

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q499

School Name:

THE QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE AND TECHNOLOGY

Principal:

HELENE JACOB

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens College School for Math,
Science, and Technology School Number (DBN): 25Q499

Grades Served: PreK-8

School Address: 148-20 Reeves Avenue, Flushing, New York 11367

Phone Number: 718-461-7462 Fax: 718-461-7244

School Contact Person: Simi Minhas Email Address: Sminhas@schools.nyc.gov

Principal: Simi Minhas, I.A.

UFT Chapter Leader: Diane Jellema

Parents' Association President: Carrie Ong-Flores

SLT Chairperson: Lucy Quirindongo, Jane McNamara

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Student Representative(s): Chloe Elisa Stebenne, Syed Ashraf Mehran

District Information

District: 25 Superintendent: Mrs. Danielle DiMango

Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11367

Superintendent's Email Address: DDiMang@schools.nyc.gov

Phone Number: 718-281-7605 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast

Director's Office Address: 28-11 Queens Plaza North, Long Island City, New York

Director's Email Address: LPendergast@schools.nyc.gov

Phone Number: 718-828-5488 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Simi Minhas, I.A.	*Principal or Designee	
Diane Jellema	*UFT Chapter Leader or Designee	
Carrie Ong-Flores	*PA/PTA President or Designated Co-President	
Nancy Carbone	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Chloe Elisa Stebenne	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Syed Ashraf Mehran	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Paul Longo	CBO Representative, if applicable	
Lucy Quirindongo	Teacher	
Audrey Shmuel	Teacher	
Jane McNamara	Parent	
Essa Leung	Parent	
Alexander McDonald	Parent	
Franco Orteg	Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Summary – Mission Statement and Strategic Collaborations

It is the mission of the Queens College School for Math, Science, and Technology to ensure that our children learn by interacting with their environment, the natural and social world that surrounds them. Our school builds upon this interaction by creating confident learners who pose questions, explore problems, and communicate solutions in order to inspire our children to think broadly, critically, and creatively about their world and build connections among all areas of knowledge.

The vibrancy and excitement of learning is evident throughout our Pre-k-8 public choice high performing 2014 Blue Ribbon Award school situated on the Queens College campus in Flushing, Queens. Our ethnically diverse student body, chosen through a blind lottery for Queens' residents, love to attend school daily, as exhibited in our historically high attendance rates.

A joint decision was reached between the New York City Department of Education and Queens College to establish our school in 1999 with a focus in math, science, and technology that would grow with two classes on each grade. As a barrier-free site, we provide a successful special education inclusion program in our general education classes.

Our shared history of collaborative instruction with Queens College is celebrated by both organizations. The Interface Team of faculty, staff, and parents meets monthly to support research and co-teaching with professors and study new approaches and refine teaching practices, as well as preparing pre-service teachers for certification. In turn, our students participate in activities on the campus, extending the walls of our school. The Queens College music education department enriches our students with a choir and music appreciation lessons.

Our school received Reward Status from New York State for the past three years and made Adequate Yearly Progress every year since inception for all subgroups. We were identified as one of the top 25 schools in New York City for closing the achievement gap and awarded the Broad Prize for Urban Education. Annually nearly 30% of our grade eight students receive offers to attend specialized high schools.

Our parents, including those on the School Leadership Team and PTA, are integral members of the school community and are extremely involved and supportive. There is a true partnership among administration, staff, parents, and students who share a vision of high expectations to improve the performance of students at all levels. Each student receives individualized support and teachers work closely with families, keeping them apprised of their children's achievements. Students are recognized monthly with a Principal's Honor Roll Award and the 3Rs Award.

The school's core ideal to culture building centers around the belief that students need to play an active role in creating and supporting an environment where everyone feels included, safe, and engaged. Students facilitate activities each year, such as spirit days, a "no bullying" rally and pep rally for "Character Counts." Each year students refine the school-wide behavior matrix that outlines the expected code of conduct which follows the school-wide model of the "3Rs," be a Role model, be Responsible, be Respectful towards one another and staff. Citizenship and leadership skills are fostered and rewarded through the 3Rs, ARISTA, and Student Council. Service projects are developed and supported by ARISTA, the Middle School Cabinet, and the Student Council.

It is our belief that all students have talents and natural abilities that should be fostered. Students participate in an interest-based, cross-graded school-wide enrichment program. We offer opportunities in the arts, math, science,

literacy, and physical education – before, during, and after school. Our newest programs are debate, yoga, technology coding, and creative science explorations. Our long-standing partnership as a focus school with Lincoln Center Education, providing aesthetic education experiences, is co-planned and taught by a residency artist and our certified staff. A new partnership with the Cold Spring Harbor Laboratory enriches the science learning of our upper elementary students and brings their lab to the classroom through Skype enabling our students to study the DNA of plants.

Our teachers prepare our students for their futures, providing strong foundations in the humanities, science, and math content. Returning students tell how well prepared they are for high school and how much they miss the nurturing and caring environment of 499. Our motto, “ If it is to be it is up to us to do it, ” resonates throughout the building as our educators make it their ultimate goal to successfully guide our students through this part of their educational journey.

Curriculum and Instruction – Professional Development

School leaders have a strategic, transparent system for managing professional development that supports teacher effectiveness and articulates clear expectations for teacher practice in alignment with professional goals. Our quality professional development program is a dynamic and fluid process that is ongoing, differentiated, and structured to improve teaching practice that we strongly believe will positively affect student achievement.

Our professional development opportunities, developed in consultation with the Cabinet and Professional Development Committee, Queens College, and other educational partners, address school curricula and academic rigor, are connected to instruction and extend over time for planning, practice, coaching, and follow-ups. The principal will continue to provide learning opportunities for teachers through our partnership organizations (Queens College, Department of Education Borough Centers, Teachers College, Lincoln Center Education, and PENCIL). Offerings gleaned from an analysis of student achievement data are tied to instructional goals in core subjects and include a cohesive plan involving all students in the CCLS and the impact these expectations will have on adult learning needs.

Teacher team work and collaborative professional learning engages teachers to discuss their practice with peers, sharpen content expertise, visit colleagues’ classrooms and study student and teacher work so that intended improvements are apparent across classrooms. The school leaders participate in literacy groups to further their own knowledge and effectiveness and share new learning with the entire school community.

The support that the teachers receive allows them to expand their teaching practice and comes from a variety of sources both inside and outside the school – including Lead Teachers in literacy, math, and special education. The long term plan is to support Common Core instructional shifts implementation across the school, assist with the setting of goals, and coaching into classrooms to strengthen practice. With this strong support team in place, the teachers are able to successfully try new strategies out in a lab site, receive immediate feedback, and then apply them in their classrooms.

Research and theory-driven collaborative teaching efforts exist with Queens College faculty. The school staff is actively involved with the Queens College field placement and teacher certification process in the elementary and secondary programs. Middle school teachers in ELA, Science, Mathematics and Foreign Language support the initial clinical learning experience for QC students as well as the student teaching experience. QC faculty supervises the student teachers and works together with the school’s administration for the benefit of PS/IS 499Q students

Indicators of Academic Success – Engaging Families and Communities

We understand our families are an important part of our school community and play an essential role in successfully educating our children. To that end, we strive to fully inform and involve all parents in their children’s learning experiences. School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations.

Our supportive parent body is involved in fundraising for the academic needs of our students. The parents volunteer and assume roles in the PTA and on the School Leadership Team. We encourage parent participation in school events,

parent workshops, and classroom celebrations. To that end, our Parent Coordinator sends weekly email blasts to encourage parents to attend workshops and events and works with our guidance counselor to provide families with additional supports.

