

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K110

School Name:

THE MONITOR SCHOOL

Principal:

ANNA CANO AMATO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary: PreK-5 School Number (DBN): 14K110
School Type: Day Elementary School (DES) Grades Served: PreK-5
School Address: 124 Monitor Street, Brooklyn, NY 11222
Phone Number: 718-383-7600 Fax: 718-383-5053
School Contact Person: Anna Cano Amato Email Address: acanoam@schools.nyc.gov
Principal: Anna Cano Amato
UFT Chapter Leader: Dana Raciunas
Parents' Association President: Gretchen Baudenbacher
SLT Chairperson: Anna Cano Amato
Student Representative(s): _____

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street, Brooklyn, NY 11206
Superintendent's Email Address: awinnic@schools.nyc.gov
Phone Number: 718-302-7600 Fax: 718-853-4236

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 612 Network Leader: Cynthia Felix

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 consultation 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:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- 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.**
- 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)
Anna Cano Amato	*Principal or Designee	
Dana Raciunas	*UFT Chapter Leader or Designee	
Gretchen Baudenbacher	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michelle Mangiaracina	Teacher	
Michele McLee	Teacher	
Lisa Pezzella	Teacher	
Jason Booher	Parent	
Emmanuel Cris	Parent	
Christopher Lorenc	Parent	
Lisa Roman	Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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 Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. 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 strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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 Capacity Framework 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 five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
○	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 Capacity Framework

In order to address the six elements of the Capacity Framework, 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 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** 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 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust 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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

We at PS 110 are impassioned in our pursuit of educating the whole child. Our community embodies its mission, *Growing Hearts and Minds*, through the many unique initiatives that address the academic, social and emotional learning of its students.

We have implemented the *Ready Gen* Literacy Program by Pearson Learning and the *Go Math* Program by Houghton Mifflin. Both are aligned to the Common Core Learning Standards and prepare our students to become college and career ready. We further enhance instruction through the use of performance based assessments, such as Math Exemplars. Both Science and Social Studies address the standards as well through the use of FOSS hands-on investigations in Science and trade books in Social Studies. All our students enjoy music, computer technology, Italian, art, and physical education.

Through an analysis of the spring 2014 NYS ELA and Math assessments, the percentage of students in grades 3-5 that achieved levels 3 and 4 in ELA was 42.9%. The percentage of students that achieved levels 3 and 4 in Math was 45.8%. We believe that the introduction of Pearson's *Ready Gen*, Houghton Mifflin's *Go Math* and the use of other instructional methodologies we found useful, such as better analysis of data, both vertically and horizontally, performance-based math assessments (Exemplars), math routines (Metamorphosis Learning), and a designated skills period to address RtI contributed to our improved scores.

While the increase in scores was promising, and the closing of achievement gap with regards to ELA was Good for our English Language Learners; Excellent for our Students with Special Needs; and Excellent for our Lowest Performing Students, we only achieved a rating of Poor for these three subgroups in Math. This is further clarified when looking at our Quality Review Report of 2013-2014 which stated that an area of improvement needs to be: Increase teacher understanding and use of data from common assessments to provide actionable feedback to students and make adjustments to meet all students' learning needs. Finally, an analysis of observations entered into Advance from the 2013-2014 school year, clearly highlighted a gap in component 3d -- Using Assessment in Instruction. It is clear then, that in order to improve student performance, we will need to assess our students and create systems to look for evidence of growth and gaps and make the necessary adjustments in instruction.

Through the collaborative efforts of teachers, parents, and community organizations we have developed the following learning opportunities at PS 110: French Dual Language classes in grades K – 3, the addition of a fourth and fifth all day PreK, departmentalizing grades 4 and 5 capitalizing on teacher expertise, providing art residencies for grades K – 5 which include: Flamenco, Percussion, Musical Theater, (Young Audiences of NY) Ballroom Dancing, (Dancing Classrooms, Inc.) Shakespeare, (Theatre for a New Audience), Theater (Center for Arts Education) and Mark Morris Creative Movement, and providing Enrichment Clusters based on the Renzulli school-wide enrichment model.

We welcomed the new school year with the opening of its much anticipated dance studio and fitness center. The dance studio and fitness center will enable PS 110 to continue educating the whole child as the new space will allow for movement, dance, and yoga classes, as well as opportunities for cardio-vascular activity on the fitness equipment. An added benefit is the use of the facilities by staff members for weekly after-school Pilates/Yoga classes. The PS 110 community is delighted with this new environment as it continues growing the hearts and minds of its students through wellness activities.

We have also partnered with the following organizations to enhance instruction: Visual Thinking Strategies (VTS), where all students engage in rigorous discussions about works of art to develop critical thinking and communication

skills, Cookshop for Children and Adults through the Food Bank of New York, Trout Unlimited, where our students conserve, protect and restore North America's coldwater fisheries and their watersheds, the Audubon Society of New York, where our students learn about the wild birds in the city and their habitats, Solar One, where our students learn how to live sustainably in their urban environment through the Green Design Lab, and the Greenpoint Monitor Museum, where our students learn about the Civil War and the role of Greenpoint in the building of the USS Monitor.

We are in Year 3 in implementation of *The Leader in Me*, a transformative model of leadership based on Stephen Covey's *7 Habits of Highly Effective People*. Through this process students learn how to discover their leadership potential both academically and social-emotionally. We expect that our students will take charge of their own learning. In so doing, all students create Leadership Notebooks. The creation of the notebooks provides a tool by which the students can assess their progress in completion of their goals, as well as celebrate their successes. The process has created a commonality of vocabulary and a like-minded culture.

Our after school program, sponsored by the North Brooklyn Development Cooperation, provides a seamless transition from classroom to after school. Once again, in addition to their rich programming, they will also provide the academic support to those students in grades 3, 4, and 5 who will be taking the NYS tests following the scope and sequence that our after school program provides. They will also provide our students with arts opportunities through a CASA grant awarded to PS 110 through the efforts of Councilmember Stephen Levin. We have also partnered with the following organizations to provide after-school programming: the YMCA, Williamsburg Movement and Arts Center, ArtBox, Eckford Street Studio, Gym Park, Mad Science, and Education Francaise a New York.

Several events have come to embody the PS 110 spirit. These include: our Night of the Arts, where our students showcase their arts residencies, our Walk-a-thon, where our PS 110 community walks together to raise funds for the arts, our McGolrick Park Partnership, where our students are involved in caring for their park through raking, planting, seeding and composting, and Green Science Week, where, in partnership with the ExxonMobil Corp. and Broadway Stages, we promote STEM learning through scientifically fun endeavors, which have included a scavenger hunt at Lentol Garden, a visit from the Magic Schoolbus, planting with the Queens Botanical Gardens, and the creation of solar-powered cars with Solar One.

PS 110 clearly understands that, for every program which helps the child find a voice and be engaged within the school community, there is a real world applicability and understanding that is impressed on the child which prepares him/her to be a productive, active and interested member of his/her community.

