, asking high order thinking questions, information/narrative writing, questioning in nonfiction etc. ENL scaffolds are shared and teachers are given handouts in the form of academic articles or graphic organizers which support the specific ENL method. Also, ENL teachers are exposed to games and software which can be used in small groups or centers and have been used as successful tools for teaching certain content and language aspects.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Paste response to question here: N/A
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.

On Mondays, on-site professional development is provided to all teachers and administrators. Some of the PDs address the needs of English language learners. A minimum of fifteen percent is dedicated to language acquisition, including a focus on best practices for co-teaching strategies (differentiation and scaffolding) and integrating language and content instruction for English language learners. At times, an outside Professional Development organization comes in to provide other types of staff development. Before these PDs begin, teachers are asked to sign in for attendance and take an agenda regarding the PD topic. These attendance forms and a copy of the agenda hand-outs are kept in a binder and remain in the coaches' office. For English as a New Language teachers, a minimum of fifty percent of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. ENL teachers and teachers with ELLs in their classrooms participate at full day off-site Professional Development training facilities, such as The Bureau of Education and Research (BER) and The Department of English Language Learners and Student Support (DELLSS). The principal either designates teachers to participate or encourages teachers to attend these PDs. Teachers submit PD request forms to Jacqueline Perez, the secretary, and the principal gives the approval for teachers to attend. These PD request forms are kept on file in a binder. Following these PDs, teachers are asked to complete a PD reflection form indicating new insights gained and when they would like to turnkey the information.

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?

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development, 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 teachers utilize the allotted forty minute weekly parent engagement block to schedule progress meetings with parents. In these sessions, the ENL teachers discuss language development progress, assessment results and language and academic needs in the content areas. Teachers also provide strategies and resources for parents to use with their child at home. In house interpreters are present at these meetings as needed. If there is no interpreter available, the ENL teachers use the DOE provided phone interpretation service. Additionally, when individual meetings are scheduled between parents and the classroom teachers, the ENL teacher will attend to provide updates on language development progress.

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

Teachers are responsible for keeping their own parent engagement records. Included in these records are date of meeting/discussion, parent and student names, interpreter present (if applicable), and topics discussed are written in parent communication logs maintained by the teacher.

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

1. We are a school that welcomes all families. Our parent coordinator, Ms Tapia, welcomes parents and facilitates any correspondence with all staff members. The vast majority of our families speak a language other than English. We have hosted Parent Association meetings, orientation meetings, a curriculum night and an Ethnic Heritage celebration. Since we have a testing grade, a number of parent workshops are offered to our families this year. ESL teachers, literacy and math coach organize these events. The purpose of the workshops is to inform parents about testing dates, format and expectations. Parents are guided as to how to help their children get ready for the state test. English-Spanish speaking staff is encouraged to participate at these meetings and engage parents in activities that focus on important academic skills both in ELA and math. ELL parents are placed in groups guided by ENL teachers. ENL teachers provide them with reading and writing tools such as handouts with reading and writing strategies, high thinking order questions, graphic organizers, sight words, vocabulary word wall etc. Parents are given opportunity to engage in small group work and practice with their children.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We currently have a partnership with New York City Cares that offers families ENL classes on the Saturdays. For the translation services we rely on DOE. The parent coordinator is in charge of sending forms that need translation, as well as getting in touch with the translators for the languages needed.

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

The parent coordinator, Ms Tapia facilitates communication between parents and school personnel. Apart from parent coordinator's role described above, Ms Tapia's also helps manage parent workshops. She communicates with parents via surveys in September to evaluate parents' needs and interests. This year's workshops include how to help your ELL child at home, how to assist your SWD child academically, introduction to kindergarten, the middle school application process, immigration, citizenship, Class Dojo, RAZ kids and other resources for parents to use at home with their children. At the end of each workshop, parents complete a feedback form evaluating the effectiveness of the workshop and asking for topic of interest for future workshops. Parents are notified of workshop through notices sent home in English and Spanish. In addition, Ms. Tapia uses the school messenger (in English and Spanish) to update parents on upcoming events or changes in schedules.