Uniformed systems are in place to increase the academic communication to parents. A parent curriculum orientation is held in the evening in September for grades PreK-8, providing parents with the opportunity to not only meet the teacher, but to also learn from the teachers about curriculum and how to strengthen the home-school connection. Parent workshops, offered during school hours and in the evening, are conducted by our teachers, school leaders, and Children First Network 207 Achievement Coaches. We offer workshops to parents about the Common Core ELA and Math Standards, transitioning to middle school, High School choice, career development, and cyber bullying. Additionally, parents attend literacy workshops at Teachers College with our Parent Coordinator. The monthly publications Home/School Connection and Middle Years are sent home from September through May. Academic progress and next learning steps are reported to parents through reading progress letters, math family letters, quarterly progress reports, Promotion-in-Doubt letters, standardized test scores, teacher contacts, and Teacher Ease grading system.

PS/IS 499Q is a collaborative partner with Queens College in promoting student achievement, parental involvement and teacher professional growth. The administration works closely with the Queens College liaison, who also sits on our School Leadership Team, to promote a stronger interchange with the College to support student progress. Students are tutored by licensed NYC teachers enrolled in the QC graduate literacy program. The campus facilities are available for specific programs. Student interns from the physical education department run a fitness program for grade 6 students and tennis instruction is provided for our students at a reasonable fee.

25Q499 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	504	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	10	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	6	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		96.6%
% Free Lunch	38.9%	% Reduced Lunch		13.2%
% Limited English Proficient	4.0%	% Students with Disabilities		8.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		29.1%
% Hispanic or Latino	13.2%	% Asian or Native Hawaiian/Pacific Islander		47.2%
% White	8.3%	% Multi-Racial		1.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.45	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.91
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	60.1%	Mathematics Performance at levels 3 & 4		71.2%
Science Performance at levels 3 & 4 (4th Grade)	96.4%	Science Performance at levels 3 & 4 (8th Grade)		84.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

1. Based on the 2014-15 Quality Review, teacher teams systematically analyze key elements of teacher and student work. Lead teachers, vertical teams and instructional cabinet structures are embedded to support distributed leadership. Teachers utilize data to monitor student progress and to support instructional planning decisions. Formative assessment data is analyzed in order to make adjustments to meet the needs of all students. Quality Review indicator 1.2: Pedagogy was the suggested area of focus. The Quality Review report stated that teaching practices are aligned to the curricula and consistently provide multiple entry points into the curricula, however high levels of student thinking and participation were not evident across the vast majority of classrooms. While students were challenged through tasks that required reflection and evidence, in some classrooms teaching strategies did not fully engage all learners in appropriately challenging tasks, limiting opportunities for higher order thinking and student discourse.

2. Based on ADVANCE data, only 44% of the teachers have their overall MOTP rating of 3.5 or more in component 3d: Using Assessment for Instruction.

3. Based on NYS assessment data, 64.4% of our students are at proficiency levels in ELA, and 74.9% are at proficiency levels in Math. 21.7% of the students scored level 4 in ELA, and 39.4% scored level 4 in math. 35.6% of the students are still below proficiency levels in ELA, and 25.1% below proficiency levels in math. The data shows that teachers need to provide multiple entry points: enrichment for high performing students (levels 3 and 4), and supports and scaffolds to the students who are performing below proficiency.

Part 2 – Annual Goal

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

By June 2016, 70% of the teachers will receive an overall rating of 3.5 or more in components 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction, as evidenced in Advance MOTP summative rating. This will result in an increase in the percentage of students performing at proficiency levels in both ELA (from 64.4% in 2015 to 70% or more in 2016) and math (from 74.9% in 2015 to 80% or more in 2016).

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>All content/subject curricula are aligned to the Common Core Learning Standards. Professional development aligned to the Framework for Great Schools will support all teachers, based on the PD survey, initial conference with the Principal, and school-wide needs. The Instructional Cabinet meets weekly; Cabinet will assess and analyze student work and recommend revised structures and systems to meet all students’ needs. The school collaborates with community partners, including the COMPASS MS After School program, to enrich classroom instruction for all students.</p>	<p>All Students</p>	<p>9/15 – 6/16</p>	<p>All Staff Instructional Cabinet Administrators Community Partners – CBO, QC, TC</p>
<p>Vertical articulation and professional development in Thinking Maps K-8 so that all teachers are well-versed in effective use to support their learners across content. 499 teacher trainers will provide PD in Thinking Maps: A Language for Learning; additional training in Thinking Maps Comprehension Strategies for Constructing Meaning and Write from the Beginning and Beyond: Response to Literature.</p>	<p>All students</p>	<p>9/15-6/16</p>	<p>All Staff</p>
<p>SETSS teachers provide targeted instruction in small groups to mandated students and at-risk level 1 students (using LLI – Leveled Literacy Intervention) across content. ESL teacher provides small group instruction to all mandated students. Classroom teachers will provide guided reading and small group strategy lessons to meet the challenges of text complexity and provide multiple entry points for all students. Students use checklists and rubrics and receive feedback from teachers and peers.</p>	<p>Targeted Levels 1 & 2 students SWD, ELLs</p>	<p>9/15-6/16</p>	<p>SETSS providers, Classroom teachers, ESL teacher</p>
<p>Teachers integrate technology in teaching and learning, using web based programs, students research content area, and final projects are prepared in class using technology. Middle school students integrate information learning and technology in media research class.</p>	<p>All students</p>	<p>9/15-6/16</p>	<p>Media Research Teacher, Classroom Teachers, Content Specialists</p>

Part 4 – Budget and Resource Alignment

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

Resources: 2 Special Education Teachers, Leveled Literacy Intervention Kits, 1 ESL teacher, Classroom teachers, MS Content teachers, Guidance Counselor, Paraprofessionals (4), Teachers College Reading and Writing Units of Study, TC Reading Units of Study K-2 and Trade Books, Go Math Curriculum K-8, Pre-K Explore, Thinking Maps Trainer Guide and Teacher Manual

RTI and small group instruction will be provided to the bottom third.

Teacher will be paid per-session to analyze student assessments, plan for differentiation, and monitor student progress in collaborative teacher teams, both grade specific and vertical teams.

Teachers' College coaches will work with teacher teams to refine unit maps that are aligned to the instruction goals. per-diem money will be used to help facilitate this work.

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

X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

Student progress will be monitored in January, using the Teachers College running records, and Go Math Assessments. The Instructional Cabinet will analyze school wide data to assess and revise the instructional plan. Mid-year meeting is scheduled first week in January.

Teacher level teams will also analyze student work and assessments to monitor the impact of PD, by analyzing the effective use of: Thinking Maps for differentiation; progress in reading levels due to differentiated guided reading groups; and enrichment in math; problem solving scaffolds and supports that result in student progress on the unit assessments.

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.

Based on the School Environment Survey for 25Q499, 76% of the students in grades 6-8 feel that it is important to come to school every day. 68% of the students feel that the teachers at 499 notice them when they are upset or having an emotional difficulty. 70% of the students agree that they have at least one adult in the school that they can confide in. Only 55% of the students agree that the teacher always keeps their promise.

Even though 90% of the teachers believe that the principal sets high standards for student learning; only 55% of the teachers agree that it’s okay to discuss feelings, worries, and frustrations with the principal. 55% of the teachers agree that order and discipline is maintained at 25Q499. 71% of the teachers agree that they have some influence over school policy pertaining to student behavior. For a school that has low student to teacher ratio, supportive and positive learning environment needs to be created, where students and teachers feel supported, respected, and safe to express their emotions.

Based on 2014-2015 Quality Review, indicator 1.2: Pedagogy is a focus area. The QR states that while students were challenged through tasks that required reflection and evidence, in some classrooms teaching strategies did not fully engage all learners in appropriately challenging tasks, limiting opportunities for higher order thinking and student discourse. Across classrooms there were opportunities for students to engage in conversation, however deep discussion with their peers regarding content or work products was evident across many but not all classrooms. In some classrooms, opportunities for student-to-student discourse were limited, resulting in fewer opportunities for discussions that reflect high levels of student thinking.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, systems and structures will be in place to continue to develop a positive school culture where students feel safe, supported, respected, and challenged by their teachers and peers. 100% of the staff and students will be trained in PBIS system setting forth academic and behavior expectations, rewards for positive behavior and consequences for infractions. The impact of these systems will be evidenced in a 5% increase in the percentage of positive responses in the Supportive Environment section of the School Survey (from 84% in the 2014-2015 to 89% in 2015-2016 school survey), and the decrease in the numbers of infractions in the OORS data. These systems and structures and their effectiveness will be monitored every two months.

