

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **30Q361**

School Name: **30Q361**

Principal: **NAYEON HWANG**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Woodside Community School School Number (DBN): 30Q361
Grades Served: Pk-5 (PK & K in 2015-16)
School Address: 39-07 57th Street, Woodside, NY 11377
Phone Number: (718) 592-3300 Fax: (718) 592-3310
School Contact Person: Nayeon Naomi Hwang Email Address: nhwang@schools.nyc.gov
Principal: Nayeon Naomi Hwang
UFT Chapter Leader: Ashley Rzonca
Parents' Association President: Fatema Akter
SLT Chairperson: Eun Kyung Cindy Kim
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Fatima Akter
Student Representative(s): N/A
N/A

District Information

District: 30 Superintendent: Dr. Philip Composto
Superintendent's Office Address: 28-11 Queens Plaza North, 5th Floor, Long Island City, NY 11101
Superintendent's Email Address: Pcompos@schools.nyc.gov
Phone Number: 718-391-8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-6147

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)
Nayeon Naomi Hwang	*Principal or Designee	
Ashley Rzonca	*UFT Chapter Leader or Designee	
Fatema Akter	*PA/PTA President or Designated Co-President	
Rebecca Schwartz	DC 37 Representative (staff), if applicable	
Fatema Akter	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>	
Adriana Beltran (Non-voting Member)	CBO Representative Woodside On the Move	
Robert Cruz	Member/ Elected Parent	
Jim Papadopoulos	Member/ Elected Parent	
Amy Lau	Member/ Elected Parent	
Chris White	Member/ Elected Parent	
Eun Kyung Cindy Kim	Member/ Elected UFT	
William O'Donnell	Member/ Elected UFT	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 361Q The Woodside Community School is a new elementary zoned school in Woodside, Queens. At full capacity, we will be serving approximately 500 PK-5 students in the Woodside community. We are excited to be a part of this dynamic, diverse community and are committed to providing a rigorous education, individualized for all our children in close partnership with our families and community.

The mission of P.S. 361Q is to provide rigorous instruction that supports each individual child's strengths, interests, and needs. Our school recognizes the unique gifts that each child brings to the community and utilizes these talents to motivate children to become life-long learners. We encourage our children to explore their curiosities, ask questions, work through real-life challenges, and collaborate with others to solve problems.

Through our work together, children will think critically, demonstrate effective problem solving skills, and communicate powerfully and compellingly with a wide-range of audiences. As a school community, we celebrate the unique gift in each child and support each child to become successful: academically, socially and emotionally in an environment of trust, safety and academic rigor that will prepare them for an ever changing global society.

Core Values:

- Rigor-We think critically as we explore our individual curiosities
- Relevance-We work through real-life challenges
- Relationships-We collaborate with and celebrate one another

Performance Outcomes:

Through our work together, our students will demonstrate:

- Critical thinking skills, evidenced by the ability to read and analyze rigorous texts across content areas
- Creativity in problem solving, evidenced by the performance level on project-based learning tasks
- Communication skills, evidenced by the quality of oral and written presentations

Our core values are embedded within all of our blueprint elements, which reflect the elements of the Framework for Great Schools.

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.

We are a brand new school that opened this September 2015-16 with PK and K. An analysis of student performance trends from our neighboring schools show that approximately 39.5% of elementary school students in Woodside are performing on or above grade-level on the NYS ELA.

Our current student data on Teacher's College Primary Assessments show that approximately 44.7% of our kindergarten students are performing on or above literacy grade-level benchmarks.

Teacher's College Primary Assessments	Percentage of Kindergarten Students Performing On or Above Grade Level Benchmarks
Concepts of Print	64.8%
Letter ID	54.9%
Letter Sound	40.8%
Word List	18.3%
Average	44.7%

We believe that the ability to read authentic texts and think critically must be developed from an early age. Therefore, our instructional focus for 2015-16 is the following:

All Woodside Community School’s students will show measurable growth in their ability to read authentic texts and think critically on grade-level, using details from text and other relevant information to support their reasoning.

Teachers will implement questioning and discussion strategies across content areas that support the development of students’ critical thinking skills. Success will be measured by student performance on Teacher’s College Running Records, as well as Buck Institute’s Creativity & Innovation Rubric.

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, 80% of all students will demonstrate the ability to read authentic texts and think critically on grade-level, as measured by Teacher’s College Running Records.

