

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **28Q349**

School Name: **28Q349**

Principal: **TANYA BATES-HOWELL**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Queens School for Leadership & Excellence School Number (DBN): 28Q349
Grades Served: Prek -5 (Opening with Prek and K and K)
School Address: 88-08 164th Street, Jamaica, NY 11432
Phone Number: _____ Fax: _____
School Contact Person: Tanya Bates Howell Email Address: Tbateshowell@schools.nyc.gov
Principal: Tanya Bates Howell
UFT Chapter Leader: Farrah Padro
Parents' Association President: Mathieu Jean-Pierre
SLT Chairperson: Karen Rattner
Title I Parent Representative (or Parent Advisory Council Chairperson): Aaron George
Student Representative(s): n/a

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
Superintendent's Office Address: 90-27 Sutphin Blvd, Jamaica, NY 11435
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718-557-2618 Fax: 718-557-2623

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 81-01 Rockaway Blvd, 4 Floor, Ozone Park 11416
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 917.520.6743 Fax: 718.281.3509

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)
Tanya Bates Howell	*Principal or Designee	
Farrah Padro	*UFT Chapter Leader or Designee	
Mathieu Jean- Pierre	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
Aaron George	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>	
n/a	CBO Representative, if applicable	
Sheemu Khan	Member/ Teacher	
Michelle Vitale	Member/ Teacher	
Karen Rattner	Member/ Guidance Counselor	
Silvio Martinez	Member/ Parent	
Mahbub Chowdhury	Member/ Parent	
Sejda Akhter	Member/ Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 349 The Queens School for Leadership & Excellence is a new school opening in September 2015 with 2 pre-kindergarten classes and 3 kindergarten classes. We will grow each year with one grade until reaching 5th grade with approximately 400 students. The school is located in Jamaica, Queens in a diverse community. The school is projected to have students speaking up to 12 different languages. Currently, 26% of the students speak Bengali, Spanish, Urdu, Russian or French-Creole.

Creating Process

The school was created to address the growing population of children in District 28 and alleviate the over crowding in the neighboring schools. The Founding Principal collaborated with a Working Group consisting of Community Education Council (CEC) members, parents, United Federation of Teachers (UFT) and Council of School Supervisors & Administrators (CSA) to design the instructional programs and align all facets of the school to the Framework for Great School.

Mission

At P.S. 349 we will work to cultivate the future leaders of the world for the 21st century and beyond. In collaboration with all members of our diverse community, we will address the needs of the whole child, through rigorous academics, and project-based learning. Students will think critically, communicate effectively and solve real-world problems. We believe that students thrive in a nurturing environment of trust, safety, and security to grow both emotionally and academically.

Vision

P.S. 349 is a school of excellence where children can achieve their full leadership potential in academics, creativity and moral development, thus becoming lifelong learners prepared for the 21st Century and beyond.

Core Values

At P.S. 349 we believe in:

- **Life-Long Learning**

We challenge ourselves to continue our own professional growth and we strive to instill a love of learning in our students.

- **Excellence**

We excel in all that we do as a collaborative team and we encourage our students to learn collaboratively with their peers.

- **Accountability**

We establish clear goals, measure progress and take responsibility for results and we teach our students to become responsible, self-motivated, monitors of their own learning.

- **Diversity**

We appreciate, respect and learn from diverse cultures and teach our students to do the same.

The Framework for Great Schools:

As a new school, there is no data from the previous school year to demonstrate the progress made from the implementation of the Framework for Great Schools. With this in mind, PS 349 was created in alignment to the Framework and the School Quality Rubric. For each element of the framework a blue print plan was created to ensure alignment and high quality instruction for all students.

Rigorous Instruction was addressed by engaging in extensive research to select the best curricula as a resource for delivering high quality rigorous instruction to students. The school selected Teacher's College Reading & Writing and GoMath curricula. Teacher's College Reading and Writing curriculum is a whole language process approach to the teaching of reading and writing. Students are immersed in authentic whole text and live a reader and writer's life. Students will focus on Common Core aligned units of study in opinion, information and narrative texts. GoMath provides interactive hands- on approach to covering the Common Core Standard. The curriculum ensures that students can access content at appropriate levels of depth and rigor. Both curricula will support the school in meeting our goals to provide students with high quality rigorous instruction preparing students to be college and career ready. Teachers will engage in teacher teamwork to analyze data and student work to make adjustments to curricula and ensure common core alignment.