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

All letters inviting parents are translated in their native language. Parent activities have been well attended so far this year. Translators are available at all of the above mentioned meetings. We are hoping that our high parent participation rate will continue throughout the year as more activities are planned. Parents are also encouraged to make suggestions for future workshops.

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:

School Name: PS330Q**School DBN: 24Q330**

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)
LaShawna Harris	Principal		1/1/01
Ronald James, Jr.	Assistant Principal		1/1/01
Sulay Tapia	Parent Coordinator		1/1/01
Danielle Russo	ENL/Bilingual Teacher		1/1/01
Maria Urena	Parent		1/1/01
Michelle Zytko	Teacher/Subject Area		1/1/01
Cristina Edwards	Teacher/Subject Area		1/1/01
Carri To	Coach		1/1/01
Regina Capowski	Coach		1/1/01
Stephanie Villafuerte	School Counselor		1/1/01
Madelene Chan	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Melissa Newman	Other <u>ENL</u>		1/1/01
Sean Ali	Other <u>ENL</u>		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q330** School Name: **P.S. 330Q**
Superintendent: **Madelene Chan**

Before you begin, please check the following:

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

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

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

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

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

As a school we utilize information that has been provided to use through the registration process as per the Home Language Identification Survey (HLIS), oral interview of parents/guardians, as well as data from the Adult Preferred Language report. This information is available in ATS. Based on the this information, we locate translated versions of DOE documents to provide families information that is specific to their preferred language of communication.

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

PS 330Q has a population of 646 students. English language learners represent twenty three percent of our student population. A large number of our families speak a language other than English, with Spanish being the most prevalent. Many prefer to receive written communication from the school in Spanish as well. In addition, PS 330Q also has several parents that speak Mandarin and Bengali. Of these parents, most prefer written communication in English, however some have requested communication in their native language.

Part B: Creating a Communications Calendar

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

P.S. 330Q translates all school letters, flyers, handbooks, newsletters, announcements and teacher created documents into Spanish for parents/ guardians. We utilize school messenger as a follow up to notices that are sent home. The messages are recorded bilingually and the automated system calls all homes. Grade newsletters and schoolwide events calendars are sent home monthly. Notices such as after school program opportunities, parent-teacher conference and school function announcements are sent home in a timely manner.

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.

Throughout the school year, parents and teachers will meet many times. Some of these meetings occur at curriculum night, parent teacher conferences, Tuesday parent engagement time and IEP meetings. In addition, there are monthly SLT and breakfast with the principal sessions.

Part C: Providing Language Assistance Services

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

Bilingual Spanish speaking staff at P.S. 330Q translate all documents that are sent home to parents. Teachers are asked to give timely notices when requesting translations. Documents are translated into Spanish by in-house staff members.

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.

Our interpretation needs are met by in-house school staff. For languages that are not represented in our school we will use the Translation and Interpretation services over the phone as provided by the DOE.

Part D: Training Staff on Policies and Procedures

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

All staff members are notified of language assistance services by the Language Access Coordinator. This includes phone interpretation services as well as written translation. A memo containing this information is placed in staff mailboxes to keep as a reference.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Welcome Poster is prominently displayed at the main entrance of the school as well as a sign letting parents know that interpretation services are available. All parents are provided with a Parents Bill of Rights and Guide to Language Access to inform them of their rights to interpretation. A language ID guide is kept at the security desk and in the main office to assist in identifying appropriate interpretation services.

Part F: Monitoring and Quality Control

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

Parent surveys will be given to collect feedback from parents on the quality and availability of services. Parents are asked to complete feedback forms (available in Spanish) following workshop. The data collected from feedback forms is used to determine next steps for improvement.