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>In addition to adopting Teacher’s College balanced literacy for our literacy instruction, partner with TC Reading and Writing Project for additional support. Teacher’s College educational consultant will work with our teachers on a monthly basis to provide in-depth professional development in implementing the curriculum in a workshop model, aligned to the rigor of CCLS, while meeting the needs of individual children.</p> <p>Furthermore, designate two Lead Literacy teachers to be lab-sites to act as a Model Classroom for other teachers. In order to support the two lab-sites (one in PK and one in K), have teachers participate in TC “study groups” for additional PD and support. The Lead Teachers will also turn-key the information back to the rest of the school community.</p>	<p>All students, all teachers</p>	<p>August 2015-June 2016</p>	<p>Principal, TC Consultant, ESL Teacher, Lead Literacy Teacher in PK & K, Classroom teachers</p>
<p>Engage all teachers in cycles of frequent observation and walkthroughs. Through the cycles of observation, provide teachers with actionable feedback to improve instructional practices. With the support of the TDEC, analyze trends in the observation data to provide teachers with quality and relevant professional development to further support teachers.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal</p>
<p>In data teams & inquiry teams, collect, analyze and make instructional adjustments, based on TC assessments (Primary Assessments & Running Records)</p> <p>As Subgroup teams (ESL & SE Team), collect, analyze and make instructional adjustments, based on TC assessments with a special focus of meeting the needs of our subgroups.</p>	<p>All students, all teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, TC Consultant, ESL Teacher, Lead Literacy Teacher in PK & K, Classroom teachers</p>
<p>Engage families in regular and frequent parent workshops (2x a month) to support their understanding of rigorous instruction and the Common Core Learning Standards across subject areas.</p>	<p>All students, all teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Staff, CBOs, SLT & PTA Executive Board</p>

In addition, support families with specific strategies and tools to help their child at home.

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.

- ESL Teacher, SE Teacher, Related Service Providers, Lead Literacy Teachers
- TC Consultant
- Support from the District office and the Borough Field Office
- Monday’s Professional Learning Communities & Tuesday’s Inquiry Meetings
- TC PD Calendar

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.

P.S. 361Q will monitor the progress of our students in literacy 5 or more times a year. The benchmarks are as follows:

September

Kindergarten

Emergent Story Books Shared Reading

November

Kindergarten

Emergent Story Books Shared Reading A/B (with book intro)

January

Kindergarten

B/C (with book intro)

February-March

Kindergarten

1=Early Emergent

2=A/B (with book intro)

3=C (with book intro)

4=D/E

June

Kindergarten

1=B or below

2=C (with book intro)

3=D/E

4=F or above

During each benchmarking period, P.S. 361Q staff will analyze the data and create an action plan to address the needs of our students. In addition, in February at the mid-point of the year, we will conduct an in-depth analysis of our school's progress towards meeting our annual goal and engage all constituents of our school community to create and implement a comprehensive action plan where we all come together to meet our 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 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.

From February-June 2015, we conducted several Community Needs Assessment sessions at neighboring Community-based organizations. The needs outlined below is a result of the data collected during these sessions:

During these sessions, the following social-emotional needs were expressed:

Social-emotional Needs:

- Hopes for a welcoming and safe environment
- Clear behavior expectations
- Fear of bullying
- Some families may not be able to support children with academics/ HW
- Fear of/and “pressure” due to "higher" expectations from school

Part 2 – Annual Goal

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

By June 2016, P.S. 361Q will develop and implement foundational systems and structures (RTI, Advisory Program, and Academies) to ensure that our children are well-known by at least two adults, feel safe, supported, and are challenged. This will be measured by 85% parent satisfaction level on the NYC School Survey.

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) 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>Implement an RTI structure where various constituents of the school community will collaboratively work together to support the academic, social, and emotional needs of our students who struggle to meet standards.</p> <p>-Weekly RTI Meetings</p> <p>-PD support for teachers in improving instructional practices (Monthly PD by a TC Consultant, weekly PLCs, in-class coaching as needed, out-of-school PDs)</p> <p>-Small group instruction for students to meet the specific needs identified</p> <p>-Monthly meetings with CBOs, including Woodside on the Move Afterschool program</p>	<p>Students not meeting grade-level standards</p>	<p>October 2015- June 2016</p>	<p>Principal, TC Consultant, ESL Teacher, Lead Literacy Teacher in PK & K, Classroom teachers</p>
<p>Implement an Advisory Program where various constituents of the school community will collaboratively work together to support the academic, social and emotional needs of ALL of our students in small advisory groups of 10-13 students.</p> <p>-Weekly advisory group meetings</p> <p>-Bi-monthly Advisory Team meetings to plan PDs for teachers, plan the curriculum for advisory, analyze the effectiveness of current systems and to make adjustments</p>	<p>All students, all teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, TC Consultant, ESL Teacher, Lead Literacy Teacher in PK & K, Classroom teachers</p>
<p>Implement Academies program where various constituents of the school community will collaboratively work together to support the academic, social, and emotional needs of all</p>	<p>All students, all teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, TC Consultant, ESL Teacher, Lead Literacy Teacher in PK & K, Classroom teachers</p>