P.S. 349 developed a partnership with the Leaders in Me to rally the community around a common theme and supportive culture. The school was awarded a grant to teach students the 7 Habits of Highly Effective People. These leadership skills will be taught during morning meeting and infuse throughout the school day. This is a three year roll out process to address students social and emotional development, thus developing the key skills to take on future leaderships roles in college, careers and beyond. Throughout the school environment teachers speak a common language to demonstrate high expectations and academic success for all students.

Effective leadership was demonstrated throughout all components of the blue print. The founding principal researched the academic success of the district and engaged parents in informal discussions to identify the needs and desires of the

community. This research provided the foundation for all facets for the school. Another example of effective leadership was the strict hiring guidelines to only select highly qualified teachers with dual certifications that demonstrated skills aligned to the vision and mission of the school.

Strong Family-Community Ties is an integral part of the foundation of P.S. 349. A Family Engagement Committee will be established to support the development of an authentic partnership with families and community stakeholders focused on students' learning. The school has already established a partnership with Learning Leaders to provide parents with training to volunteer within the school.

Collaboration will be an embedded part of the school culture. Common planning time will be incorporated into teachers' weekly schedules to ensure rigorous instruction. To build capacity across the school, teacher leaders will be identified to serve on the Instructional Cabinet and Professional Learning Committee. The teacher leaders will collaborate with the principal to make decisions, based on data, about instruction and teachers' professional development focused on improving student learning outcomes.

Finally, trust is weaved throughout the school environment. All parents, school staff, students and administrators will value and respect each other while working towards the shared goal of improving students' learning and preparing for college or a career.

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.

Historically across the district students are reading at a level 2.0 – 2.89. In addition, students entering P.S. 349 come without early childhood education or emergent reading skills. In consideration of the historical data and the demographic of the PS 349 community, there is a need to provide rigorous instruction in literacy and math.

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, 65% of students will move at least two levels in reading and math as evidenced by the running record assessment and math inventory assessment.

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>Teachers will meet weekly in grade teams to analyze student work and data; identify strengths and weakness in student</p>	<p>PreK - K</p>	<p>Sept. 2015 - June 2016</p>	<p>Teachers, Principal, and TC partnership</p>

learn and make adjustments to curriculum and grouping to support the learning for all students.			
Teachers will provide small group instruction two times per a week in phonics, guided reading and whole language to increase reading levels.	K	Sept. 2015 - June 2016	Teachers, Principal, and TC partnership
Teacher will facilitate parent workshops and meetings to support parents with understanding the Common Core and provide them with strategies to support students' academic growth at home.	PreK-K	Sept. 2015 - June 2016	Teachers, Principal, and TC partnership
Teachers will provide small group instruction to level 1 students 3 times per a week based on individual students' readiness in reading and math levels.	K	Sept. 2015 - June 2016	Teachers, ESL Teacher, and TC partnership

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.											
<p>Teachers will participate in professional learning cycles of coaching and support facilitated by Teacher's College Reading and Writing Project (TCRWP).</p> <p>Teachers will engage in 3 cycles of inquiry to look at student work and make adjustments to instruction and curricula to meet the diverse need of our students.</p> <p>Teachers will participate in study groups facilitated by TCRWP focused on improving teachers' instructional practices and improving students' learning outcomes.</p>											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 65% of students will move at least 1 level in reading as measured by the running record assessment. By January 2016, 65% of students will move at least 1 level in math on the math inventory.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

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Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

- 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.

P.S. 349 recruited teachers with a wide range of experience. To support the growth and develop of every teacher it is necessary to create a professional learning plan that meets the diverse need of the teachers. In addition, it is important to continual monitor the growth of teacher and the impact on students’ academic growth.

Part 2 – Annual Goal

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

By June 2016, 75 % of teachers will increase at least one level of performance rating in (3b) questioning and discussion and (3d) assessment in instruction as measured by the Danielson's Framework for Teaching using the New York City Department of Education Advance system.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Teachers will participate in monthly professional learning focused on Danielson's Framework for Teaching.	Teachers and Principal	Sept. 2015 – June 2016	Principal and Teachers

The school leader will conduct frequent cycles of formal and informal observations and provide timely written and verbal feedback with actionable next steps.	Principal	Sept. 2015 – June 2016	Principal
The teachers will participate in 3 cycles of professional learning focused on balance literacy facilitated by a Teacher’s College coach.	Principal and TC Coach	Sept. 2015 – June 2016	Principal and TC Coach
The school leader will build capacity in teachers leaders to participate in weekly Instructional Cabinet/ Professional Learning Committee and collaboratively make data informed decisions about instruction and professional learning.	Principal and TC Coach	Sept. 2015 – June 2016	Principal and TC Coach

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.											
Teacher Team Facilitators, TCRWP on-site coaching, Principal PD day at TC, Teacher PD days at TC											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By January 2016, 50% teachers will engage in at least 1 cycle of coaching support facilitated by TCWRP.										
By January 2016, 50% teachers will participate in at least 1 cycle of Specialty Group with TCRWP.										
By January 2016, the principal will conduct at least 2 cycles of informal observation and provide actionable feedback to 100% of teachers.										
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.