These many initiatives and events are made possible through the efforts of our parents and Parent Coordinator, Tara Atson, whose collaborative efforts are key to our educating the whole child. Parents have created various committees which help to provide much needed resources. These committees include: Marketing, Fund-raising, Wellness and Grant Writing, Web-site, Tours and Outreach, and the Events Committees. The Grants Committee recently submitted a proposal to the Greenpoint Community Environmental Fund for the creation of an AquaLab -- an aquarium, science lab, and learning lounge where students of the Greenpoint area can safely fall in love with their neighborhood and its waterways through observation, exploration, field studies, service learning projects, family fun, community environmental actions and stewardship. The Wellness Committee has been working this year to effectively introduce the NYC DOE Alternative Menu. Family engagement is further enhanced through Family Fridays, when parents come to volunteer in their children's classes or share their expertise, and our morning Adult ESL classes for those in the community learning English as a Second Language. In addition to our monthly PTA meetings after morning drop-off, we hold a Family Night pot-luck dinner the same evening to engage parents who are unable to attend the morning meeting and bring families together over the bonding moment of dinner.

One of the challenges we have faced in the past few years has been the result of the shifting population of the surrounding community. We are highly cognizant of the need to unify the school community in all its facets. For example, with the introduction of the French Dual Language program, we have worked to ensure that PS 110 is community where all stakeholders work together for all our students.

An additional challenge that we have faced is meeting the needs of our higher achieving students. We have strived

to meet these needs through differentiated instruction and Enrichment Clusters based the Renzulli Schoolwide Enrichment Model. We need to continue to address this challenge with additional modes of instruction, such as project-based learning through the use of Independent Investigation Method.

PS 110 truly believes in *Growing Hearts and Minds*. As a result of our rigorous curricula and learning initiatives, which address the needs of the whole child, comes the positive rippling effect that it has for the community on a larger scale. The school was recognized for its efforts in 2011 when it became the recipient of the NYS ASCD *Educating the Whole Child in the 21st Century* award, the first New York City Public School to receive this distinction. The NYS ASCD recognized our abilities in providing a healthy, safe, engaging, supportive, and challenging school environment. Parents can be sure that their children are being nurtured in an environment that truly provides for their academic, social, and emotional learning.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework 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 Capacity Framework (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 Capacity Framework 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 sources.

Through an analysis of the spring 2014 NYS ELA and Math assessments, the percentage of students in grades 3-5 that achieved levels 3 and 4 in ELA was 42.9% with an average score of 2.7 out of 4.5 as stated in our School Quality Snapshot. This is an increase of 19.8 from the spring 2013 ELA state assessment (23.1%). The percentage of students that achieved levels 3 and 4 in Math was 45.8% with an average of 2.8 out of 4.5 as stated in our School Quality Snapshot. This is an increase of 21.7 from the spring 2013 Math state assessment. We believe that the introduction of Pearson’s *Ready Gen*, Houghton Mifflin’s *Go Math* and the use of other instructional methodologies we found useful, such as better analysis of data, both vertically and horizontally, performance-based math assessments (Exemplars), math routines (Metamorphosis Learning), and a designated skills period to address RtI contributed to our improved scores.

While the increase in scores was promising, and the closing of achievement gap with regards to ELA was Good for our English Language Learners; Excellent for our Students with Special Needs; and Excellent for our Lowest Performing Students, we only achieved a rating of Poor for these three subgroups in Math. This is further clarified when looking at our Quality Review Report of 2013-2014 which stated that an area of improvement needs to be: Increase teacher understanding and use of data from common assessments to provide actionable feedback to students and make adjustments to meet all students’ learning needs. Finally, an analysis of observations entered into Advance from the 2013-2014 school year, clearly highlighted a gap in component 3d -- Using Assessment in Instruction.

In addition, an analysis of our 2013-2014 School Survey yielded the following findings with regards to parental /teacher responses to Instructional Core: How do parents/teachers feel about the school’s curriculum, instruction, and assessment practices:

- How satisfied are you with the following? (Parents)
 - the education my child has received this year. 53% Very Satisfied
 - the overall quality of my child’s teachers this year 59% Very Satisfied
- My school (Teachers)
 - has clear measures of progress for student achievement throughout the year 73% Strongly Agree
 - uses assessments that are relevant to my daily instruction 69% Strongly Agree

It is clear then, that in order to inform instruction more effectively, we will need to assess our students and create systems to look for evidence of growth and gaps and make the necessary adjustments in instruction. In turn, as we collaboratively create systems to improve our instructional practices trust among all stakeholders is strengthened as everyone works together toward the shared ultimate goal of improving student outcomes.(QI 1.1, 1.2, 1.3, 2.2, 3.4, 5.1)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 15, 2015, ensure 100% of the teaching staff receives continuous professional development around the goal and effective use of formative assessments and strengthening teacher practice around looking at student work products as evidence of student mastery of grade-level, specific content and skills towards becoming career and college-ready so that all teachers are able to thoughtfully and purposefully adjust instruction to narrow the gap between the established grade-level, specific benchmarks for students and what students show they know and are able to do.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Utilize our Monday Professional Learning Community (PLC) to closely analyze the use of formative assessments through activities, such as: <ul style="list-style-type: none"> • Read and discuss professional journal articles <ul style="list-style-type: none"> ➤ Develop a clearer and deeper understanding of formative assessments Participate in teacher teams engaging in inquiry to: <ul style="list-style-type: none"> • Create collaboratively formative assessments aligned to current units of study • Share created formative assessments • Administer created formative assessments • Analyze student work to adjust teaching practice and instructional planning • Adjust instructional practices to reflect data from formative assessments 	Classroom Teachers Cluster Teachers ESL Teacher	December 2014 – June 2015	PD Committee Teaching Staff Administration
Create and utilize a protocol for looking at student work <ul style="list-style-type: none"> • Protocol will reflect: <ul style="list-style-type: none"> ○ High, Middle, Low 1/3 of students ○ Novice, Apprentice, Practitioner, Expert Level of Performance 	Classroom Teachers Cluster Teachers ESL Teacher	December 2014 – June 2015	PD Committee Teaching Staff Administration
Engage in collaborative conversation on grade and across grades looking at specific examples of student work utilizing the determined protocol	Classroom Teachers Cluster Teachers ESL Teacher	December 2014 – June 2015	PD Committee Teaching Staff Administration

<p>Determine next steps for instruction – whole group, small group and individual based on the analysis of student work through the use of the protocol</p> <ul style="list-style-type: none"> • Make specific plans for screening/continued screening and tiered instruction and interventions for students as required by New York State’s implementation of Response to Intervention (RtI) • Utilize Universal Design for Learning to provide multiple points of entry when creating lesson plans and providing instruction • Create lesson plans, both unit and individual plans, based on analysis of student work • Utilize a school-wide RtI plan for each student’s academic intervention needs in literacy and math <p>Create lesson plans, both unit and individual plans, based on analysis of student work</p> <ul style="list-style-type: none"> • Utilize a school-wide RtI plan for each student’s academic intervention needs in literacy and math <p>Share lesson plans, unit plans, rubrics, and curriculum maps on grade/across grade</p>	<p>Classroom Teachers Cluster Teachers ESL Teacher</p>	<p>December 2014 – June 2015</p>	<p>PD Committee Teaching Staff Administration</p>
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration, Network Personnel (for example: Inna Nurik– MOSL Specialist, Caren Gandelman – Special Ed. Specialist), Mary Margret Little – Data Specialist

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

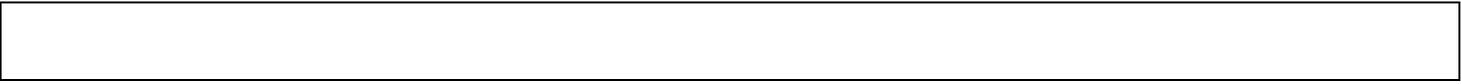
- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark we will utilize to indicate school progress toward meeting this specified goal is the analysis of formative assessments that will be taken into account in the development of individual student Academic Intervention Plans.