<p>of our students in <u>interest-based groups</u> through on-going project-based learning throughout the year.</p> <p>-Weekly Academy group meetings (where students work with their Academy teacher in the area of their interest). The Academies are as follows:</p> <ul style="list-style-type: none"> • Visual Arts Academy • Music & Performing Arts Academy • Science Academy • Technology Academy • Time Travelers (Social Studies) Academy • Literacy Academy <p>-Bi-monthly Academy Team meetings to plan PDs for teachers, plan the curriculum for advisory, analyze the effectiveness of current systems and to make adjustments</p>			
<p>Develop a "PS 361 School Survey", aligned to the NYC School Survey, which will be used to collect data on parent satisfaction levels on the implementation of the above programs, as well as the level of parental engagement in the school. The "PS361 School Survey" will be conducted 3 times during the year to collect data that would be used to drive our efforts to reach our annual goal.</p>	<p>All students, all teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, TC Consultant, ESL Teacher, Lead Literacy Teacher in PK & K, Classroom teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • ESL Teacher, SE Teacher, Related Service Providers, Lead Teachers • TC Consultant • Renzulli/Go Quest Consultant (Support for our "Academies" program) • Support from the District office and the Borough Field Office • Monday’s Professional Learning Communities & Tuesday’s Inquiry Meetings • TC PD Calendar 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By mid-point in February, we will achieve 65% parent satisfaction level on the "PS 361 School Survey" (created on Survey Monkey), which is aligned to the elements on the NYC School Survey. We will conduct the "PS 361 School Survey" (created on Survey Monkey) 3 times during the year. By the end of the year, we will achieve 85% parent satisfaction level on the NYC School Survey.</p>

In addition, we will conduct student interviews/surveys from a cross-section of our PK and K students to ensure that students are also feeling safe, supported, and challenged. We will engage our SLT in the development, implementation, collection, and the analysis of the surveys. The School Leadership Team will work together to improve our practices to ensure that we meet our 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.

At PS 361Q, we place emphasis on critical thinking, problem solving, and communication skills. Our teachers are committed to the success and improvement of their classrooms and our school at-large to ensure that our children think critically across content areas, problem solve in real-life situations, and communicate effectively both orally and in written form.

In order to increase student performance in all three areas, teachers will be engaged in a myriad of Professional Development opportunities throughout the year:

- Monday PLCs-Cycles of Learning
- Tuesday Inquiry-Cycles of Learning
- On-site PDs
- In-class coaching
- Inter-class and inter-school peer observations
- PDs and coaching with TC and Renzulli consultants
- Off-site PDs conducted by TC, Borough Field Offices, and DOE

The overall umbrella for all of our Professional Development will focus on improving our pedagogical practices in questioning and discussion techniques in the classroom for our children to be able to think critically across all content areas.

Part 2 – Annual Goal

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

By June 2016, school leaders will create and implement a professional development plan, in cycles of learning throughout the year (PLCs & Inquiry Teams), to build teachers’ capacity to use effective questioning and discussion techniques. This will result in aggregate increase of .5 in the average teacher ratings on Advance in component 3b Questioning and Discussion Technique.

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>
<p>Acquire a baseline data on Advance for components 3b Questioning and Discussion Techniques for all teachers.</p>	<p>All teachers</p>	<p>September</p>	<p>Principal</p>
<p>Provide professional development series on Questioning & Discussion Techniques for all teachers within the context of the school's curriculum. Teachers will be engaged in 4 cycles of learning during the Monday PLCs and Tuesday Inquiry Teams. While the PLCs will be differentiated based on teacher needs and interests, all of our cycles of learning will lead to improvement in teacher practice on Questioning and Discussion techniques.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, TC Consultant, ESL Teacher, Lead Literacy Teacher in PK & K, Classroom teachers</p>
<p>Conduct cycles frequent observations & provide actionable feedback to all teachers.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal</p>
<p>Provide in-class coaching and mentoring for all new teachers to improve questioning & discussion techniques.</p>	<p>All new teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, mentoring teachers, TC and Renzulli consultants</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • ESL Teacher, SE Teacher, Related Service Providers, Lead Teachers • TC Consultant • Renzulli Consultant • Support from the District office and the Borough Field Office • Monday's Professional Learning Communities & Tuesday's Inquiry Meetings 											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

After each cycle of learning (4x /year), we will monitor and assess progress using the Advance component detail report. By mid-point in February, we will achieve aggregate increase of .3 in the average teacher ratings on Advance in component 3b Questioning and Discussion Technique. By the end of the year, we will achieve aggregate increase of .5 in the average teacher ratings on Advance in component 3b Questioning and Discussion Technique.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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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.