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>School-wide Positive Behavior Initiative – 3Rs – Be a Role Model, Be Respectful, Be Responsible – is implemented daily. Monthly read-aloud program theme highlights PBIS, character building, and goal setting.</p>	<p>All students Pre-K-8</p>	<p>9/15-6/16</p>	<p>Guidance, Administration, PBIS Team, Teachers</p>
<p>Second year of Middle School Advisories to support Academic and Personal Behaviors using the Overcoming Obstacles program; targeted students meet twice weekly with the Advisory Teachers. Assistant Principal monitors student progress and supports implementation of the program. Tracking of student growth through surveys. Direct communication by Advisory teacher with parent/family.</p> <p>Second year of Middle School After School COMPASS program focusing on academics, recreational, civics, and cultural activities. Programming is aligned to the school’s goals in literacy, STEM, and the Arts.</p>	<p>Targeted MS students</p>	<p>9/15-6/16</p>	<p>MS teachers, Guidance Counselor, Administrators, CBO Site Director</p>
<p>Monthly parent involvement and communication to foster student achievement and readiness for college and career. These include, but not limited to, the following: monthly Coffee and Conversation with the Principal; Curriculum Night in September and May; weekly Parent Coordinator emails; parent workshops addressing the Common Core Standards, emotional/social wellbeing of the child; high school articulation; middle school transition, student-led parent/teacher conferences.</p>	<p>All students</p>	<p>9-15/6-16</p>	<p>All staff, Administration, Parent Coordinator</p>
<p>AIS/RTI teacher will provide ongoing cycles of Leveled Literacy Interventions to Levels 1 and 2 strugglers and SWD. Pupil Personnel Team and SIT will review student data monthly. SESIS training provided; BIP/FBA and crisis management training.</p>	<p>Targeted students</p>	<p>9-15/6-16</p>	<p>AIS/RTI teacher, PPT & SIT members, Guidance, classroom teachers, Administration</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.

Instructional Resources: Leveled Literacy Intervention; NY Ready; X-Math; Go Math program; TC Reading and Writing Units of Study resources; Overcoming Obstacles program and available professional training.

Human Resources: Guidance Counselor, PPT, AIS/RTI providers, classroom teachers, paraprofessionals; COMPASS CBO personnel on-site.

Per-session funds will be used for the PBIS professional development and team meetings.

School-wide Scheduling including common planning time; School-wide enrichment model for grades 3-8.

In Kind resources, including personnel (Principal, Parent Coordinator, Educational Specialist on 499 staff) and facilities (computer lab, dance room, gym, yard, etc.)

Safe space/save room has been created to support crisis de-escalation.

Advisory, Student Council, and ARISTA for middle school students.

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

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

Cycle of intervention will be established in September 2015 following review of the Spring Assessment data grades 3-8 to determine needs. Student progress will be monitored every two months at a Cabinet meeting to assess progress and revise plan. Mid-year meeting is scheduled first week in January.

OORS data will be monitored every three months (December, March, and June), to analyze the effectiveness of the PBIS plan.

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.

Based on the Quality Review report for 2014-15, teacher team work has resulted in the shared improvements and mastery of goals for groups of students. Team structures have resulted in teachers playing an integral role in key decision making so that there is effective teacher leadership. School leaders provide numerous opportunities for staff to attend professional development...staff are great resources. The monthly meetings with Interface Team will further support the professional development needs.

Despite the Well Developed rating for Quality Review Indicator 4.2: Teacher teams and leadership development, the NYC School Survey shows that only 65% of the teachers feel that they have influence in developing instructional materials for their students. 70% of the teachers feel that their professional development experiences this year have been sustained and coherently focused, rather than long term and related. 40% of the teachers stated that they do not have enough time to think carefully about, try, and evaluate new ideas from the professional development that the school provides. Only 60% of the teachers feel that the professional development provided gives them opportunities to work productively with their colleagues at 499. Professional development survey conducted by the school shows that teachers need more common planning time to collaborate with their colleagues on their grade level.

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, all teachers will participate in collaborative grade level and vertical teams that utilize ongoing formative and summative assessment data and student work analysis to inform instructional decisions as evidenced by data informed revisions added to at least 85% of the teacher unit plans in major content areas. There will be cycles of action-research/inquiry, including supervisory inquiry, and collaborative study to improve teacher practice and student outcomes. The impact of this work will be evidenced in the increase of percentage of students performing on levels 3 and 4 in both ELA (from 64.4% in 2015 to 70% or more in 2016) and math (from 74.9% in 2015 to 80% or more in 2016).

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>Teachers will continue to engage in Professional Learning Communities (PLC) in cycles of learning. The weekly 80-minute professional development time will include teacher team work, using protocols, analyzing student data, studying research-based practices, resulting in shared improvements in teacher practice and mastery of goals for students. Teacher teams will meet regularly and bridge their learning to practice by refining the units of study.</p> <p>The QC/499 Interface Team will be involved in shared decision making and will plan and monitor monthly the needs of teachers and students. Professional development on Monday afternoons will be facilitated by school leaders, teachers, staff developers, and QC faculty.</p>	<p>All staff members</p>	<p>Cycles to be determined 9/15-6/16</p>	<p>School leaders monitor the professional development</p>
<p>PD from Teachers College Reading and Writing Project</p> <p>On-site and off-site professional development days using research-based methods for rigorous literacy instruction. PD includes demonstration lessons, direct coaching, planning, and attending workshops at the college based on teacher need and goals. Teachers study Writing Pathways and Reading Units of Study; guided reading; Lead ELA teacher supports teachers on-site, mentoring and coaching. The Principal participates in monthly professional development from TCRWP in a Principal's Institute.</p> <p>Mathematics – Go Math program; Lead Math teacher supports teachers on-site, mentoring and coaching. Limited training provided by the DOE.</p>	<p>All staff</p>	<p>9-15/6-16</p>	<p>TC Staff Developers facilitate the professional development. The administrative team supports and monitors teacher and student progress.</p> <p>Administrative team supports and monitors; Lead Math teacher</p>
<p>PD in the Arts Pre-K-8</p> <p>As one of a limited number of focus schools with Lincoln Center Education, we continue to provide our students with an aesthetic educational approach to learning. Teachers receive PD from the assigned teaching artists around a particular work of art that is studied school-wide. Teachers</p>	<p>All students</p>	<p>9-15/6-16</p>	<p>All Pre-K-5 teachers, Visual Arts teacher 6-8, Administration, LCE Teaching Artists, LCE Coordinator</p>

and TAs share in the instruction and students assess their own work around the LCE Capacities. Lead teacher attends off-site PD and shares out 499 work.			

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.											
Instructional Resources: TC Reading and Writing Units of Study; Leveled Libraries; Guided Reading libraries; LLI Kits; Professional texts, including NYCDOE Professional Development Handbook; LCE PD; Go Math.											
Human Resources: Queens College faculty; Teachers College Staff Developers; Central and Borough DOE Instructional Supports; classroom teachers; school-wide schedule including common planning time.											
Per-diem funds will be used to hire subs on the TC coaching days, and on the days when teachers attend PD at Teachers' College.											
Per-session and per-diem funds will be used to provide time for revising and refining unit maps in all content areas.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.
Administration will monitor teacher team inquiry study monthly; Cabinet, Professional development team, and Interface Team will each analyze teacher practice and student learning every two months. Mid-year meeting is scheduled first week in January.
The instructional team will analyze samples of curriculum maps from different grades, and school level data for those grades, to assess the effectiveness of the planning components in the unit maps. The team will assess the alignment of these components to the increase in student performance. Revisions will be made based on the inquiry findings.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on 2014-15 Quality Review report, 499 had a Well Developed rating for Indicator 3.4: High Expectations. The report stated that school leaders consistently communicate high expectations and provide training to the entire staff. School leaders and staff effectively communicate the expectations for college and career readiness to all families. School leaders communicate high expectations to staff through goal setting meetings, professional learning opportunities, faculty conferences, and individual conferences.