The timeframe for mid-point progress monitoring activities will be the last week of January 2015.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	<p>X</p>	<p>Yes</p>		<p>No</p>
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework 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 Capacity Framework (Supportive Environment). 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 Capacity Framework 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 sources.

An analysis of our 2013-2014 School Survey yielded the following findings with regards to parental responses to School Culture: How do parents feel about the school’s learning environment?

- My child’s school
 - has teachers who are attentive when they discuss my child. 60% Strongly Agree
 - has high expectations for my child. 53% Strongly Agree
 - helps keep my child on track for college, career, and success in life after high school. 44% Strongly Agree
- At my child’s school
 - my child is safe. 68% Strongly Agree
 - there is an adult whom my child trusts and can go to for help with a problem. 60% Strongly Agree
 - teachers and staff treat all students with respect. 59% Strongly Agree

The Quality Review Report for 2013-2014 yielded the following findings, with respect to Indicator 1.4 – Structures for a positive learning environment, inclusive culture, and student success:

The school has created a safe and respectful environment, conducive to learning and collaboration, where students receive support in their personal and academic development.

- Parents, students, and teachers say the school is welcoming and inclusive. Families also say they are valued and invited to participate in the school’s life by volunteering in the classrooms, the school library, or to work on various committees. The school has also adopted the 7 Habits of Happy Kids and Effective People, the core of the Leader in Me program, that are intentionally implemented across grade levels in support of the academic, social, and emotional growth of all students, with a purpose of maintaining a trusting and safe school environment. Additionally, parent and student interviews revealed that teachers and leaders embed habits like “be proactive” and “have a plan” in daily lessons, thus providing common language for discussing responsibilities and strategies to meet the academic and social and emotional challenges.

This data clearly exemplifies that we are on the right track, with room for improvement. This continued improvement will continue to address the Academic and Personal Behaviors of Persistence, Engagement, Work Habits/Organizational Skills, Communication/Collaboration Skills, and Self-Regulation, all of which align to Stephen Covey’s 7 Habits of Highly Effective People: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win Win, Seek First to Understand, then to Be Understood, Synergize, and Sharpen the Saw. These habits provide our framework for our work with *The Leader in Me* process. It is evident then that our students need to continue to reflect on their work products and habits based on their understanding of their academic and personal behaviors required for success as they learn content by engaging with standards-aligned curricula in all content areas.

In turn, as we collaboratively work to address the social emotional learning (SEL) of our school community, trust among all stakeholders is strengthened as everyone works together toward the shared ultimate goal of improving student outcomes. (QI 1.1, 1.2, 1.4, 3.4, 4.2)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 15, 2015, implement school-wide *The Leader in Me* program, based on Stephen Covey's *7 Habits of Highly Effective People*, using the transformative model to building leadership potential in each students so all students show developmentally appropriate growth pertaining to the academic and personal behaviors shown to lead to success in school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide continued professional development for the administration during the school year	Administration	September 2014 – June 2015	, Franklin Covey Staff Developer, Coach, and Support Staff
Provide continued professional development for the school staff during the school year	Teaching Staff	September 2014 – June 2015	, Franklin Covey Staff Developer, Coach, and Support Staff
Provide continued professional development for the Lighthouse Team, comprised of six members: Principal, Assistant Principal, Guidance Counselor, General Ed. Teacher, General Ed. Teacher	Lighthouse Team	September 2014 – June 2015	, Franklin Covey Staff Developer, Coach, and Support Staff
Utilize the Facilitation Team, comprised of three members (Guidance Counselor, General Ed. Teacher, Special Ed. Teacher) to provide needed “booster shots” throughout the year Utilize the Facilitation Team to strengthen the parental component of <i>TLIM</i> through seminars and the formation of a Parent Lighthouse Team Create a Junior Lighthouse Team comprised of students in grades 3-5 that will help to develop activities and events to further develop and strengthen understanding and use of the 7 Habits Create Leadership Notebooks in grades K-5 so as to empower our students to self-monitor their academic, social/emotional and leadership growth, with the following components: <ul style="list-style-type: none"> • My Self • My Goals • My Progress 	Teaching Staff Parents Junior Lighthouse Team Students K-5	September 2014 – June 2015	, Franklin Covey Staff Developer, Coach, and Support Staff Facilitation Team Junior Lighthouse Team Teaching Staff

<ul style="list-style-type: none"> • My Leadership Roles • My Celebrations 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration, School Staff, Parents, Franklin Covey Staff Developer, Coach, and Support Staff

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic	X	Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark we will utilize to indicate school progress toward meeting this specified goal is the *Path to Lighthouse Self-Evaluation Checklist* (9 Criteria utilized as a school works toward Lighthouse status – a three year process.

The timeframe for mid-point progress monitoring activities will be the last week of January 2015.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework 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 Capacity Framework (Collaborative Teachers). 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 Capacity Framework 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 sources.

An analysis of our 2013-2014 School Survey yielded the following findings with regards to teacher responses to: Systems for Improvement: How do teachers feel about the school’s use of resources to support continuous improvement?

- School leaders
 - provide time for collaboration among teachers. 63% Strongly Agree
 - give me regular and helpful feedback about my teaching. 69% Strongly Agree
- Teachers in my school
 - work together on teams to improve their instructional practice. 85% Strongly Agree
- Overall, my professional development experiences this school year have
 - been sustained and coherently focused, rather than short-term and unrelated. 73% Strongly Agree
 - included opportunities to work productively with colleagues in my school. 70% Strongly Agree
 - provided me with content support in my subject area 67% Strongly Agree

In addition, an analysis of our 2013-2014 School Survey yielded the following findings with regards to parental responses to Instructional Core: How do parents feel about the school’s curriculum, instruction, and assessment practices:

- How satisfied are you with the following? (Parents)
 - the education my child has received this year. 53% Strongly Agree
 - the overall quality of my child’s teachers this year 59% Strongly Agree

The Quality Review Report for 2013-2014 rated QI 4.2 a proficient: Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, while noting that –

Teachers collaboratively craft teaching and learning points, identify gaps, and plan strategies to engage students in learning, thus working toward the school’s goal to improve student academic achievement. Consequently, all teachers have planned and structured opportunities to advance their professional capacity along with working on the improvement of academic tasks, demonstrating impact by students’ increased ability to cite evidence from the text when discussing or writing about tasks.