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.

Part 3 – Action Plan

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

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 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)	TC Assessment Benchmarks	Small Group Instruction such as Guided Reading Group	small group	<ul style="list-style-type: none"> • During the school day • After-school
Mathematics	Go Math Progress Monitoring	Small Group Instruction such as Guided math Group	small group	<ul style="list-style-type: none"> • During the school day • After-school
Science	Checklists	Small Group Instruction through Centers	small group	<ul style="list-style-type: none"> • During the school day • After-school
Social Studies	Checklists	Small Group Instruction through Centers	small group	<ul style="list-style-type: none"> • During the school day • After-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Checklists and Observations by Related Service Providers	Small Group Instruction	small group one to one	<ul style="list-style-type: none"> • During the school day • After-school

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.
Teacher leadership roles & support Support from the district Support from Teacher Recruitment Mentoring

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).
Professional Learning Communities Inquiry Teams Literacy & Math Teams Instructional Cabinet Data Teams TC Consultant Renzulli Consultant Support from District office and the Borough Field office

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
<ul style="list-style-type: none"> • PD for teachers working with Title I students • Curriculum planning that will improve the quality of instruction, reaching the needs of Title I students • Per Session for afterschool programs for Title I students • Parent workshops and events for families of Title I students • Supplies for Title I students

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).

- Push-in services during the day
- Supplemental services before and after school hours
- Summer & June planning
- Monday & Tuesday teacher team planning

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. 361Q The Woodside Community School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 361Q The Woodside Community School** will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

P.S. 361Q The Woodside Community School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 30	Borough Queens	School Number 361
School Name P.S. 361Q The Woodside Community School		

B. Language Allocation Policy Team Composition

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

Principal Nayeon Naomi Hwang	Assistant Principal
Coach Eun Kyung Cindy Kim	Coach
ENL (English as a New Language)/Bilingual Teacher Israt Nali	School Counselor type here
Teacher/Subject Area type here	Parent Fatema Akter
Teacher/Subject Area type here	Parent Coordinator
Related-Service Provider type here	Borough Field Support Center Staff Member Ying Ying An
Superintendent Dr. Philip A. Composto	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	71	Total number of ELLs	24	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"/>
-----------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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
Dual Language	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	24	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	24									0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

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

1. It is imperative that we assess the early literacy skills of our ELLs. P.S. 361 assesses reading levels through the use of Teacher's College Early Literacy Assessments and Running Records. In addition, we use language checklists to monitor and address language specific needs of our students. ELL students who are below grade level reading benchmarks will receive targeted instruction through small-group strategy groups. This is aligned with our school's instructional plan in that we need to address the specific areas of need for individual students. School staff is intent on developing instructional goals, methods, materials, and assessments that work for everyone – not a single, one-size-fits-all solution, rather flexible approaches that can be customized and adjusted for individual needs. Upon examination of the NYSITELL Modality Analysis, it is evident that
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

This is our founding year as a school. We will begin to analyze data patterns beginning next school year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We will begin with these tools next year after our data for this school year has been established.
- 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?

This is our founding year as a school. We will begin to analyze data patterns beginning next school year.
- 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](#).]

To provide ELLs with rigorous, culturally responsive instruction, a strong Response to Intervention (RTI) model should be in place. RtI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support—one that adds

layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time; as students improve, measured by reliable and valid assessments, the extra supports are removed. Our school will use data from the NYSITELL, Teacher's College Early Literacy Assessments, Running Records, Content Area Assessments, and daily lesson checklists to guide instruction for ELLs within the RtI Framework.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Our fully certified ESOL teachers examine NYSITELL data to analyze whether each kindergarten ELL is in need of additional support in listening or in speaking. Teachers examine Literacy data to determine whether students need scaffold in language development within reading or writing.
 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).
This is our founding year as a school. We will begin to evaluate the success of our programs for ELLs beginning next school year.