Quality Review, indicator 1.2: Pedagogy is a focus area. The QR states that while students were challenged through tasks that required reflection and evidence, in some classrooms teaching strategies did not fully engage all learners in appropriately challenging tasks, limiting opportunities for higher order thinking and student discourse. Across classrooms there were opportunities for students to engage in conversation, however deep discussion with their peers regarding content or work products was evident across many but not all classrooms. In some classrooms, opportunities for student-to-student discourse were limited, resulting in fewer opportunities for discussions that reflect high levels of student thinking.

The NYC School Survey shows that only 70% of the teachers feel that their professional development experiences this year have been sustained and coherently focused, rather than long term and related. 40% of the teachers stated that they do not have enough time to think carefully about, try, and evaluate new ideas from the professional development that the school provides. Only 60% of the teachers feel that the professional development provided gives them opportunities to work productively with their colleagues at 499.

Part 2 – Annual Goal

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

By June 2016, school leaders will provide targeted and differentiated professional development to all teachers as measured by a 10% increase in teacher satisfaction on the school survey question " Overall my professional development experiences this year has been sustained and coherently focused, rather than short-term and unrelated." Professional development will be differentiated based on the teacher observation data and school’s instructional goals. School leaders will 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 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>
<p>(See Professional Development Plan in 5c)</p> <p>Ongoing and real time feedback on the teaching and learning process</p> <p>Open door policy for all staff members to speak with Administration</p> <p>Lead teachers in ELA and Mathematics; Science Team</p> <p>Sharing of best practices – celebrate teacher team work; Chancellor PD Days; Monday PD time</p> <p>Teacher leaders who organize school-wide events – Penny Harvest; Character Counts Week; Engineering Fair; Science Fair; Family Math Night</p> <p>Teachers who provide students with enrichment daytime – MS Talent period and Elementary grades 3-5 SWEET.</p>	<p>All teachers</p>	<p>9/15 to 6/16</p>	
<p>Supporting Student Social-Emotional Development</p> <p>PBIS – 3Rs – Be a Role Model, Be Respectful, Be Responsible</p> <p>School Planner grades 2-8</p> <p>Monthly Principal’s Honor Roll, 3Rs Awards, and Progress Award</p> <p>Middle School Aspiring and Achieving Board quarterly</p>	<p>All staff members</p>	<p>9/15-6/16</p>	

Student Council drives			
ARISTA fundraising and service projects			
School-wide community service projects			
Increase Parent Engagement and Involvement	PTA, Parent Coordinator, QC-partners, All staff members	9/15-6/16	
Interface Team parent representation			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Instructional Resources: TC Reading and Writing Units of Study; Leveled Libraries; Guided Reading libraries; LLI Kits; Professional texts, including NYCDOE Professional Development Handbook; LCE PD; Go Math.</p> <p>Human Resources: Queens College faculty; Teachers College Staff Developers; Central and Borough DOE Instructional Supports; classroom teachers; Instructional Mentors; school-wide schedule including common planning time.</p> <p>Per-diem funds will be used to hire subs on the TC coaching days, and on the days when teachers attend PD at Teachers' College.</p> <p>Per-session and per-diem funds will be used to provide time for revising and refining unit maps in all content areas.</p>											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.
The Principal and Assistant Principal will analyze the teacher observation data, to monitor the impact of professional development.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Based on the 2014-15 School Survey, 85% of the students agree that the school educates families about the application/enrollment process for high school.

Based on the school created parent survey:

- 54 parents want to attend workshops that explain Teacher's College reading levels.
- 61 parents want workshops on understanding grade specific curriculum
- 48 parents want workshops about the expectations of science fair projects
- 41 parents want workshops about understanding the homework and class work expectations
- 23 parents want workshops about high school articulation
- 25 parents want workshops about middle school transition
- 33 parents would like to attend a math night at the school
- 35 parents want workshop about NYS assessments
- 27 parents would like to have coffee with the principal

Part 2 – Annual Goal

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

By June 2016, school leaders will continue to support a welcoming environment for families and improve parent engagement by providing differentiated and relevant parent workshops, resulting in a 15% increase in parent attendance at the school events. Workshops will be planned based on parent feedback on school created parent 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Conduct a parent survey to attain parent feedback on parent workshops that are conducted by the school.</p>	<p>Sep. 2015</p>		
<p>Survey the parents to identify parent needs, and plan workshops based on the parent survey.</p> <p>Monthly coffee with the principal to address parent needs.</p> <p>Events like Math Night, Science Fair, Literacy Fair, and Arts Fair to improve parent engagement.</p>	<p>9/15-6/16</p>		
<p>Send home parent letters to share information about the events in the school.</p>	<p>9/15-6/16</p>		
<p>Parent coordinator will use school messenger, and mass emails to send periodic updates and reminders.</p>	<p>9/15-6/16</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>											
<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		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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>
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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.)
<p>English Language Arts (ELA)</p>	<p>Bottom third based on NYS ELA data and TC running record data</p>	<p>After careful analysis of NYS ELA assessment data, students were identified to receive ELA academic intervention services using the following supports:</p> <p>LLI kits for SETTS; Foundations Reading Program Phonics based program used in self-contained classrooms. Words Their Way – Phonics, spelling, and vocabulary program used in grades K-5.</p> <p>TC Reading and Writing Workshops Teachers provide daily instruction that is differentiated to address students' needs based on the TC reading and word study assessments, TC Narrative Writing Continuum and Informational Writing Continuum.</p>	<p>Small group instruction</p>	<p>During school hours</p> <p>Before school</p> <p>After school</p>

		<p>Teachers College Staff Developers provide feedback/resources and model best practices to teachers in cycles to help support the reading and writing instruction in classrooms.</p> <p>Tier I - The classroom teachers support students through the use of multiple entry points to allow all students access to the CCLS curriculum. Classroom teachers use a variety of strategies such as: multi-sensory techniques, visuals and models for literacy reinforcement, Thinking Maps as well as the DOK questioning wheel to support close reading and higher order thinking/questioning.</p> <p>Tier II - Staff uses researched based programs such as Leveled Literacy: flexible small group instruction; one-to-one instruction</p> <p>Tier III intervention – Provided by IEP/SETSS teacher to offer additional support to at-risk</p>		
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		<p>students; research based programs such as Visualizing and Verbalizing.</p> <p>Middle school teachers provide RTI for the bottom third students, during their professional period.</p> <p>SETTS teacher pushes into middle school ELA classes, to provide small group instruction and support to the bottom third students.</p>		
Mathematics	Bottom third based on NYS Math Assessments and Go Math assessments	<p>SETTS teacher pushes into middle school math classes, to provide small group instruction and support to the bottom third students.</p> <p>Teachers use Go Math resources to provide targeted small group instruction.</p> <p>Teacher support is available for all middle school students during lunch. Use of UDL strategies to provide multiple entry points for students in the bottom third.</p>		<p>During school hours</p> <p>Before school</p> <p>After school</p>
Science	Bottom third based on school based science assessments	Most of our students are performing at or above grade level		<p>During school hours</p> <p>Before school</p>