The Framework for Great School highlight community and family ties as a priority to support the academic and social growth of students. As a new school, we have developed systems and structures to develop authentic partnerships with parents and the community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, 20% of parents will be committed to a partnership with the school as measured by attendance at school events and sign-in logs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Parent & Community Engagement Committee will meet quarterly to plan and monitor the progress of parent</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Teachers and Parents</p>

involvement and the impact on students' academic growth.			
Teachers will facilitate 3-parent workshop to assist parents with strategies to support students' Literacy and math development.	Parents	Sept. 2015- June 2016	Principal, Teachers and Parents
Teachers will create and send home a monthly newsletter with tips to provide a home school connection to unit tops in reading, writing and math.	Parents	Sept. 2015- June 2016	Principal, Teachers and Parents
Learning Leader will train parents to be volunteers and take on various roles within the school.	Parents	Sept. 2015- June 2016	Principal, Teachers and Parents

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.											
Teachers facilitate workshops Learning Leader partnership Parent & Community engagement time to plan and monitor the success of parent partnerships											
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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2015, the school will establish a Parent & Community Engagement Committee, Parent Teacher Association (PTA) and School Leadership Team (SLT).
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)	Running Record, teacher's observations and Performance Assessments	Foundations Guided Reading Shared Reading Scaffolding	Small group and direct instruction	During the school day
Mathematics	Math Inventory, teacher observations and Performance Assessments	Scaffolding, manipulative Strategies to solve word problems	Small group and direct instruction	During the school day
Science	Running Record, Math Inventory, teacher observations and Performance Assessments	Guided Reading, shared reading scaffolding, modeling, interactive lessons	Small group and direct instruction	During the school day
Social Studies	Running Record, teacher observations and Performance Assessments	Guided Reading, shared reading scaffolding, modeling	Small group and direct instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified with social and emotional needs.	Counseling provided by Counselor	Small group and one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
PS 349 is a new school opening in September 2015. The 18 D Committee only recruited teachers for vacancy positions with the appropriate certifications. The 18 D Committee establish the hiring criteria, recruited and selected teacher from Open Market Transfer System, New Teacher Finder and College Fairs. In the development of the school the "Working Group" consisting of parents and educators developed systems and structured to provide teachers with a nurturing supportive work environment. For example, TC Coaching, opportunities for collaboration, creating a lab classroom for teachers to observe best practices and individualized professional learning opportunities.

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).
A Professional Learning Committee (PLC) in collaboration with the Principal will provide teachers with high quality professional learning incorporating Danielson's Framework for Teaching. The focus of the PLC is to support the growth of teacher pedagogy and improve students' learning outcomes.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Teachers will be provided with targeted professional learning and support to provide students with high quality instruction that addresses the needs of the identified lowest third including students with disabilities and English language learners .

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).
--

Students are provided with high quality instruction within the classroom to minimize removing children from the daily instruction. Teachers are provided with professional learning to meet the individualized needs of English language learners within the classroom within our Respond to Intervention (RtI) structure.

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 349**, 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. **P.S. 349** will support parents and families of Title I students by:

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

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

school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

School-Parent Compact (SPC)

P.S. 349, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 349
School Name The Queens School for Leadership & Excel		