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.
 1. The initial identification process of those students who may possibly be ELLs begins with the administering of the Home Language Identification Survey (HLIS). At the time of registration, the Pupil Personnel Secretary or a trained pedagogue interviews parents to identify the preferred language for registration forms. At the same time, the ELL Coordinator conducts an informal oral interview of the student to determine the student's English language abilities. Qualified bilingual staff members are present to translate where necessary as well as to determine native language proficiencies. Our secretary facilitates in Spanish. Our school aid facilitates in Bengali, and our fully certified ESL teacher facilitates in Arabic. The responses during the student's informal interview in conjunction with the written responses on the HLIS determine the student's NYSITELL testing eligibility. The student is placed in a free-standing ENL class until entitlement has been determined. Once it is determined that a student's home language is a language other than English, the NYSITELL is administered by a fully certified ESL teacher. The administration of the NYSITELL takes place within the first ten days of the new student's enrollment. Students identified as ELLs as per the NYSITELL, and whose home language is Spanish, are also administered the Spanish LAB by a fully certified teacher. Parents of entitled students are notified of their child's entitlement to receive services and invited to hear about different program options at a New Parent Orientation Meeting. The student's program placement for the year is contingent upon NYSITELL results, parent choice, as well as current program availability. Students who have been identified as English Language Learners and identified on the "rler" eligibility report on ATS will be annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Testing will be administered by a fully certified teacher. Students are assessed in the appropriate test levels according to their grade levels. They are identified for continued entitlement of services based on the results of the NYSESLAT and identified on ATS on the "rler" eligibility report.
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).
We only have Kindergarten ELLs. SIFE Identification does not apply.
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).
The Language Proficiency Team (LPT) reviews evidence for newly enrolled students with IEPs. They analyze data to determine the student's English language development. The LPT determines whether the student should or should not take 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.
After the NYSITELL is scanned and scored, all parents of students who have been assessed are notified of their child's entitlement. Entitlement and Non-entitlement letters are sent home in the student's home language, where available. Letters are sent home in Spanish, Bengali, Arabic, Urdu, and Chinese.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed that they have the right to appeal their child's ELL status within 45 days of enrollment during the Newcomer ELL Parent Orientation. Orientations have been conducted school-wide as well as on one for those parents who could not make it to the school wide meeting.
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.
Parents being notified of their child's entitlement is a critical component of parental involvement. Parents of newly admitted students who are identified as entitled as per the results of the NYSITELL are notified of entitlement and invited to attend an ELL Parent Orientation Meeting. Notices are sent home in English, Spanish, and Bengali. After parents have watched the orientation video as well as been informed of the structures of the three programs (Transitional Bilingual, Dual Language, and Freestanding ENL), they are given the Parent Survey and Program selection forms to indicate their preferred program choices. These forms are given to the parents in their home language whenever possible. The ELL Coordinator is responsible for keeping track of all newly admitted ELLs. Accurate record keeping involves identifying students' home language, parents' attendance or absence during ELL Parent Orientation, collecting Parent Surveys and Program Selection forms and sending follow-up notices and communication records for those parents who were not able to attend the orientation. For parents who do not attend the meeting, forms are sent home in their native language and parents of those students are encouraged to make appointments with the ELL coordinator to discuss possible questions and receive assistance and explanations of the Parent Survey forms and Program Selection forms. If a form is still not returned, the default program for those ELLs is Transitional Bilingual Education as per CR Part 154.
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.
The ELL Coordinator is responsible for keeping track of all newly admitted ELLs. Accurate record keeping involves identifying students' home language, parents' attendance or absence during ELL Parent Orientation, collecting Parent Surveys and Program Selection forms and sending follow-up notices and communication records for those parents who were not able to attend the orientation. For parents who do not attend the meeting, forms are sent home in their native language and parents of those students are encouraged to make appointments with the ELL coordinator to discuss possible questions and receive assistance and explanations of the Parent Survey forms and Program Selection forms. If a form is still not returned, the default program for those ELLs is Transitional Bilingual Education as per CR Part 154. 2.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our school's ELL Corrdinator follows up with phone calls and written notices to parents who have completed and returned Parent Surveys and Program selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Upon examination of a student's entitlement in conjunction with the parent's program selction, notices are sent home to indicate the student's placement for the year. In the event that a chosen program is not available, the ELL Coordinator reaches out to parents to make accommodations and provide information on possible transfers to schools where the selcted program exists.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each child is kept in the student's official cumulative record folder. Copies of all documents are kept onfile in the ELL Coordinator's office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We will be administering all sections of the NYSESLAT for the first time to all of our entitled Kindergarten ELLs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our school will ensure that continued entitlement and transitional support parent notification letters will be distributed to entitled ELLs at the beginning of the next school year.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
We are a brand new school and we are beginning to collect and analyze data to notice patterns and trends in the future.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Our kindergarten ELLs are receiving their ENL instruction via a Stand-Alone ENL model. Depending on their proficiency levels, students are grouped so they are provided with the minimum units of ENL instructional time. "Entering" students are provided with a minimum of 360 minutes of ENL instruction per week. "Emerging" students are provided with a minimum of 360 minutes of ENL instruction per week. "Transitioning" students are provided with a minimum of 180 minutes of ENL instruction per week. "Expanding" students are provided with 180 minutes of ENL instruction per week. All former ELLs will continue to receive services for an additional two years. They will continue to receive 90 minutes of Integrated ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The fully certified ESOL teacher provides the targeted language instruction meeting with groups of students by their proficiency levels to ensure they are receiving the mandated number of instructional 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.
Core content is delivered by the fully certified ESOL teacher in English. The teacher uses differentiated strategies and materials to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. One example of such an approach is the increased use of visuals on the Promethean Board to make content more accessible.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Because we only have a Stand Alone ENL model, we do not evaluate our ELLs in their home languages throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our fully certified ESOL teacher collects and analyzes data in all four modalities to ensure that the various modalities of language needs are being addressed through tailored instruction throughout the day.
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 statusCurrently, we only have Kindergarten ELLs and therefore only tailor instruction for our Newcomer ELLs.
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 school monitors the students' progress through ongoing collection and analysis of reidentified ELLs or non-ELLs.
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?
 6. Teachers of ELL Students with Disabilities (SWDs) need to provide access to academic content areas and accelerate English language development. Teachers of ELL-SWDs use grade-level Go Math, FOSS Science, and Harcourt Social Studies materials. Lessons are scaffolded and differentiated to address specific needs of students. Instruction is further driven by IEPs that mandate ENL instruction. ENL is often delivered through content area instruction. Students are given precise scaffolds to