		<p>standards. We provide the students with science libraries within their classrooms which offer our students the ability to further develop their scientific reasoning and processing skills.</p> <p>After careful analysis of summative and formative data and teacher feedback, students were identified to receive science academic: Flexible small group instruction during the school day; Science Teachers- K-3, 4-6, and 7-8 target students who need AIS services. They utilize strategies such as close reading of leveled content texts, Thinking Maps to organize content information to support informational writing based on the CCLS.</p>		<p>After school</p>
<p>Social Studies</p>	<p>Students performing below proficiency on school based social studies assessments</p>	<p>Most of our students are performing at or above grade level standards within this content area. We provide the students with Social Studies libraries in their classrooms. After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive Social Studies academic intervention services using the</p>		<p>During school hours</p> <p>Before school</p> <p>After school</p>

		<p>following supports: Tier I- Classroom teachers provide close reading strategies to the students, using trade books. TC units of study are differentiated to support students with reading and writing in the content area.</p> <p>Tier II/ Tier III - Provided by the AIS support staff and or the IEP/SETSS teachers. Utilizing strategies such as Concept Maps, SQ3R note-taking structure and various vocabulary development strategies.</p> <p>Teachers in grades 3-6 are working with Dr. Longo (QC), to create units of study that incorporate multiple modalities of learning.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who are at risk based on school level data</p>	<p>Advisory for at risk students.</p> <p>Guidance Counselor- provides at-risk students with counseling and progress monitoring on an as needed basis. The Guidance Counselor conducts parent conferences and support groups. Students work with the Guidance Counselor learning skills such</p>	<p>Small group and one to one</p>	<p>During school</p>

		<p>as: organizing and study skills, goal setting, anger management, stress management, choices and consequences, decision making and practicing self-talk.</p> <p>A .2 SAPIS counselor provides class instructional support for students in drug prevention, interpersonal skills, and bullying prevention.</p> <p>School Psychologist-provides intervention services for students and families on as needed basis. This service will identify emotional, social, or neurological factors that impede student performance and provide prescriptive measures for additional students where services are required. The School Psychologist works with the Pupil Personnel Team to monitor students in need of academic intervention services. The psychologist consults with classroom teachers to promote and set modifications and meets with parents to provide a variety of</p>		
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		<p>options/ modifications for at-home support. Social Worker- works with the Pupil Personnel Team to monitor students in need of academic intervention services. The social worker consults with parents to provide a variety of options on how they can support their child/children and their family. Recommendations to outside agencies are made, as needed.</p> <p>504 Committee - assesses and processes all medical requests; helps with modifications and accommodations for students. The occupational therapist, physical therapist and speech therapist will observe and/or work with students on an as needed basis.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

At the end of the current school year, all parents/families are invited to an orientation by administration, classroom teachers, social and family workers to assist with the transition from Pre-K to Kindergarten. The Pre-K classes visit Kindergarten classrooms. Some students get the opportunity to meet their new teachers for the upcoming school year. At this time, parents/families are introduced to the new curriculum and provided with materials, to acquaint them with expectations.

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	\$3,446,789	X	see action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS499, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/IS 499 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

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 25	Borough Queens	School Number 499
School Name Queens College School of Math, Science,		

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 Simi Minhas	Assistant Principal Vivecca Lamourt
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Saly Habashi	School Counselor
Teacher/Subject Area Vita Capelluto/SETTS	Parent
Teacher/Subject Area	Parent Coordinator Lora Rowe
Related-Service Provider Christina Idarecis/Speech	Borough Field Support Center Staff Member
Superintendent Daniel DiMango	Other (Name and Title) -

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	468	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" 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
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	17	0	2	1	0	1	2	0	2	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					1									0
Chinese	1	3	1	1	1			1	2					0
Russian														0
Bengali	1													0
Urdu	1	1	0											0
Arabic														0
Haitian														0
French														0
Korean	2	1			1									0
Punjabi														0
Polish														0
Albanian														0
Other	1			1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3				0	0
4	1	2	0	0	0
5					0
6					0
7		1			0
8	1	1	0	0	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			1		2				0
5									0
6									0
7			1						0
8			1		1				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.
 Early literacy skills of our ELLs are assessed with Teachers' College evaluation system for independent reading levels. The data from this assessment tool provide information relevant to how the school's instructional plan may be adapted for appropriate differentiation. The data indicate that ELLs are showing slower progress in ELA (due to the demands of language acquisition). The information from TC assessments is used to plan small group instruction for reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Most students in our school are past the entering and emerging levels. Most students are showing slow movement within levels. In grades 2-5, more students are at the advanced level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Overall the AMAO tool is used to determine the development of ENL services for our ELL population. The information from AMAO is used to analyze student achievement data in the content areas. It is also used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. Additionally, the tool can be used to identify trends/pockets of success, and investigate the instructional differences between groups of students who consistently progress toward proficiency and those who do not. Best practices can be identified, documented, and shared throughout the school.
- 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?
 Across all grade levels, there is a tendency to perform better in listening and speaking sections, as opposed to reading and writing. Therefore, more emphasis will be placed on skills aligned with the CCLS to improve reading and writing. Close reading of texts will be

emphasized, with a focus on higher-level thinking questions based on text evidence. Listening and speaking and critical thinking skills will be developed through peer discussion groups. ELL Periodic Assessments are not administered.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
Currently, all our regular education ELL students have shown appropriate grade level progress on summative and formative assessments and do not receive RTI. However, ELL students are continuously assessed and tracked for growth throughout the year. Any ELL who is not showing appropriate progress in the language acquisition process will receive tiered RTI in a small group from a qualified RTI teacher. Students who are not showing adequate growth are served by a SETTS teacher in a special education setting.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The child's second language development is in English, and is therefore considered in all instructional decisions. Scaffolded strategies are implemented in all grades and for all subjects.
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?

No dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ENL program by growth shown on school level assessments, and the increase in the percentage of ELLs that moved up one or more levels, as compared to the previous year. Additionally, we use summative and formative assessments, teacher observations, and report card grades. Curriculum goals and objectives may be adapted and adjusted for student achievement in alignment with the CCLS to improve the success of our program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
When students are registered at PS/IS 499, parents are given a Home Language Identification Survey to be filled out immediately. A licensed pedagogue, most often an ESL teacher, conducts an oral interview in English (and the native language, if possible), and assists with the completion of the HLIS. Other staff members may be called in to translate, if necessary. Students identified as having a second language by one of the licensed ESL teachers, are given the NYSITELL formal assessment within ten days of registration. The Spanish LAB is also administered within this time frame, if applicable. The assessment is scanned and scored and those students scoring at or below the cut scores are placed in an ENL program and given support by an ENL instructor. Students who score as beginner/entering are given 360 minutes of ENL instruction per week. Students who score as low intermediate/emerging are given 360 minutes of ENL instruction per week. Students who score as intermediate/transitioning are given 180 minutes of ENL instruction per week. Students who score as advanced/expanding are given 180 minutes of ENL instruction per week. Students who score as proficient/commanding are given 90 minutes of ENL instruction per week. ELLs in the program are evaluated annually using the NYSESLAT exam in the spring as per the NYSESLAT testing calendar.
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).
During our ELL identification process, if indications point to an interruption or inconsistency in the student's formal schooling, we follow the SIFE identification process, administer the oral interview questionnaire and administer the Literacy Evaluation for Newcomers SIFE (LENS), as well as evaluate student work. Once a student is identified as SIFE the student's status is updated on ATS (BNDC).
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 LPT determines NYSITELL eligibility for newly enrolled students with IEPs. LPT members include: Principal, certified ENL teacher, Special Education teacher, and the student's parent or guardian. LPT determines whether the student should take the NYSITELL, and based on the evidence, determines if the student has language acquisition needs.
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.

A checklist of critical documents to be distributed is maintained each day to ensure that parents are notified within five school days after the NYSITELL is scanned. With the assistance of the school pupil personnel secretary and parent coordinator, the ENL teacher is responsible for distributing, collecting and tracking all ELL related parent notification letters written in the parent's preferred language. All signed parent notification letters are kept in the student's cumulative permanent record files. Additionally, copies kept of all ELL parent correspondence is kept in a centralized location for school records.

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).