It is evident then that continued progress is needed in creating systems which allow for teacher collaboration and professional growth so as to ensure that all students are being taught by highly qualified teachers. In turn, as we collaboratively create systems to improve teacher collaboration and professional growth, trust among all stakeholders

is strengthened as everyone works together toward the shared ultimate goal of improving student outcomes.(QI 1.1, 1.2, 1.4, 3.4, 4.2, 5.1))

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 15, 2015, all teachers use each common prep period, teacher team meeting and the contractual time set aside for designated professional learning establishing group norms, assigning roles, using agreed-upon protocols and maintaining a clear record of work so can clearly show growth of their professional practice and development of a culture of respect and continuous improvement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Create a Professional Learning Committee who will: <ul style="list-style-type: none"> • create a survey to determine Professional Learning needs among the teaching staff • administer the survey • tabulate survey results • create a PLC calendar of learning opportunities for the staff based on need • determine who will deliver the weekly PD • coordinate PD activities among the teaching staff • administer the weekly Exit Slip • review the weekly Exit Slips to monitor teaching staff growth and concerns • conduct periodic meetings of the Professional Learning Committee to discuss: <ul style="list-style-type: none"> ➤ PD topics ➤ teacher growth and concerns 	Teaching Staff	June 2014- June 2015	Administration PLC Committee Network Personnel
Create an Instructional Cabinet comprised of Grade Leaders who will: <ul style="list-style-type: none"> • meet every two weeks to discuss instructional matters which affect the school community • disseminate information to their team members • bring educational issues and concerns to the cabinet 	Teaching Staff	October 2014 – June 2015	Administration Grade Leaders
Create a QIP Team (Quality Improvement Plan) based on review of assessment data by the NYSED with regards to achievement of our SWD’s (Students With Disabilities) who will assess, develop	Teaching Staff	September 2014-June 2015	Rachel Velasquez, the Special Education School

improvement plans, and monitor growth with regards to: <ul style="list-style-type: none"> Literacy Behavioral Supports and Interventions Special Education Instructional Practices 			Improvement Specialist
Create a Prep Schedule which allows for both horizontal and vertical planning time for the teaching staff, which will provide them with the opportunity to: <ul style="list-style-type: none"> discuss learning goals analyze student data create lesson plans, which reflect adjustments to instruction based on analysis of data, as well as differentiated instruction to meet the needs of all our students refine their teaching 	Teaching Staff	September 2014 – June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administration, Teaching Staff, Network Personnel

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
The mid-point benchmark we will utilize to indicate school progress toward meeting this specified goal will be a <u>Mid-point Reflection on areas covered and topics still needing attention.</u>				
The timeframe for mid-point progress monitoring activities will be the <u>last week of January 2015.</u>				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework 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 Capacity Framework (Effective School Leadership). 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 Capacity Framework 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 sources.

Through an analysis of the spring 2014 NYS ELA and Math assessments, the percentage of students in grades 3-5 that achieved levels 3 and 4 in ELA was 42.9% with an average score of 2.7 out of 4.5 as stated in our School Quality Snapshot. This is an increase of 19.8 from the spring 2013 ELA state assessment (23.1%). The percentage of students that achieved levels 3 and 4 in Math was 45.8% with an average of 2.8 out of 4.5 as stated in our School Quality Snapshot. This is an increase of 21.7 from the spring 2013 Math state assessment. We believe that the introduction of Pearson’s *Ready Gen*, Houghton Mifflin’s *Go Math* and the use of other instructional methodologies we found useful, such as better analysis of data, both vertically and horizontally, performance-based math assessments (Exemplars), math routines (Metamorphosis Learning), and a designated skills period to address RtI contributed to our improved scores.

While the increase in scores was promising, and the closing of achievement gap with regards to ELA was Good for our English Language Learners; Excellent for our Students with Special Needs; and Excellent for our Lowest Performing Students, we only achieved a rating of Poor for these three subgroups in Math. This is further clarified when looking at our Quality Review Report of 2013-2014 which stated that an area of improvement needs to be: Increase teacher understanding and use of data from common assessments to provide actionable feedback to students and make adjustments to meet all students’ learning needs. Finally, an analysis of observations entered into Advance from the 2013-2014 school year, clearly highlighted a gap in component 3d -- Using Assessment in Instruction.

An analysis of our 2013-2014 School Survey yielded the following findings with regards to teacher response to Systems for Improvement: How do teachers feel about the school’s use of resources to support continuous improvement?

- The principal at my school
 - knows what is going in my classroom. 63% Strongly Agree
 - participates in instructional planning with teachers 65% Strongly Agree
 - makes clear to the staff her expectations for meeting instructional goals 78% Strongly Agree
 - is an effective manager who makes the school run smoothly 67% strongly Agree

It is clear then, that in order to improve student performance, we will need to improve instructional practices through better observation and actionable feedback with regards to teachers’ instructional practice.

In turn, as we collaboratively work to improve the craft of teaching, we will strengthen our instructional practices so as to ensure that all students are being taught by highly qualified teachers. Trust among all stakeholders will become stronger as well. (QI 1.1, 1.2, 2.2,4.1, 4.2, 5.1)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 15, 2015, implement the 2014-2015 NYC DOE Citywide Instructional Expectations and focus all school-wide work on Quality Review Indicators 1.2, 4.1 and 4.2, informed by the *Danielson Framework for Teaching*, specifically

components 1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e, to support the development of teachers via frequent cycles of classroom observations, effective feedback and next steps and analysis of student work/data so school administrators model and lead by example, nurture teachers professional growth to deliver instructional and social-emotional support and improve all students' outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide continued opportunities for the Principal and Assistant Principal to strengthen and deepen understanding of Advance and Charlotte Danielson's <i>Enhancing Professional Practice: A Framework for Teaching</i> and its selected components for use by the DOE through PD provided by the network: Talent Coach, Achievement Officer	Principal Assistant Principal	September 2014 – June 2015	Network Personnel: Talent Coach, Achievement Officer
Provide additional staff development during Monday PD's with Administration and/or Network personnel <ul style="list-style-type: none"> • Provide each staff member with discussion opportunities to strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of the Danielson framework • Provide each staff member with the elements of the selected components, as well as indicators • Provide each staff member with the rubric assigned to each component • Provide each staff member the opportunity to self-assess on the selected components of the Danielson rubric 	Teaching Staff	September 2014 – June 2015	Network Personnel: Talent Coach, Achievement Officer School Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Network Personnel: Talent Coach, Achievement Officer, School Administration

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark we will utilize to indicate school progress toward meeting this specified goal is a created checklist based on the actionable feedback will be created so as to track subsequent observations for evidence of improvement.

The timeframe for mid-point progress monitoring activities will be the last week of January 2015.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework 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 Capacity Framework (Strong Family and Community Ties). 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 Capacity Framework 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 sources.

An analysis of our 2013-2014 School Survey yielded the following findings with regards to parental responses to School Culture: How do parents feel about the school’s learning environment?