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 Tanya Bates Howell	Assistant Principal n/a
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Sheemu Khan/ENL	School Counselor Karen Rattner
Teacher/Subject Area Farrah Pedro/Cluster/RTI	Parent n/a
Teacher/Subject Area n/a	Parent Coordinator n/a
Related-Service Provider n/a	Borough Field Support Center Staff Member Joshua Metz
Superintendent Mabel Muniz-Sarduy	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	75	Total number of ELLs	26	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	26	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	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	10	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	2	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	1	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 Tamil	1	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)	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	9	0	0	0	0	0	0	0	0	0	0	0	0	0
Commanding (Proficient)	7	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>00</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
As a new school opening with four kindergarten classes, the students will be assessed school-wide three times a year (baseline, mid-year and end -of- year) in reading, writing and math. We will use end of unit performance assessments, Fountas & Pinnell, GoMath Diagnostic and portfolios. Teacher will collaboratively analyze assessment data to provide multiple entry points into instruction. The ENL teacher will collaborate with teachers during common planning time to differentiate instruction. In addition, the teacher will provide push-in and pull-out service to students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
As a new school opening in September 2015, the students are in the process of being assessed. However, historical data across the district suggests that students struggle with decoding, fluency, reading comprehension and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As a new school opening with Kindergarten, we do not have historical data. However, the school has developed systems and structures to support the ENL. The ENL teacher will push-in the reading and writing block to support the instruction for ENL students. This reduces the teacher to student ratio and maximizes student achievement. The ENL teacher will collaboratively plan with teachers during common planning time to support students' learning in all core subjects.
- 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?
As a new school opening with kindergarten, we do not have data yet. Historical district data finds that students struggle with reading comprehension and math comprehension. Structures have been put in place for teachers to use assessment data to refine units and lesson plans to meet the needs of the ENL students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] We will use the F&P, GoMath, and New York State Baseline Performance assessment for all students. This data will be used to identify the students in need of RTI supports and the Tier of support needed. At PS 349 we focus on providing support within the classroom using small group instruction. In addition, all students receive foundations instruction every day including ENL students, which is an intervention program to support the reading curriculum. On-going progress monitoring is used to make informed decisions regarding instruction and supports. The ENL teacher will provide pull-out and push-in service to support instruction for ENL students.
6. How do you make sure that a student's new language development is considered in instructional decisions? Teachers will model strategies in multiple ways and provide engaging lessons which allows access to instruction for ENL students. Content vocabulary is pre-taught and teachers build upon students prior knowledge and integrate cultural experiences in lessons. All lessons include a learning target and language objective.
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). The success of the program is evaluated through the NYSESLAT data, classroom assessments, informal anecdotal records and formal assessments. The student's individual success in all content areas is monitored through progress reports, running records and informal assessments from the ENL instructor. Students' success is also evaluated by students mastering grade level academic standards.

Part IV: ELL Identification Process

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

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

A pedagogue administers the Home Language Identification Survey to students and their parents entering the NYC public school system for the first time and students that have not attended a New York State public school for 2 or more years. The response from the survey coupled with an informal interview with the ENL teacher will determine whether the student should be given the NYSITELL exam. We have bilingual paraprofessionals and staff to assist parents, as needed, to complete the survey. The NYSITELL is administered within the first 10 days of admittance into the school. The results of the NYSITELL determine if a student will be placed in a language program. The Spanish Lab-R is administered to those students whose home language is Spanish. Then entitlement letters and non-entitlement letters are sent home to parents. In addition, parents participate in an orientation meeting in which they watch a video about the different programs offered in NYC public schools. After the video, parents are asked to complete a survey.
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).

A pedagogue administers the Home Language Identification Survey to students and their parents entering the NYC public school system for the first time and students that have not attended a New York State public school for 2 or more years. The response from the survey coupled with an informal interview with the ENL teacher will determine whether the student should be given the NYSITELL exam. We have bilingual paraprofessionals and staff to assist parents, as needed, to complete the survey. The NYSITELL is administered within the first 10 days of admittance into the school. The results of the NYSITELL determine if a student will be placed in a language program. The Spanish Lab-R is administered to those students whose home language is Spanish. Then entitlement letters and non-entitlement letters are sent home to parents. In addition, parents participate in an orientation meeting in which they watch a video about the different programs offered in NYC public schools. After the video, parents are asked to complete a survey. SIFE students are students with interrupted/inconsistent formal education (SIFE) are ELL's who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment are two or more years below grade level in literacy in their home language and/or math. Student status must be determined within 12months of enrollment. An initial determination must be made within 30 days of enrollment using our ELL identification process outlined and home language survey. SIFE Identification Process: 1) Administer the oral interview questionnaire, and Literacy Evaluation for Newcomers SIFE. Criteria- newly identified ELL, and in grades 3 to 9, and at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results.
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).

A language proficiency team/School Implementation Team (SIT) will determine if a student with an IEP presents with language acquisition needs and should be administered the NYSITELL.