Chart

enrich their understanding of content while developing language acquisition skills. It is imperative that ENL teachers maintain on-going dialogue and articulation with Special Education teachers. The students' IEPs will be reviewed carefully by the ENL teacher, classroom teacher, IEP teacher and the School Improvement (SIT) team in order to best meet the educational goals stated on the IEP. Formal and informal assessments will also be reviewed and analyzed by the SIT team. The SIT team, along with the classroom Special Ed. teacher will identify the stumbling blocks of progress: disability verses challenge caused by linguistic needs. When appropriate, teachers will provide the support of native language as well. Students will have accessible to them books in their native language, content-area specific bilingual glossaries, and electronic translators. ENL teachers will work hand in hand with the classroom Special Ed. teacher to bridge resources between the two areas. ENL teachers and classroom teachers will attend professional development to learn best co-teaching methods. ELL-SWDs will be eligible for all academic intervention opportunities.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

P.S. 361Q is committed to meeting the needs of all our students, including our ELL-SWDs. The focus for these students is to access curricular, instructional, and scheduling flexibility in order to meet needs within the least restrictive environment. As a result, services are provided by fully certified teachers, both ENL and Special Education, within the classroom environment. Through professional collaboration between service providers, ELL-SWDs receive the benefit of focused instruction that is tailored to individual students' academic, emotional, social, and language needs.