- My child’s school
 - keeps me informed about what my child is learning. 51% Strongly Agree
 - keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school. 53% Strongly Agree
 - makes me feel welcome. 67% Strongly Agree
 - communicates with me in a language that I can understand. 67% Strongly Agree
 - is responsive to parent feedback. 52% Strongly Agree
 - communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school. 44% strongly Agree

Clearly, there is room for improvement as we continually strive to strengthen the home-school partnership. It will be through this stronger home-school partnership that trust among all stakeholders will become stronger as well, as we all work towards ultimate goal of improving student outcomes. (QI 1.4, 3.4)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, arrange and make available regular family engagement activities, which include but are not limited to conferences, workshops, volunteering and school-wide celebrations and events so participation of parents (family members)/guardians increases and builds a strong home-school connection.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- 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 increase parent involvement and

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>engagement</p> <p>➤ Activities that address the Capacity Framework element of Trust</p>			
<p>Utilize the Parent Coordinator to continue to engage and involve parents (family members)/guardians in the school community by working with school administration, staff, PTA, community and OST providers</p> <p>Invite parents/guardians to September Curriculum Night to meet with their children’s teachers and learn of the expectations for the new grade</p> <p>Post flyers in the building and on the announcement board about upcoming events; as well as back-packing the information home and placing it on line on the school website and Facebook, as well as e-mail blasts</p> <p>Provide on-going support for ELL parents through translation of materials and translation services at meetings and events</p> <p>Provide ESL morning classes for adults five times a week</p> <p>Invite and provide training for parents (family members)/guardians to become volunteers and donate their time and talents to our school community</p> <p>Create Family Night once a month to promote family involvement in both academic and social activities</p> <p>Create Family Friday mornings to promote family involvement in the classroom</p> <p>Provide workshops for parents (family members)/guardians on navigating and understanding the use of data available through the DOE website</p> <p>Conduct workshops by staff in Literacy and Mathematics standards and test preparation</p> <p>Invite parents (family members)/guardians to serve on committees and volunteer for events, such as Fall Fest, Holiday Craft Fair, March Book Fair, Spring Fest/ Walk-a-thon</p> <p>Invite parents (family members)/guardians to chaperone class trips and to attend class publishing parties</p> <p>Invite parents (family members)/guardians to participate in Cookshop Adults, sponsored by the Food Bank for NY</p> <p>Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters Encourage parents (family members)/guardians to become members of the PTA and SLT</p>	<p>Parents, Guardians, Community Members</p>	<p>August 2014 through June 2015</p>	<p>Parent Coordinator, Administration, School Staff, PTA, SLT, Committee Chairs</p>

<p>Conduct PTA meetings both in the morning and evening to ensure greater parent (family member)/guardian participation</p> <p>Encourage the use of the Parent Library in the PTA room, which provides parental resources, as well as library books to be shared at home</p> <p>Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure appropriate quality and quantity of resources are available to the school community</p> <p>Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community</p> <p>Continue our Marketing Committee composed of family members/guardians and staff to publicize and promote school-wide initiatives and events</p> <p>Continue our Fund-raising/ Grant Writing Committee composed of family members/guardians and staff to secure additional funding for the school community</p> <p>Expand our Wellness Committee</p>			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administration, School Staff, Parent Coordinator, PTA, SLT, Committee Chairs

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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- Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark we will utilize to indicate school progress toward meeting this specified goal is an analysis of:

- Attendance sheets for PTA meetings, school events, trips, assembly programs, workshops
- Evaluation of workshops

The timeframe for mid-point progress monitoring activities will be March 2015.

Part 6b. Complete in February 2015.

- | | | | | |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Analysis of formative/summative assessments, including but not limited to, state assessment, MOSL's unit assessments, published pieces, reading levels	Guided Reading, Strategy Lessons, One-on-One Conferencing, Word Work, Interactive Reading and Writing, Shared Reading	Small group, one-to-one	During the school day After school
Mathematics	Analysis of formative/summative assessments, including but not limited to, state assessment, MOSL's unit assessments, performance-based assessments	Guided Math, Strategy Lessons, One-on-One Conferencing	Small group, one-to-one	During the school day After school
Science	Analysis of formative/summative assessments, including but not limited to, state assessment, MOSL's unit assessments, inquiry based projects	Guided Reading, Strategy Lessons, One-on-One Conferencing, Interactive Reading and Writing, Shared Reading	Small group	During the school day After school
Social Studies	Analysis of formative/summative assessments, including but not limited to, state assessment, MOSL's unit assessments, inquiry based projects	Guided Reading, Strategy Lessons, One-on-One Conferencing, Interactive Reading and Writing, Shared Reading	Small group	During the school day After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student Needs, Parental Requests, Teacher Recommendations, PPT Team Recommendations	Individual Counseling, Group Counseling – Use of hands-on activities	Small group, one-to-one	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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
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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 strategies and activities for high quality professional development for teachers, principals, and 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.).

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 enables, 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 '15 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> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$0.00		
Title I School Improvement 1003(a)	Federal	\$0.00		
Title I Priority and Focus School Improvement Funds	Federal	\$0.00		
Title II, Part A	Federal	\$127,529.00	X	11, 14, 17
Title III, Part A	Federal	\$11,200.00	X	22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,725,549.00	X	11, 14, 17, 18, 22

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:

1. 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.
2. 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:

3. **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).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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 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.
7. **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.
8. **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:

9. **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.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** 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 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 110, The Monitor School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 110, The Monitor School,]** will support parents and families of Title I students by:
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress 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

[PS 110, The Monitor School], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

- **School Responsibilities**

Provide high quality curriculum and instruction consistent with 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;
- using Communication Folders (Grades PreK-5) and Academic Planners (Grades 3-5) to keep parents/guardians informed as to their children's academic responsibilities, academic and social/emotional needs, and academic progress
- providing workshops on *The Leader in Me*, the transformative model for building leadership potential in each of our students based on Stephen Covey's *7 Habits of Highly Effective People*.
- creating a Parent Lighthouse Team that will serve to further educate and empower parents in *TLiM*
- providing workshops on topics, which include, but are not limited to, the Common Core Learning Standards, the NYS Standardized Assessments, the NYSESLAT Assessment
- communicating via technology: school website, school Facebook page, e-mail blasts

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;
- **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 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;
- **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.
- create Leadership Notebooks in grades K-5 so as to empower our students to self-monitor their academic, social/emotional and leadership growth, with the following sections:
 - My Self
 - My Goals
 - My Progress
 - My Leadership Roles
 - My Celebrations



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: PS 110	DBN: 14K110
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 46
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to reduce the number of our Level 1 and 2 ELL students and, as well as to provide for our beginning and intermediate students, we at 14K110 have decided to use the majority of our Title III funds to provide direct instruction through an After School program and Saturday Academy for our English Language Learners in grades K to 5.

After School Program: For grades K-5, this intervention will be Wednesdays and Thursdays from 2:30 to 4:00 for a total of 21 hours, or 14 sessions, beginning February 4, 2015 and ending April 1, 2015. The After School program will be comprised of no more than 20 students per class.