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 students are identified as English Language Learners, an entitlement letter is sent home with the date and time of the parent orientation. During the orientation, parents are given brochures and visual information about TBE, Dual Language and free standing ENL services provided by the New York City Department of Education. At the end of the parent orientation, parents complete the Parent Survey and program selection form. If parents are unable to complete the forms, they have the option to return the forms to the school within 5 days following the orientation. At the beginning of the year, parents will be given continued entitlement letters for the current school year. These letters will be collected by the ENL Teacher. The entitlement letter, the parent survey and program selection forms are given to the school secretary and secured in the main office in the student's folder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The school will send a letter of entitlement of ENL status notification within 5 days letting parents know the results and that they have the right to appeal the ENL status within 45 days. Copies of the letter are filed and kept in the main office in the cumulative folder along with surveys and parent orientation documentation.
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 students are identified as English Language Learners, an entitlement letter is sent home with the date and time of the parent orientation. During the orientation, parents are given brochures and visual information about TBE, Dual Language and free standing ENL services provided by the New York City Department of Education. Bilingual staff members informed of their right to select a program of their choice even if the school currently does not offer the program. The parents are provided information on standards, curriculum and assessments. At the end of the parent orientation, parents complete the Parent Survey and program selection form. If parents are unable to complete the forms, they have the option to return the forms to the school within 5 days following the orientation. At the beginning of the year, parents will be given continued entitlement letters for the current school year. These letters will be collected by the ENL Teacher. The entitlement letter, the parent survey and program selection forms are given to the school secretary and secured in the main office. ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment. If the school currently has the program of choice the student is placed in the program immediately. If the school currently does not have the program of choice the school must inform the parent and provide them with two options: 1). Keep the student enrolled at the current school in the program available; or 2). transfer the student to a different school where the parent's selection is currently available. The student will be placed in the school's ENL program until the transfer is completed.
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.
Once students are identified as English Language Learners, an entitlement letter is sent home with the date and time of the parent orientation. During the orientation, parents are given brochures and visual information about TBE, Dual Language and free standing ENL services provided by the New York City Department of Education. At the end of the parent orientation, parents complete the Parent Survey and program selection form. If parents are unable to complete the forms, they have the option to return the forms to the school within 5 days following the orientation. If parents do not return the forms, numerous outreach is made through phone calls and letters mailed and back-packed until the forms are returned. At the beginning of the year, parents will be given continued entitlement letters for the current school year. These letters will be collected by the ENL Teacher. The entitlement letter, the parent survey and program selection forms are given to the school secretary and secured in the main office in the student's folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school monitors the Parent Survey and Program Selection through written notification and follow-up phone calls.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teacher ensures that all parents receive a placement notification letter once their child is placed in a program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ENL documentations is stored in the main office in the student's cumulative folder including, HLIS, non-entitlement, and entitlement letter, NYSITELL test and answer sheets. We have a system of check and balance with the ENL teacher and school secretary to ensure all documents are in the folder.

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.
- When a student is placed in a language program, the student is administered the New York State English as a Second Language Assessment (NYSESLAT) every Spring. If the student test proficiency (P) on the NYSESLAT, he/ she will no longer need to receive ENL services . If the student does not achieve proficiency on the NYSESLAT, he/she will remain in their selected ENL program every year until he/she achieves proficiency on the NYSESLAT. Once the student is identified as an ENL student, the school secretary inputs the necessary codes into the ATS system. The RLER report is generated to verify the students eligible for testing. All children who are serviced in ENL will be scheduled for the NYSESLAT accordingly. A schedule is in place to ensure each child has the allotted time. Absentees are tested if permitted by the end of the cut off date.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- As a new school opening with Kindergarten, we did not have continued entitlement and transitional support students because they all all new ELLs. All parents received an entitlement letter including students on the commanding level. The school's procedure is to ensures that continued entitlement and transitional support parent notification letters are both sent and mailed home.
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).
- 14 out of 19 parents chose freestanding ESL, 5 chose dual language and 7 students scored at the commanding level, as a result, the parents were not required to select a program. PS 349 currently, offers a freestanding program due to the number of parents that selected free standing services. The 5 parent that chose dual language chose to remain at the school and receive free standing services. As the school grows, we can offer additional programs to support ENL students.