At the time of registration, while either the ENL teacher or a trained pedagogue assists parents with the completion of the HLIS form and NYSITELL eligibility is determined, parents are notified of their right to appeal the ELL identification process within 45 days. Appeal request must be made in writing by parent, student's teacher (must have written consent from parent), and student if 18 years or older. Additionally, parents are informed that the appeal decision is reassessed in 6 to 12 months to determine how it has impacted on student academic growth.

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.

The parents of students newly identified as ELLs are invited to attend a parent selection orientation. During the orientation, the three program options (transitional bilingual, dual language, and freestanding ENL) are explained to the parents. Parents are also given a brochure in their language explaining each program option. A video explaining the three options is available for parents to view in several different languages. Translators are invited to ensure that parents of several different language groups understand their options. Parent Surveys and Program Selection Forms are completed after attendance at the in-school orientation. Parents who are unable to attend a regularly scheduled orientation meeting are invited to call the school to arrange a meeting with an ENL teacher to explain the three program options. If they are unable to meet, they receive a follow-up letter, which includes a link to the orientation video and/or phone call explaining the programs, and the Program Selection Form to be completed and sent back to school.

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.

Parents of newly identified ELLs are asked to sign the Parent Surveys and Program Selection forms at the time of the ELL Parent Orientation. Parent choice is tracked and monitored once it is entered onto ATS using the ELPC screen. If a parent has not returned a signed survey or selection form within the five school days of ELL determination, the school continually reaches out to the parents until the forms have been returned. All parent correspondence is provided to parents in their preferred language. If necessary, we reach out to parents using translators who translate our follow-up letters, translate our meetings or translate our phone calls. Due to our small ELL population, students without parent selection forms are placed in ENL programs as per the CR Part 154 minimum threshold default guidelines. Default student status is added on the ELPC screen after eighteen days. ENL teacher is responsible for tracking and maintaining parent selection forms and surveys, as well as, all parent correspondence.

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

Phone calls are made to those parents who do not return their forms, and/or meetings are arranged to have parents meet with the ENL teacher so that program details can be explained again and forms are completed in person. Translators in parents preferred language are made available to assist with parent communication. See above. All parent correspondence is in parents preferred language as tracked and reported on ATS. After eighteen days, the default ELL program is recorded on the ATS ELPC screen. The ENL teacher is responsible for maintaining all ELL related parent correspondence.

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

A checklist of critical documents to be distributed is maintained each day. An ELL folder of critical documents is filed and stored by the ENL coordinator to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned. The ENL teacher distributes the appropriate placement parent notification letters in the parents preferred language. Returned signed letters are kept in the students permanent records and a copy is kept in a centralized location by the ENL teacher.

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

A checklist of critical documents to be distributed and collected is maintained each day. An ELL folder of critical documents is filed and stored by the ENL coordinator to ensure that all ELL documentation/ correspondence, in parents preferred language, is distributed, returned and correctly filed as stated in response 9 (i.e., Entitlement Letter (identified by NYSITELL)/ Continued Entitlement Letter (as per 2015 NYSELAT)/ Non-Entitlement Letter (passed 2015 NYSELAT)/ Non-Entitlement Letter After passing NYSITELL/ Placement Letter After Receiving Parent Survey/ Program Placement Default Letter - Selection Form Not Returned, HLIS forms, etc.).

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.

Each spring, all ELLs are annually evaluated using the New York State English as a Second Language Achievement Test. The ENL teacher identifies ELLs eligible for testing using the RLER and RLAT ATS reports. With the support of the test coordinator and following directions from the test administrator's manual, the ENL teacher administers all four components of the NYSESLAT to ELLs over the course of several weeks. Either in small groups or one on one, ELLs are assessed to measure growth in their English speaking, listening, reading and writing skills.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In September, the ENL teacher uses the RLAT to identify which students receive continued entitlement and transitional support parent notification letters in the parent's preferred language. Signed letters are collected and filed in the student's cumulative records. Additionally, copies are kept in a centralized location to track how families are notified of ELL status.
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).

The program model offered at our school aims to satisfy the requests of parents and is aligned with parent choice. After reviewing the parent survey and program selection forms for the past few years, the trend in program choice is for a freestanding ESL program. At present, there is no bilingual or dual language program in our school. Parents apply to our school via a blind lottery often after researching the programs and services provided by our school. Since our ELL population is so small, traditionally the number of new ELL admits do not meet the minimum requirements to open up a bilingual program as per the Aspira Consent Decree or the CR Part 154 mandates. Currently, we have 6 new admits in kindergarten who speak 5 different languages and five first graders who speak 3 different languages. The students can not be grouped together to form a bilingual class, because they lack the numbers and common language required to form a class. This pattern has been consistent since the opening of the school in the mid 90s.

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.
Students are heterogeneously grouped according to grade level and language proficiency. The majority of students fall under either transitional, expanding or commanding and are served their mandated hours using a push-in and pull out integrated program model. A certified ENL teacher co-teaches with a content area teacher using parallel teaching, stations, and alternative teaching to support ELLs. One emerging student receives 360 minutes; 90 minutes of ENL stand alone and the remaining minutes using an integrated model.
 - b. TBE program. *If applicable.*
Not applicable.
 - c. DL program. *If applicable.*
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All ELLs in our school receive the NYS mandated number of hours for acquiring English language skills by certified ENL teachers. Entering and Emerging students receive 360 minutes per week. Transitioning and Expanding level students receive 180 minutes per week. Commanding students will continue to receive 90 minutes of instruction per week for two years.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
ELA, Math and other content areas are delivered in English in a co-teaching and pull out small group setting during the school day. Differentiated instruction is delivered to all ELLs through various methods and approaches, to make content comprehensible and enrich language development. Objectives are clearly defined and designed to meet the demands of the

CCLS. Students are provided with opportunities for meaningful discussions around content and skills, vocabulary is pre-taught, and concepts are made clear through modeling, gestures, visuals, etc. Scaffolding techniques and critical thinking questions are used throughout all lessons. Children work actively in a student-centered environment. Newcomer students are taught basic social and academic language skills. If possible, the native language is used to clarify any confusion. Students are also paired with reading partners who speak their native language. Bilingual dictionaries and glossaries, bilingual paraprofessionals and native language materials are used. The review and assessment of student comprehension and learning is ongoing. Students are given preparatory instruction throughout the school year for both the NYSESLAT and the ELA. Specific strategies are targeted based on students' previous performance on the reading and writing sections of the NYSESLAT.

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

After being administered the NYSITELL and a Spanish speaking student is identified as an ELL, he or she is then evaluated with the Spanish LAB. At present, there are no formal evaluations in any other native languages.

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

Performance based assessments are administered to students throughout the year, with modified rubric criteria when necessary. Additionally, formative assessments are used within each unit of study. Furthermore, Teachers' College assessment is used to evaluate reading progress. Progress in listening and speaking is assessed through teacher observations during instructional conversations. These evaluations may be scaffolded as needed to assess students at their current level.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction for ELLs is differentiated for all subgroups. The differentiated instruction is delivered to all students is aligned with Common Core Learning Standards. Presently, there are no SIFE students enrolled, however our instructional plan for SIFE students includes the following: A supportive environment for the students will be provided with a bilingual staff, ESL teachers using specific methods to help SIFEs reach academic success, a buddy system with classmates, and parent coordinator support for both students and parents in the school. Sheltered instruction in the form of an increased use of visuals and collaborative learning opportunities will be implemented. Thematic curricula and individual learning plans, as well as an adapted curriculum will be used to cover most relevant information that is accessible and age-appropriate. Explicit instruction will be given in the basic reading components: phonemic awareness, phonics, fluency, vocabulary and text comprehension. Finally, students will have access to a literacy-rich environment.