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

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

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

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



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

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

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

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

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

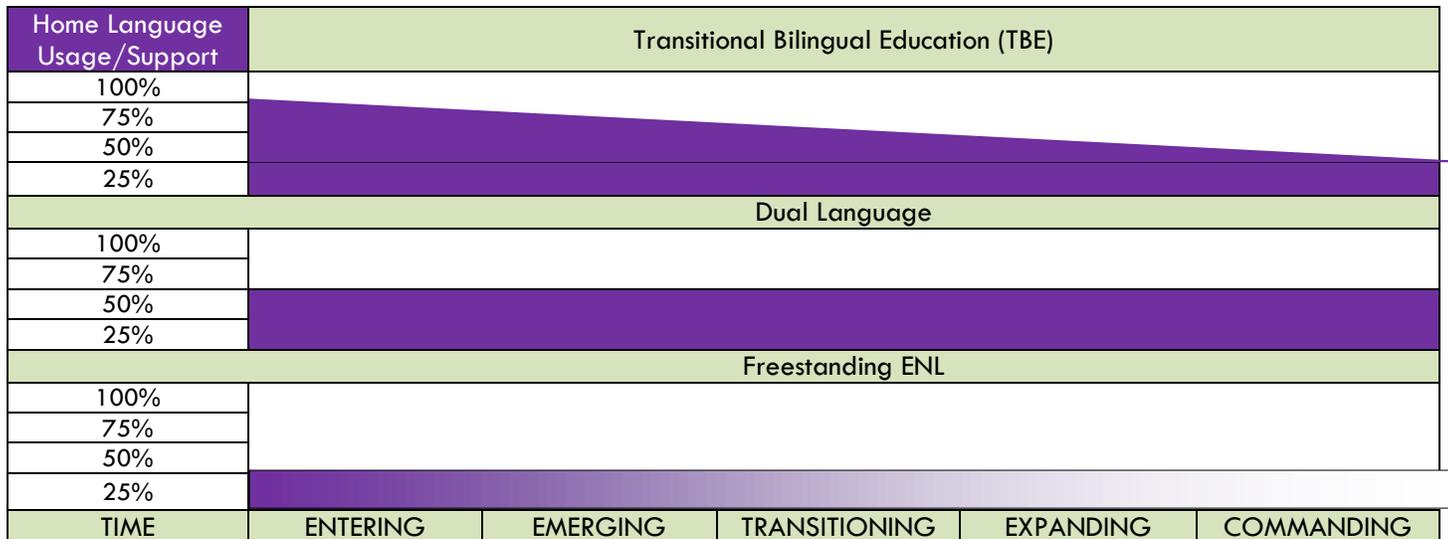


*Note: “other approved services” does not apply to New York City at this time.

Chart 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.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We will be better equipped to determine our school's effectiveness in meeting the needs of our ELLs after the conclusion of our founding year.
12. What new programs or improvements will be considered for the upcoming school year?
We will be better equipped to determine our school's effectiveness in meeting the needs of our ELLs after the conclusion of our founding year.
13. What programs/services for ELLs will be discontinued and why?
We will be better equipped to determine our school's effectiveness in meeting the needs of our ELLs after the conclusion of our founding year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We will be better equipped to determine our school's effectiveness in meeting the needs of our ELLs after the conclusion of our founding year.
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.
Our ELLs are supported through the use of:
***Promethean Board for visuals**
***Guided Reading Groups**
***Differentiated Foundations Groups**
***Listening Centers**
***Recording devices to record spoken responses**
***iPads**
***Hands-On Science manipulatives**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The school's ELL Coordinator ensures that all required services and resources are compliant and correspond to each ELL's age and grade level.
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).
We will be better equipped to determine our school's effectiveness in assisting newly enrolled ELLs before the beginning of the school year after the conclusion of this founding year.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)
Professional development is critical for our community of educators. We believe it is necessary to stay in touch with the most up-to-date research as well as learning about best practices. School leaders, common branch teachers, paraprofessionals, ENL teachers, speech therapists, special education teachers, occupational/physical therapists, speech therapists, secretaries, and community coordinators all contribute to the education of the whole child. As a result, we have a firm belief that we must be equipped with the current necessary tools to achieve that goal. To achieve that goal, P.S. 361 is committed to attending and providing professional development for our community of educators. School staff will attend related and relevant professional development sessions throughout the city. Within our school environment, there will be a minimum of 5 staff development workshops provided for the whole school staff during Professional Development, grade conferences, and Lunch & Learn. Sessions will be provided by the ELL Coordinator, ESOL teacher, Principal and other support staff. --September: Informative workshop on our school policy for identifying ELLs and our Language Allocation Policy. --October: Assessing the language needs of ELLs in the 4 modalities. --November: Literacy differentiated instruction and scaffolding techniques for ELLs aligned with Common Core State Standards. --January: Math differentiated instruction and scaffolding techniques for ELLs. -February: using data, including midterm assessment and language checklists, to focus instruction and prepare ELLs for the NYSESLAT. -March: Best Practices for ELLs Study Groups. All ENL staff participates in the Collegial Circle focusing on Language Development for English Language Learners
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?
Professional development is offered to all teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. Targeted topics were addressed prior to the start of our founding school year during our staff on-boarding sessions. On-going professional development is provided during extended time on Mondays and during grade level inquiry work time on Tuesdays.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
N/A
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
ELL specific topics are cycled in to ensure that all our teachers are meeting their mandated professional development requirements as they relate to ELL specific topics. Teachers keep a binder and maintain records with Certificates of Completion, topics covered, and total hours.

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?

P.S. 361 has a strong belief in parents as partners. We believe that there must be open communication between student, school, and parent and a student's success is facilitated by the combined efforts of all parties. As a result, we strongly encourage parents to be involved in their child's education. Starting in September with Parent Orientations, Meet the Teacher, and Meet the Administrators, parents are encouraged to ask questions, explore, and immerse themselves in the various aspects of their child's academic development. The ELL Coordinator will meet at least once for an individual conference with parents of ELLs to discuss the child's language development. Provisions are made for interpretation and translation through school staff, as well as services of the NYC DOE's Translation and Interpretation Unit.