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]).
- Freestanding ENL program.
 - The school currently uses the push-in/pull-out organizational models for ESL, as well as, co-teaching and collaborative teaching.
 - The ESL teacher works with ENL students during literacy and math instruction. The teacher collaborates with the general education classroom teachers to provide language acquisition and vocabulary support. The ESL teacher plans during common preparation time with classroom teachers to address the needs of the ENL students. The teachers focus on ESL strategies. For example, total physical response and whole language are used to help students gain both fluency and comprehension in the English language. In conjunction with helping the advancement of the children's oral expression, the teacher often reads aloud to the students, which gives them opportunities to respond to literature through writing and drawing. During pull-out, students are grouped homogeneously according to level or need for English-acquisition focused instruction.
 - Students are heterogeneously mixed receive push-in services within the classroom using integrated instruction. Pull-out services are provided using homegeneous grouping using thematic units the address all four modalities.
 - TBE program. *If applicable.*
n/a
 - 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?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ESL teacher provides service for Entering and Low Emerging ELL student for 8 periods per week at 45 minutes per period for a total of 360 minutes per week. The Transitional and Expanding ENL students are serviced for 4 periods per week for 45 minutes per period for a total of 180 minutes per week. The Commanding ENL students receive 2 periods per week for 45 minutes per period for a total of 90 minutes.

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 literacy, math, social studies and science, vocabulary development is a major focus. The content/All ELL students' mandated minutes are divided equally between stand-alone and intergrated instruction. As the ESL teachers pushes-in classes, the students are supported as they dissect the actual language of a given text, task, vocabulary and visual arts. Also ENL students are given an opportunity to participate in group discussions, eventually guiding them into broader whole class discussions and accountable talk. ENL students are given opportunities to move around and interact with other students. In math, students have access to manipulative and interactive technology as an entry point into instruction. The ESL teacher also uses instructional strategies, such as, movement, music, technology and drama to make the content comprehensible, while fostering language development and meeting the demands of the Common Core Learning Standards.

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

Students taking the New York State exam are given the exam in their native language as a support tool. If a student is unable to complete the NYSITELL he/she is given the Spanish lab. A translator is provided as needed.

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

Reading is evaluated through the Fountas and Pinnell assessments. Writing is evaluated through school-wide periodic assessments. Speaking and listening are evaluated through beginning, middle and end of year teacher made assessments that are aligned to CCLS and ESL standards.

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

Teacher's College Reading & Writing Program and GoMath provided differentiated strategies for ENL students. Long-term ENL students will receive support through the school-wide response to intervention structures. Former ENL will receive support services for two years after reaching the proficient/command level.

a). SIFE students returning to school are given a brief informal assessment of their basic skills and knowledge of English. The student is reintroduced to the classroom environment through displaying language and content objectives and present information in varied ways including written demonstration and manipulatives. Once the student feels comfortable in their classroom environment, they follow the structured ELL program that is currently in place. If there is a need for extra tutoring, the ENL teacher meet their needs.

b). The main focus of the newcomer instruction is to scaffold support to have access to the curriculum. In addition to developing students basic English, vocabulary and beginning foundations with their content area teacher and ESL teacher. The program is adapted to address students needs. Focus is place on utilizing the skills acquired in their first years to develop stronger abilities as a reader and writer of English. c). ENL students receiving services 4 to 6 years will receive extensive academic support in reading, writing, and math. The AIS teachers will provide extra support in content area instruction and supplementatl support with a reduced student to teacher ratio. d). We are a K-5 school as a result, we will not have long-term ENLs.

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.

The students will continue to receive services until the re-identification process is complete.

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?

There are a variety of strategies used to accelerate English language learners and student with disabilities development. The ESL teacher provides extra support using visuals, Total Physical Response (TPR), Kinesthetic learning and Sheltered Instructional Observation Protocols (SIOP) Method. All teachers are trained in using the Universal Design for Learning strategies and SIOP in lessons. All classroom teachers will also incorporate accountable talk, technology (Raz-Kids, StarFalls) and Foundations to support students' needs. In math, students are provided with manipulatives to conceptually understand and solve problems.

Chart 7 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?

Our ELL-SWD's are mainstreamed during pull-out sessions. Differentiation of resources, process and product are incorporated into lessons to meet their needs. The kinesthetic, tactile and the arts are infused into our lessons. We support our ELLs-SWD by using fl flexible scheduling and push-in/pull-out models.

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*
Chart	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(u) 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.