Regarding newcomers, a similar plan is put in place. A print-rich environment is provided for students. Word associations and Thinking Maps are used to activate prior knowledge. Students are engaged in hands-on learning through role-play, arts, and SMARTboard activities. New vocabulary is analyzed in context and definitions are explained and rephrased. Explicit instruction in the basic reading components is given, and students work in collaborative discussion groups to develop and practice social skills. In addition, students are given a tour of the school so they can locate important places, and they are taught the names of important people. Specific school routines and behavior expectations are reviewed. The child's native language is used, when necessary.

For ELLs receiving services between 4-6 years, small group instruction is provided to target their specific needs. Previous testing data is used to determine their academic needs, and to teach them strategies and skills to improve their academic performance. Picture cards and picture dictionaries provide additional support. Students are guided in editing and publishing final pieces in writing and research. They are encouraged to use computer and Internet programs that are designed to increase vocabulary and improve grammar.

Regarding long-term ELLs, a focus on literacy development across content areas is key. Explicit vocabulary instruction, sentence analysis and scaffolding activities would be used. Teachers would collaborate on lesson planning aligned to students' needs.

Former ELL students receive 2 periods of ENL instruction per week for two years after reaching proficiency on the NYSESLAT. If students are not successful in class, transitional support is offered based on individual needs. This support may be limited to specific content areas as needed. Test modifications are provided for former ELLs for up to two years after achieving proficiency on the NYSESLAT.

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.

As per the ELL Policy and Reference Guide, the principal will revisit the decision and determine if it has had an adverse affect on the student. Collaborating with appropriate faculty, the principal will analyze student data, such as the student's classroom assessments, classwork, and portfolios to progress monitor student learning. If necessary, the principal will provide extra

Chart support (RTI) or reverse the re-identification determination. Principal will consult the superintendent and notify the parents within ten calendar days of the final decision.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 ELLs identified as having special needs receive small group instruction provided by means of parallel, alternative and station teaching models. In some classes, students are assisted by bilingual paraprofessionals. Students are supported with anticipatory strategies such as front-loading vocabulary and previewing texts to access background knowledge. Other scaffolding strategies included differentiated graphic organizers (Thinking Maps), sentence frames, and guide cards to help students focus. In addition, picture dictionaries and books in the native language are available for them. Collaborative student discussions are facilitated with the use of conversational prompts to improve comprehension, as well as speaking and listening skills.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, ENL teachers utilize the push-in model to collaborate curricular and instructional strategies aligned with the Common Core Learning Standards. Both classroom and ENL teachers are flexible in scheduling common literacy periods to focus on specific needs of ELL-SWDs, in order to achieve their IEP goals.

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

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

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

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



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

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

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

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

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

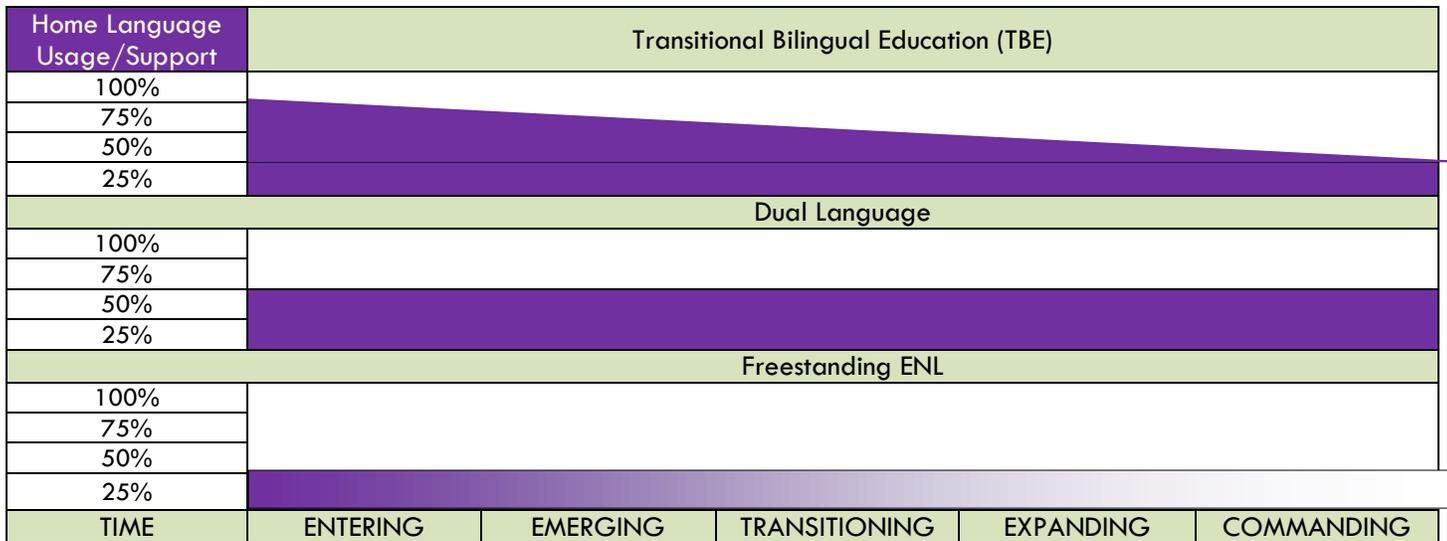


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our school offers a range of intervention services in the areas of ELA, math and other content areas. Classroom teachers use tier 1 interventions plans to support students through differentiated instruction and research based modifications from the Pre-Referral Intervention Manual. Interventions are designed to teach metacognitive skills, provide multiple entry points, and are in cycles continuously reassessed for effectiveness. All interventions are offered in English but the native language is used whenever possible to make content more comprehensible. TC reading assessments are used to progress monitor and drive ELA strategy lessons supporting targeted ELLs. Additionally, teachers also provide pre and post assessments in all content areas to measure student growth and design lessons which target student needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Most ELLs at PS/ IS 499 test out of the ENL program within the first 3 years. Since most, if not all, of our ENL program is taught using an intergrated push-in model in which the ENL teacher and the content area teacher co-teach; planning is done collaboratively. This fosters an awareness of ELL needs and how to address them amoung all the teachers servicing ELLs. Our current program is effective in meeting the needs of our ELLs through scaffolding and differentiated instruction, offering students multiple entry points to engage with the content and language. Students are working with complex texts and rigorous content to ensure the effective development of academic language. Learning is tracked and monitored using TC running record benchmarks, pre/ post content area assessments which are reviewed weekly by teacher inquiry teams.
12. What new programs or improvements will be considered for the upcoming school year?
The nature of the ENL program has been changed from a pull-out model to a push-in model, to provide continuity in the classroom. Both teachers work together in a team-teaching model to provide differentiated instruction and multiple entry points for all students.
13. What programs/services for ELLs will be discontinued and why?
Not applicable.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
At present, there is no after school program available. ELLs can participate in extra-curricular activities such as CHAMPS, enrichment, and Music. Our music teacher teaches content areas through music and movement. Students learn vocabulary, cultural differences and similarities. All notices regarding curricular and extra-curricular programs are provided in English and the home language. All children are represented equally and can fully participate in any and all activities in our school community.
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.
Picture dictionaries, books on tape, interactive smartboard lessons, and picture cards are used to support ELLs in the classroom. Internet access is available for educational websites like Brainpop, designed to increase vocabulary and improve grammar. Interactive SMARTboard activities are used to support English proficiency.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered to the students through bilingual paraprofessionals, bilingual picture dictionaries, Internet translation services, and books in the native language. Any teacher working with ELLs who speaks the native language may also deliver instruction in that language in a small group setting. Additionally, a peer who speaks the same language may provide support by translating instruction and/or assignments.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services support ELLs' ages and grade levels in line with the curriculum, at their English proficiency level. Resources are age-appropriate and accessible to all grade levels.
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).
New student orientation for all parents and students is provided before the beginning of the school year in August. Kindergarten orientation takes place in early September. For Kindergarten students who are newly enrolled before the beginning of the school year, a packet is provided encouraging the parents to work with their children on basic skills that they will need in school. Separation workshops are also provided by the guidance counselor, to help students adjust to their new environment. Parents are encouraged to contact the parent coordinator with any questions or concerns that arise.
19. What language electives are offered to ELLs?
Spanish is offered in middle school grades at PS/IS 499.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All personnel servicing ELLs participate in appropriate ELL related professional development offered by the borough offices, Central, superintendent's support team, and/ or outside/ in-house ELL experts. The professional development is meant to build expertise around working with ELLs or with ELL related issues. It enhances our school's ability to effectively identify ELLs; provide physical, social and emotional growth specific to ELL needs; grow ELL parent/ school communication; expand knowledge of the language acquisition process for all staff members, etc. Teachers attend grade and faculty conferences devoted to differentiated learning and inquiry work around targeted ELL populations. Bi-monthly grade conferences are held, as well as weekly PD and inquiry meetings. In addition, ELL personnel are given opportunities throughout the year to attend outside professional development highlighting specific, research-based strategies to use with ELL students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
ENL teachers attend OELL PD opportunities, during which they share and exchange best instructional practices with colleagues. Additionally, ENL teachers participate in webinars related to instructional shifts of the CCLS as they pertain to ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As ELLs transition from Elementary to Middle School, the guidance counselor supports staff and speaks to the class as a whole, providing a directory and answering questions posed by the students. The guidance counselor is always available for students to meet with privately if they need additional concerns addressed. The assistant from the middle school comes in to present a summary of expectations and directives. Finally, open houses at the middle school are held throughout the year, and ELLs and their parents are strongly encouraged to attend.
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.
Teachers at PS/IS 499 are experienced, certified teachers who have received the mandated ENL requirement of 15% of total hours. Teachers receive training in best practices for co-teaching strategies, and integrating language and content instruction for English Language Learners. In cycles, Queens College professors worked with content area teachers to collaborate with service providers such as SETSS and ENL teachers ENL teachers receive a minimum of 50% professional development which focuses on language acquisition in alignment with core content area instruction. An agenda maintains records of teachers meeting the required training. Teachers document their weekly professional development activities on the PD Evaluation Form, which is submitted to the Principal. New teachers receive mentors who assist in this training. All teachers collaborate during inquiry work to discuss strategies that would best assist ELL students.