The Saturday Academy will consist of 4 sessions: March 7th, 14th, 21st 28th, 2015. The sessions will begin at 9:00AM and end at 12:00PM.

Instruction will be conducted by four teachers with ESL experience, one of whom holds an ESL license. The ESL teacher will rotate co-teaching among 3 content teachers. Grades K-2 will utilize an oral language intervention program published by Rourke Classroom Resources, in addition to the Wilson Foundations Program and the Leapfrog Program. Grades 3-5 will utilize NYSESLAT Preparation materials, as well as the EngageNY modules. This year again we will utilize the Visual Teaching Strategies program that uses art work to promote receptive/expressive language skills, writing skills, and critical-thinking skills.

As part of our Leader in Me program we will integrate the 7 habits into the academic and personal behaviors of our students.

A supervisor will be funded after school and Saturday, since this is the only supplementary program at the school, as noted on Part E budget narrative.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: This year our Professional Development Program will again be comprised of VTS sessions with Gretchen Baudenbacher, our Visual Thinking Strategies Trainer. These sessions will take place during the school day in-house for our teachers in our Title III program on Fridays during the month of January. The sessions will focus on improving teacher instruction in developing in our students their receptive/expressive language skills, writing skills, and critical-thinking skills, and will be provided by the Visual Thinking Strategies Consultants. The topics will include: Designing Coherent Instruction, Using Questioning and Discussion Techniques and Using Assessment in Instruction.

Part D: Parental Engagement Activities

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

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

Begin description here: The parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs are:

The Leader in Me Parent Seminars: December 2nd, 9th and 15th from 2:45 until 3:30

These seminars will be conducted by our TLiM facilitators: Barbara Morales, Allison Fazio, and Michele McLee. The focus will be on the 7 Habits of Highly Effective People and how they impact the academic and social/emotional behaviors of all students.

The rationale for this workshop is to educate parents as to how they can effectively foster their children's engagement and motivation as they work toward their academic successes.

April 2015 (Dates TBD) -- NYSESLAT Mornings 9:00-10:00AM

2 sessions will be conducted by Dana Raciunas, our ESL teacher. The rationale for this workshop is to educate parents as to the NYSESLAT and its four components. The sessions will include the opportunity for parents to take part in a mock assessment similar to the grade level of their children.

The parents will be notified via flyers backpacked home, as well as our school website and our Parent Coordinator's weekly e-mails.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7914	After-school Program Teachers: 4 tchrs x 14 sessions x 1.5 hrs. x \$51.51 = \$4327 Supervisor: 1 x 14 sessions x 1.5 hrs x \$52.52 = \$1103 (This will be our only after-school program to address the needs of our ELL's) Saturday Academy Teachers: 3 tchrs x 4 sessions x 3 hrs. x \$50.19 = \$1855 Supervisor: 1 x 4 x 3 x \$52.52 = \$630.24
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$3286	VTS Professional Development - series of workshops through the Visual Thinking Strategies providers
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	11200

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 quality ELL programs. 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 CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 14	Borough Brooklyn	School Number 110
School Name The Monitor School		

B. Language Allocation Policy Team Composition [i](#) 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 ESL teacher, and one parent.

Principal Anna Cano Amato	Assistant Principal Anna Rocchio
Coach n/a	Coach n/a
ESL Teacher Dana Raciunas	Guidance Counselor Barbara Morales
Teacher/Subject Area Michelle Mangiaracina	Parent Christine Greenwood
Teacher/Subject Area type here	Parent Coordinator Tara Atson
Related Service Provider Marie Gallo	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

Please 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 ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	375	Total number of ELLs	46	ELLs as share of total student population (%)	12.27%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	1	1	1											3
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
Push-In				1	1	1								3
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	9	0	0	0	0	0	0	0	0	9
ESL	25	0	2	12	0	4	0	0	0	37

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	34	0	2	12	0	4	0	0	0	46
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*EP=English proficient student

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Polish	1	23			1	23													2	46
French	2		4	21	1														7	21
SELECT ONE																			0	0
TOTAL	3	23	4	21	2	23	0	9	67											

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>20</u>	Number of third language speakers: <u>11</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>4</u>	Asian: <u>1</u>	Hispanic/Latino: <u>3</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>67</u>	Other: <u>1</u>

Freestanding English as a Second 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		1	3	3	1								9
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic		2		1		2								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	10	4	1	1	3	3								22
Albanian														0
Other														0
TOTAL	11	6	3	5	6	6	0	37						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	0	0	0	0	2								4
Intermediate(I)	2	2	0	2	1	1								8
Advanced (A)	5	4	4	5	5	2								25
Total	9	6	4	7	6	5	0	0	0	0	0	0	0	37

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	4	0	0	9
4	3	5	0	0	8
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	3	0	1	0	0	0	8
4	1	0	6	0	1	0	0	0	8
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	0	6	0	1	0	9
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Teachers College Reading Assessments to assess ELLs early literacy skills. This data indicates that although many ELLs have literacy skills in their native language, their English language structures need to be enhanced in order to continue their growth in the English language. For example, while they are transferring word attack skills from their native language to English, their fluency

and expressive language must be developed.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels and grades reveal that our ELLs' greatest need is in the reading and writing modalities. The patterns across the four modalities will be instrumental in our instructional decisions. For example, since the majority of our ELLs' greatest need is in reading and writing, we will endeavor to emphasize skills needed for growth through: shared reading, interactive writing, and guided reading, which are components of the Balanced Literacy program and are built into our new Literacy program-Ready Gen. In addition, strategy lessons in reading and writing will also be employed to further individualize instruction and assist our students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns emerging across NYSESLAT modalities of reading/writing and listening/speaking affect instructional decisions by individual classroom teachers and are discussed at grade level conferences, as well as Inquiry Team meetings. The patterns indicate that oral expression and vocabulary development affect students' writing proficiency, as well as their ability to acquire content area material. ELLs' English language growth is a result of an English immersion model. In addition to classroom and targeted ESL instruction, students who participate in before/after school programs, Saturday Academies, recreational and extra ELL support programs acquire proficiency at quicker rates.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
a. Our Ells do not take native language assesments, thus we are not able to compare their growth in English to their native language development. However, in the French Dual Language classes, instruction is provided using the native language 50% of the school day in the subject areas of language arts, social studies and science.
b. ELL periodic assessments inform teachers and the school leadership of the rate of growth. Success is evaluated not only by continued growth as indicated by periodic assessments and score achieved on the NYSESLAT, ELA and Math state assessments, but also by the reading levels attained on TC reading assessments, writing pieces, and participation in class.
c. The periodic assessments indicate that vocabulary development is an area of language development that must continually be addressed in order for our Ells to make progress. Results indicate the loss of English language when students are immersed in their native language during the summer months. Upon return to school in the fall, they struggle to "catch up."
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
All forms of data are examined in order to determine whether a student should be moved to a different Tier for English language learning. TC reading levels, written assignments, practice comprehension tests, ELL interim assessments, classroom participation, student behavior and classroom functioning along with standardized tests are used to make determinations. The linguistic and cultural backgrounds of the students are also taken into account.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Bilingual students' learning trajectories differ from monolingual students. Teachers familiar with students' second languages can help students make connections across languages; thus, providing students with varied and multiple entry points to aid with all aspects of learning English. Formative and summative assessments created by the teacher teams are used to determine the progress of the children's second language development. This progress will then inform instructional decisions as all content area teachers teach in such a way that they are building the students' English language skills. In addition, interviews with parents help determine the children's educational history/background.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