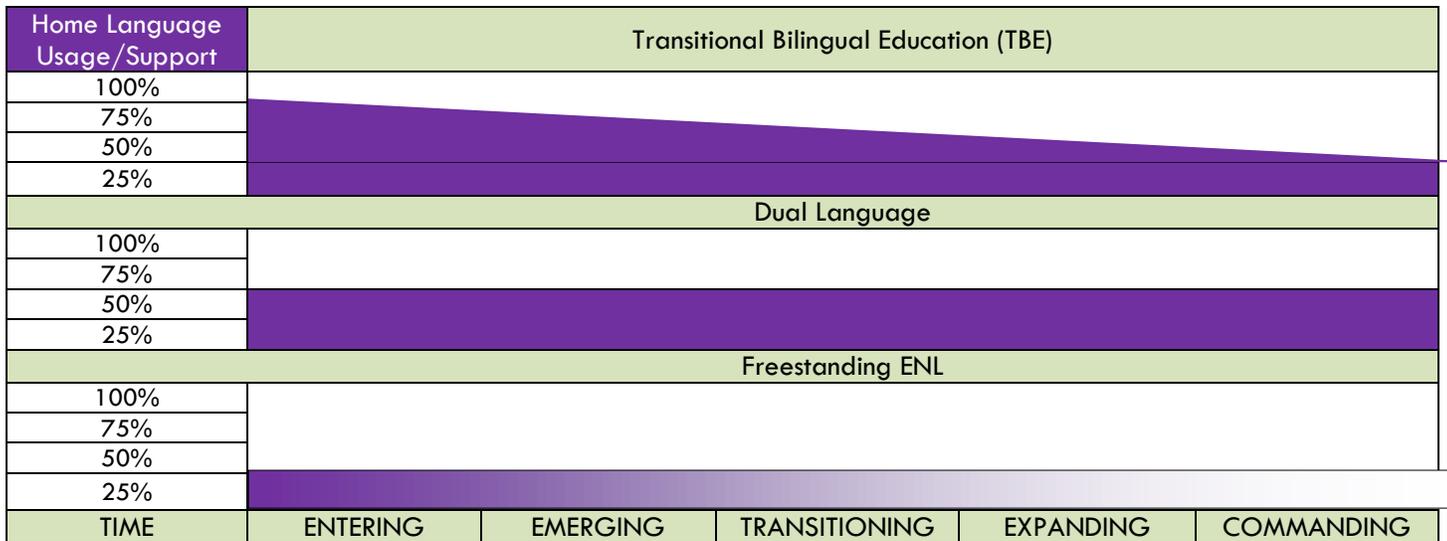


*Note: “other approved services” does not apply to New York City at this time.

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. Students are provided with small group instruction through our RTI tier I support. At PS 349, we focus on providing quality instruction in the classroom for student that need interventions to limit the amount of time out of the classroom. Teachers use data to group students and provide targeted interventions focused on language acquisition and vocabulary development. These services are provided in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As a new school, we do not have historical data. However, we have systems and structures for on-going progress monitoring for all students including ENLs and SWDs.
12. What new programs or improvements will be considered for the upcoming school year?
For next school year, we will use data to explore additional programs to support our Response to Intervention Program. We will incorporate the Fountas and Pinnell Leveled Literacy Intervention into our AIS/RTI program.
13. What programs/services for ELLs will be discontinued and why?
As a new school, there is no current data to suggest programs to be discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are programed for the core subjects in addition to music, visual arts, physical education, technology and drama. All students will be encouraged to participate in before and after school programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We are currently using Teacher's College Reading and Writing Project curriculum, GoMath, Harcourt science and social studies, Foundations, Raz-Kids and Starfalls. All curricula and programs provide support for ELL students. All curriculum is used as a resource to scaffold and provide multiple entry point into instruction. Visuals are provide help build vocabulary and content for each child.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Bilingual staff provide support to ENL students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ENL teacher delivers serices for the required amount of time using grade appropriate content and language. Teachers are provided with professional learning to support the ELL students. ENL teacher consults with teachers during common planning time to meet the needs of the ENL students.
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).
The teachers, guidance counselor and principal faciliate a parent orientation over the summer. Parents are provided with material in their home language and translators are available to translate.
19. What language electives are offered to ELLs?
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)?

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.)
ENL teacher will attend monthly workshops facilitated Teacher's College and District Office. The workshop are focused on balanced literacy, ELL compliance and ELL strategies to support instruction.
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?
The ENL teacher will attend ELL related workshops given by Teacher's College in order to support and engage ELLs in the Common Core Learning Standards. Teachers are provided with strategies to support students in all areas of speaking, listening, reading and writing.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor is provided with professional learning to assistance parents with selecting the best middle school to provide instruction in the parents' chosen ELL program.
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.