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?
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.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

1. Parents have the opportunity to individually meet with ENL teachers weekly during Tuesday parent engagement time. At these meetings, teachers discuss goals of the program, students' individual language development progress, assessment results, and language development needs in content areas. Translators are provided for these meetings when needed.
2. A log of parent meetings is kept by classroom teachers, ENL teachers, and administration. To ensure parent needs are accommodated, parents are invited to workshops, and have the opportunity to communicate with teachers in person, through phone calls, and letters.
3. ENL teachers hold several parent workshops per year, which specifically address ELL academic issues, and provide parents with information about community services. Workshop invitations and materials are provided for parents in their native language. Monthly workshops are offered for all parents and students. Workshops in content areas, and PTA meetings are held each month for parents. Our Parent Coordinator works with the PTA to strengthen the home school connection, and provide meaningful workshops based on parent requests and needs. Parents are always welcome in our school. Writing celebrations, recorder concerts, and drama presentations are held in classrooms throughout the year, and parents are encouraged to attend. An opportunity to meet the teacher is held for the parents at the beginning of the school year. Middle school teachers use Teacherease for ongoing communication with the parents. Teachers keep communication open with parents regarding their children, to give them the opportunity to express their concerns and address any questions.
4. We partner with Lincoln Center Education who has created child/ parent workshops around learning to understand a work of art using the principals of aesthetic education. Queens College and Queens Community House also provide all our parents with events that encourage family engagement. Events appeal to diverse cultural groups and provide translators when necessary.
5. The SLT and PTA are integral parts of our school. At both meetings we learn of parents' needs. We use the Parent section of the Environmental survey as a place to identify the needs and wishes of parents. A Preferred Language Report is generated to determine parents' first language. All important documents are translated, including those events from the school calendar. School guides are available in all languages, and translation services are available for parent-teacher meetings and conferences. The parent coordinator serves as a liaison between parents and the school community. One way she does this is setting up translation services when need.
6. Parents have requested arts programs, workshops, communication in native language, and methods for hearing about their childrens' successes. We have addressed these needs by having translated copies of notices, increased arts programs and more workshops (at least three per month). We have also provided each teacher with translated "success notes" for sending home, to share the accomplishments of students with their caregivers.

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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Simi Minhas	Principal		6/22/15
Vivecca B. Lamourt	Assistant Principal		6/22/15
Lora Rowe	Parent Coordinator		6/22/15
Saly Habashi	ENL/Bilingual Teacher		6/22/15
Carrie Ong Flores	Parent		6/22/15
Vita Capelluto/Special Ed.	Teacher/Subject Area		6/22/15
	Teacher/Subject Area		6/22/15
	Coach		
	Coach		
Steven Adinolfi	School Counselor		6/22/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q499 **School Name: Queens College School of Math, Scie**
Superintendent: Danielle DiMang

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.

Information on translation needs are gathered from the following:

1. At registration, parents are interviewed and asked what language they would prefer to use when communicating with the school (i.e. spoken or written)
2. Blue Card- parents state language preference for home-school communication and information is put into ATS
3. RHLA- ATS report showing the school's home language data gathered from the HLIS form at registration
4. RAPL- ATS report showing the language preference of parents based on information from the blue cards.
5. Teacher input

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.

Bengali- 5 W/S
Cantonese- 3 W/S
Mandarin- 7 W /S
Chinese/ Any- 63 W/S
Spanish- 9 W/S

Korean- 6 W/S
Japanese- 1 W/S
Urdu- 1 W/S
Punjabi- 1 W/S
Vietnamese- 1 W/S
Pashto- 3 W/S
Turkish- 1 W/S
Sinhalese- 1 W/S

Part B: Creating a Communications Calendar

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

The school has developed a Family Guide informing parents of all school policies, practices, and happenings, which is distributed at the beginning of every year. The guide has been translated into several languages including Spanish, Chinese, Bengali, and Urdu. We, also, have our bus transportation letter translated. Additionally, individual teachers have had letters and their class syllabus translated into Spanish or Chinese depending on their student numbers.

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.

Following are parent engagement events we have had or are planning to have:
Monthly Parent Workshops during Parent Engagement Tuesdays
Monthly Coffee and Conversation with the Principal
Parent Teacher Conferences in the fall and spring
Fall Parent Orientation Evening
Math Night

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.

With the majority of our parents and students speaking English, communication with parents has not proven to be the challenge most NYC schools are faced with. All written translations are provided by a combination of staff members, parent volunteers, and the DOE translation services. The parent coordinator serves as a resource for staff support home-school communication.

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.

Oral interpretation services are provided by school personnel, when needed. School Messenger is purchased to directly inform parents, by phone in three different languages, English, Spanish and Chinese, of any events happening in the school. DOE translation services will be available for Parent-Teacher Conferences.

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.)

At the beginning of the school year during Chancellor's Conference Day, staff members are informed of the translation services available to them whether it is formally using the DOC translation services or informally within the school. Staff works with the parent coordinator and ESL teacher to communicate with parents.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school will determine the primary language of a household using the HLIS, the blue card, and teacher feedback. The school will provide all family households with translated documents for centrally produced communications and student specific critical documents. Parents will be notified of their rights for language assistance with a copy of the Bill of Rights and Responsibilities in their primary language, if

it is a covered language. The Administration, Parent Coordinator, classroom teacher and school personnel in the main office will ensure in-house interpretation and translation services are provided when required as per the Chancellor's Regulations A-663.

Part F: Monitoring and Quality Control

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

We conduct formal and informal parent surveys to assess the quality and availability of parent communication and services to non English speaking parents. The surveys are conducted in varying preferred languages asking the parents about the supports they may need around instruction, curriculum, student progress, assessments, safety, health, community services, etc.