- a. English-proficient students in the dual language programs are assessed for their listening comprehension, vocabulary development, reading and writing skills through our French department's developed assessments.
 - b. The language proficiency in the second (target) language for EPs varies. Approximately 40 percent of the students in each French dual language class are progressing quickly in the acquisition of French, 40 percent would be classified at the intermediate level, while 20 percent are functioning at the beginning level.
 - c. Our dual language classes: a Kindergarten, 1st grade, and 2nd grade have not yet been assessed by city or state assessments.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Success is evaluated not only by continued growth as indicated by periodic assessments and scores achieved on the NYSESLAT, ELA and Math state assessments, but also by the reading levels attained on TC reading assessments, writing pieces, and participation in class.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- : Upon registering a new student, the pupil Accounting Secretary distributes the Home Language Identification Survey (HLIS) to the students' parents/guardians, which consists of the informal oral interview in English and the native language, and the formal initial assessment. The informal oral interview is conducted by the following pedagogues: Margaret Kaluza (Polish) and Barbara Morales (Spanish) and Dana Raciunas (English). Based on the information on the HLIS, the ESL teacher administers the LAB-R, if necessary, within 10 school days of the child's admittance. If a Spanish LAB-R needs to be administered it is also administered within the required 10 day window by Barbara Morales. In addition, monthly admission and discharge reports are generated and copies are given to the ESL teacher to update records and administer LAB-R's to newly admitted students.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- There is an ELL parent orientation meeting in late September after the new ELL population has been identified. This meeting consists of discussion of the ELL identification process, the ELL testing program, including LAB-R, interim assessments and NYSESLAT. Translators are available at these meetings and, in addition, a video is shown which further explains program choices. After the orientation meeting, the ESL teacher distributes entitlement letters. She ensures that the entitlement letters are distributed, as well as the return of the Parent Survey and Selection Forms.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- The following ATS reports are referenced to determine NYSESLAT eligibility: RLAB, RLER, RLAT, and RNMR. For those parents who cannot attend the meeting, the ESL teacher and the classroom teachers reach out to the parents in person or by phone to ensure the distribution of the entitlement letters/continued entitlement letters and the return of the Parent Survey and Program Selection forms. Both the ESL teacher and the classroom teachers have the responsibility of collecting these letters. These letters are then stored and maintained by the ESL teacher for future reference if required. In addition, the ESL teacher distributes continued entitlement letters to the entitled students. The letters are backpacked home. When necessary, translators are provided by staff and/or parents to ensure that parents are cognizant of all the decision making choices.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- All parental requests are carefully reviewed by the ESL teacher. If there were a growing desire for TBE we would count the number

of children in that specific native language language group. If the number were 15 or more, on or across levels, a TBE class would be opened as mandated. However, this program model has not yet been requested by a sufficient number of parents, nor have the numbers indicated a need for it. Since only the free standing ESL model is offered at PS 110, our Parent Coordinator assists the parents in further choices available in other schools. A review of Parent Survey and Program Selection forms over the last several years indicates that there is a trend toward monolingual instruction for ELLs. This 2011-2012 school year, 11 of 13 Parent Survey and Program Selection forms indicated the desire for a free-standing ESL program as their first choice.

If parents choose a program not offered at our school, we would attempt to locate a school offering the requested program. Trends therefore indicate that parents are requesting a free standing ESL program, which is the program offered at PS 110.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The testing coordinator and the ESL teacher review the NYSESLAT testing schedule. They cross reference names of students to ensure that all ELLs receive the assessment. Students are placed into groups according to their levels and a testing schedule is made. Teachers involved in NYSESLAT testing are notified and receive training and instructions on the administration of the NYSESLAT. During the administration window teachers then administer the test. All tests are returned to the testing coordinator. They are then packaged and returned for scoring according to the directions.

6. 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? (Please 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? Describe specific steps underway. 

A review of Parent Survey and Program Selection forms over the last several years indicates that there is a trend toward monolingual instruction for ELLs. This 2011-2012 school year, 9 of 13 Parent Survey and Program Selection forms indicated the desire for a free-standing ESL program as their first choice.

If parents choose a program not offered at our school, we would attempt to locate a school offering the requested program. Trends therefore indicate that parents are requesting a free standing ESL program, which is the program offered at PS 110.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (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. We utilize a Push-in/Pull-out model to instruct our ELLs.
 - b. In this organizational model, while pushing-in, the ESL teacher co-teaches with the classroom teacher and confers with a heterogeneous (mixed proficiency levels) ESL group. When pulling-out, children with similar needs are grouped together, especially considering Beginners and Intermediates who are mandated to receive 360 minutes of instruction. Advanced ELLs receive 180 minutes of instruction primarily in a push-in setting.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

To ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model as per CR Part 154, the staff and schedule are organized in such a fashion to allow for the necessary time blocks to deliver ESL, ELA, and NLA instruction.

We deliver explicit ESL instruction through the ReadyGen Literacy Program . Reading instruction is based on reading complex texts and developing students' higher level thinking skills. Students write narratives, opinion and informative pieces as outlined the Common Core State Standards (CCSS). We scaffold in content area instruction as well. When we pull-out, we use components of the Balanced Literacy program, such as read-alouds, guided reading, interactive writing, shared reading, word work, etc.

To ensure that ELLs are appropriately evaluated in their native language when necessary, we utilize standardized tests in their native language, for example Spanish. We also utilize translators Arabic and Polish translators when necessary. They translate the standardized tests for the students who will then respond in their native language. These responses are then transcribed into English for scoring purposes.
3. Describe how the content areas are delivered in each program model. Please 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.