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.

The school's ELL Coordinator maintains accurate records of annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated. Parents needs are evaluated through open communication. There are forums to address questions and concerns during the Parent Teacher Association meetings. Further, there are parent workshops where parents provide feedback on the usefulness of the material covered. The most beneficial tool are the parent surveys that allow for anonymity and honesty.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our parental involvement activities address the needs of parents as they directly relate to current circumstances. Workshop topics involve real-life struggles and situations to assist ELL parents gain better insight and understanding. Not only is our intention to support student growth, but we highlight family support as well. The strength of a student's abilities will often fall in line with the strength of the family. We strive to be advocates for our students as well as their parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? There are several Community Based Organizations that have partnered with P.S. 361 Q to provide further support and enrichment for our students. We are currently partnered with Renzulli, Studio in a School, Teacher's College, Thinking Maps, Woodside on the Move, Cool Culture, and Learning Leaders to provide workshops or services to our ELLs and their parents.
5. How do you evaluate the needs of the parents? We evaluate the needs of parents through on-going open dialogue. We provide forums such as Breakfast with the Principal, Parent Engagement Tuesdays, Parent Teacher Association Meetings, and School Leadership Team meeting to maintain an accurate sense of what our parents' needs are.
6. How do your parental involvement activities address the needs of the parents? Parental involvement activities are directly related to address the needs of parents. Through surveys, checklists, and Needs Assessments, workshops and activities are centered around direct parental requests.

D. Additional Information

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

Part VI: LAP Assurances

School Name: The Woodside School**School DBN: 30Q361**

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)
Nayeon Hwang	Principal		10/30/15
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Israt Nali	ENL/Bilingual Teacher		12/21/15
Fatema Akter	Parent		12/21/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Eun Kyung Cindy Kim	Coach		10/30/15
	Coach		1/1/01
	School Counselor		1/1/01
Philip Composto	Superintendent		12/21/15
Ying Ying An	Borough Field Support Center Staff Member _____		12/21/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q361**

School Name: **The Woodside Community Sc**
Superintendent: **Philip Composto**

Before you begin, please check the following:

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

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

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

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

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

P.S. 361 respects and values the involvement of parents in all facets of the educational process. We therefore make sure that our parents are well informed of the educational needs and services for their children. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) during registration. In Part 3, the Parent Information section of the survey, there are two questions that specifically ask parents about their preferred language for written information as well as oral communication. An evaluation of these responses enable us to reach out to a broader community of parents by making an attempt to communicate with them in their preferred language. Specifically, an evaluation of our students' families' preferred languages revealed that Spanish and Bengali were most common. As a result, written notices are translated into Spanish and Bengali. We utilize the Department of Education Translation Unit and in-house school staff to have documents translated in the appropriate languages so our parents are able to read and understand the documents being sent home. In addition, we make an attempt to provide interpretation services for parents who need assistance communicating with school staff. We have designated interpreters who are fluent in Spanish, Bengali, Arabic, Hindi, Urdu, Greek, Punjabi, French, Korean, and Chinese. We want all our parents to be provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

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.

Based on the Home Language Identification Survey, we find that our school has parents who speak two major languages other than English; Spanish and Bengali. Our smaller language populations speak Arabic, Punjabi, Urdu, Chinese, and Romanian. In order for all our parents to have full access to the school and its staff, we need to consistently provide written and oral translations of all documents being sent home. In addition, we need increased oral translations during workshops, meetings, and Parent/Teacher Conferences.

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.)

Based on the Home Language Identification Survey, we find that our school has parents who speak two major languages other than English; Spanish and Bengali. Our smaller language populations speak Arabic, Punjabi, Urdu, Chinese, and Romanian. In order for all our parents to have full access to the school and its staff, we need to consistently provide written and oral translations of all documents being sent home. In addition, we need increased oral translations during workshops, meetings, and Parent/Teacher Conferences.

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.

Oral interpretation services are provided by teachers, staff members, and parent volunteers. We currently have qualified staff able to translate and interpret Spanish, Bengali, Arabic, Greek, Urdu, and Korean. For languages where school staff are not available, we utilize the Department of Education's Translation Unit.

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.

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.

In compliance with Section VII of Chancellor's REgulations A-663, P.S. 112 Q will * Provide each parent whose primary language is a language other than English with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. They will receive this information in their home language where available. * Post a sign indicating the availability of interpretation services in each of the covered languages in a conspicuous location near the main entrance. * Include in the school's safety plan the procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. * Ensure that if there are parents of more than 10% of children who speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section. * Inform parents of the Department's website that provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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.)

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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