Our school will meet the professional development requirements for all teachers through in house professional development led by teachers and administrator. Teachers will also attend ELL related workshops given by Teacher's College. Teachers will also engage in 3 cycles of professional learning focus on delivering a quality mini-lesson, conferencing, and small group instruction. The coach will model and observe lessons and provide teachers with feedback. An agenda and attendance will be kept to maintain a records of professional development activities. Teachers will also be provided with professional development focused on vocabulary development and language acquisition, which is the school's instructional focus.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
The ENL teacher will meet with parents or guardians of English language learners at least once a yer, in addition to parent-teacher conferences, intial parent orientations, and quarterly progress meetings to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. The meeting will include a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. We currently have translation available onsite in Spanish and Bengali.
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.
We will record all parent or guardian attendance for all meetings. For letters sent home or phones calls made to the child's parent/guardian a note will be written in the child's parent communication log. Notification for meetings are sent home translated in the preferred language. This log will be kept in the child's cummalative folder. Onsite translation is available in Spanish and Bengali.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We offer monthly family activites related to instruction to welcome all families to the school environment. We send home monthly newsletter with strategies to support the growth of learning at home. All documents are translated in multiple languages.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We currently partnering with Learning Leaders.
5. How do you evaluate the needs of the parents?
The needs of the parents will be evaluated though a parent survey given at the beginning of the year.
6. How do your parental involvement activities address the needs of the parents?
As a new school, the Parent Engagement Committee is currently assess the needs of the parents. We have made several referrals to community based mental health and medical services.

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.

The instructional focus of P.S. 349 is focused on the vocabulary development and language acquisition of all students including ENL students.

Part VI: LAP Assurances

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)
Tanya Bates Howell	Principal		
n/a	Assistant Principal		
n/a	Parent Coordinator		
Sheemu Khan	ENL/Bilingual Teacher		
	Parent		
Farrah Padro	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q349**

School Name: **The Queens School for Leadership**

Superintendent: **Mabel Muniz-Sa**

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.

PS 349 is a new school that opened in September 2015 with two pre-kindergarten classes and three kindergarten classes. When parents registered their child, they completed a home language survey in their home language. This was administered by a pedagogue and the completed registration documents identified their preferred method of oral and written communication. Upon entering the school there are posters to support the preferred language of communication and staff members are available to translate as needed. As of now 76% of parents have requested written communication in English and 75% of parents have requested oral communication in English. Approximately 7% of the parents have requested written communication in Bengali and 8% of the parents requested oral communication in Bengali. As for parents who speak Spanish, 16% of the parents requested oral and written communication in Spanish. The remainder 1% of the parents requested oral and written communication in Urdu and French.

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.

Preferred languages for both written and oral communication are English, Bengali, Urdu, and Spanish. As of now 76% of parents have requested written communication in English and 75% of parents have requested oral communication in English. Approximately 7% of the parents have requested written

communication in Bengali and 8% on the parents requested oral communication in Bengali. As for parents who speak Spanish, 16% of the parents requested oral and written communication in Spanish. The remainder 1% of the parents requested oral and written communication in Urdu and French.

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.)

The following documents are translated yearly in all identified languages:

September : Parent Handbooks

September to June: Monthly newsletters, calendars, parent teacher conference announcements, overview of student curriculum, letters from school leadership

March/April/ May: New York State testing dates

September to June: All documents going to parents of ELLs are translated in their preferred language.

September to June: Health and safety related documents, placement in Special Education and English Language Learner program.

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.

Formal face-to-face meetings throughout the year will be:

September: Meet the teacher night/Curriculum night, Pre-K and Kindergarten orientation,

November: Parent Teacher Conference

March: Parent Teacher Conference

May: Parent Teacher Conference

September to June: Parent Teacher Meeting based on appointments every Tuesday after school.

Calls to parents will be made based on needs.

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.

All documents requiring translation will be translated by Translation & Interpretation Unit. Documents will be sent in a timely manner set by the Translation & Intrepretation Department.

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

P.S 349 will provide in-house interpretation service for Bengali and Spanish speaking parents. For the remaining parents, we will use over-the-phone interpreters via the Translation and Interpretation Unit and LIS (Legal Interpreting Service).

Part D: Training Staff on Policies and Procedures

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

The school will ensure that all staff members are aware of how to use translation services and over the phone interpretation service by providing teachers with training. The training will be provided by the administration. Teachers will also get an info card to know how to access an over-the-phone interpreter. Teachers will also be provided with a Translation and Interpration brochure for their own 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

All required posters are posted in the main office and security desk.

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)

Parents will be provided with a survey three times in their preferred language twice a year in January 2016 and May 2016 to assess the effectiveness of the school's communication efforts.