Content area instruction is scaffolded. Teachers employ various materials to ensure that concepts and vocabulary are grasped by ELLs. Videos, charts, pictures and models are used so that students can have multiple points of entry. Questions are scaffolded so that students can attain understanding of complex ideas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language when necessary, we utilize standardized tests in their native language, for example Spanish. We also utilize translators when necessary, for example Arabic and Polish. These translators will translate the standardized tests for the students who will then respond in their native language. These responses are then transcribed into English for scoring purposes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Classroom teachers confer with the ESL teacher to discuss each student's progress in all four modalities. Hard data such as: writing samples, reading levels, comprehension tests, periodic assessments are used in the evaluations. Soft data such as: observation of students working and participation in class is also taken into account.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Our SIFEs are pulled aside into an environment comprised of a Listening Center, Word Wall, and a Native Language Library. Here they receive additional basic skills work, word study and grammar in a small group setting. Picture prompts and graphic

organizers are used to enhance their development in the area of speaking.

b. Our newcomers are also pulled aside into an environment comprised of a Listening Center, Word Wall, and a Native Language Library. Here they receive additional basic skills work, word study and grammar in a small group setting. Picture prompts and graphic organizers are used to enhance their development in the area of speaking. We also utilize the Leap Frog program, Lexia Reading and RAZ Reading to develop vocabulary, fluency, and phonics. During our push-in model, newcomers are given bilingual buddies (peer tutoring) to assist them. They are also given strategy lessons with children who have similar needs.

c. Because ELA testing is now required for ELLs after one year, the instructional plan we employ is similar to the one set in place for our newcomers and SIFEs. However, we also focus on test-taking skills and procedures.

d. For our long term ELLs, we will continue to support their development through Ready Gen Literacy Program, as well as using scaffolding techniques in content area studies. We also confer with classroom teachers and administration so that in certain cases children may be brought to the attention of the Pupil Personnel Team for children at risk.

e. For students who have reached proficiency, we provide additional ESL instructional support by conferencing with them during the Push-in model during Literacy instruction. In addition, students still in need receive other forms of Academic Intervention which includes, but is not limited to, guided reading and strategy lessons for at least two years. Also, as per the new testing accommodations mandate, ELLs who have achieved proficiency level will still be provided with their testing accommodations for two additional years so as to give them the support needed to ensure their success. In addition, these students will be invited to attend our Afterschool AIS Program, as well as our Saturday Academy. These programs will continue to further their English development.

7. 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?

Teachers of ELL-SWDs provide small group instruction based on need as determined by formative and summative assessments. This differentiation will include such strategies as visual prompts and grade level text material that is more accessible to their learning needs. For example, a Social Studies trade book topic will be presented in various text levels to allow for student accessibility. This in turn ensures access to academic content areas and accelerates English language development because of the student accessibility to the material.

In addition, our plan for alternative placement in Special Education is to provide these special needs students with peer tutoring and academic intervention services.

In utilizing the ReadyGen Program for English Language Arts and the content areas, materials, both curricular and instructional, are provided to differentiate for the ELL-SWDs' needs and instructional level. Scheduling is re-visited daily to allow for changes that will provide these students the opportunities to engage in activities that will address their needs in the least restrictive environment, such as Enrichment Clusters, Arts Residencies, Cookshop and field trips.

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

Scheduling is re-visited daily to allow for changes that will provide these students the opportunities to engage in activities that will address their needs in the least restrictive environment, such as Enrichment Clusters, Arts Residencies, Cookshop and field trips.

In addition, all ELLs participate in all program choices in the building, including the Visual Thinking Strategies Program, Arts Residencies, Enrichment Clusters, Cookshop for K-2 grade students, Lunch and Learns, The Leader in Me Program, and Chorus.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Native Language Arts:	French			
Social Studies:	French			
Math:	French			
Science:	French			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

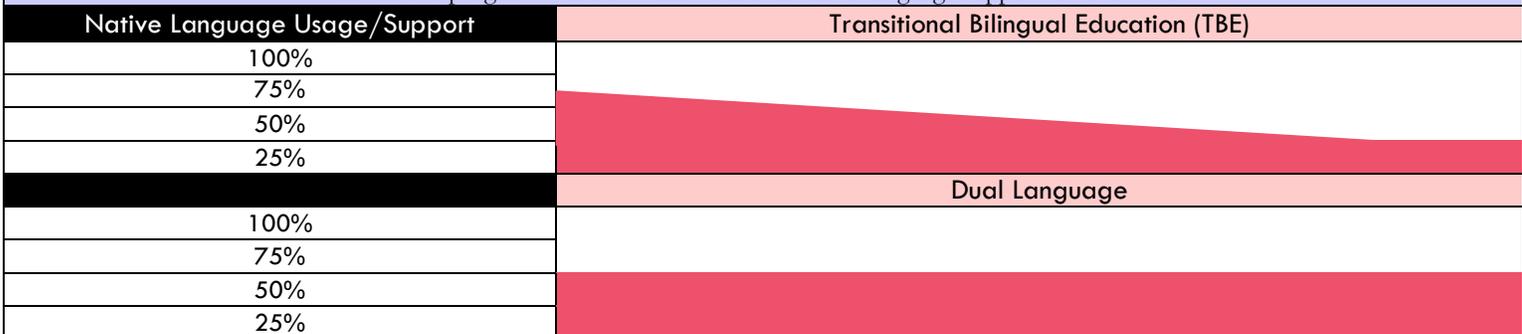
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
- To determine those students in need of targeted intervention we utilized the RMSR, the RLAT reports in ATS, as well the item skills analysis reports available in ARIS. Students are grouped according to needs and they receive targeted instruction and support during a skills period which is built into the schedule. Students also receive extra support before school at math clinics. Saturday academies and after school programs are also structured around academic needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All our teachers are aware that they are teachers of ELL's. We continually assess and observe students, their abilities and their struggles. Data used for this purpose include formative and summative assessments that are both teacher generated and generated by the publishers of our curricula, as well as the assessments provided by the DOE, such as Periodic ELL Assessments, and ELA and Math baseline and benchmark assessments. We also utilize the MOSL that were introduced this year to inform instruction. All of this data is used to target needed skills and refine our teaching. Our targeted instruction makes our program effective.
11. What new programs or improvements will be considered for the upcoming school year?
- We are currently analyzing supplemental materials to aid instruction and practice to the Common Core State Standards. We have already chosen a math supplemental book-Crosswalks.
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any of our programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs because they participate in all school activities with their classmates. They participate in 'special' or cluster classes such as: computer, music, art, and Italian. They partake in special art residencies and programs such as cookshop, swimming, drumming, and theater. They are invited to participate in academic after-school classes as well as Saturday academies specifically designed to promote their language development and academic success.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- VTS - Visual Thinking Strategies trains students to think critically about a painting and then to share their thinking orally as well as in writing. VTS is useful for all of our ELLs. Getting Ready for the NYSESLAT is used with all of our ELLS. Poetry Power ESL, and Rigby, On Our Way to English, are used for K-2 students. True Stories in the News and A First Look at theUSA are used for 3rd-5th grade ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered through French literacy instruction. Social studies and math are also taught in French to support the native French speakers. Dictionaries and computers support native language speakers situated in ESL classes. We do not have a TBE program in our school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Early childhood students are taught with grade level materials such as: Big Books, pictures, manipulatives, picture books, language games, charts, as well as emergent readers. Mid-upper grade students utilize leveled books, magazines, and language appropriate workbooks.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We do not hold special activities for newly enrolled ELLs before the beginning of the school year. Because the school building is closed during the summer and we do not have staff on hand during the summer to interview and assess new registrants, we cannot hold any activities for them. However, once school begins, we invite new ELLs to Family Nights and Fall Festivals in the park by our school.
18. What language electives are offered to ELLs?
- All students receive 1 or 2 periods of Italian instruction per week. This school year will be the fourth year students have the opportunity to learn Italian.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- a. 50% of the day is taught in the target language in the Kindergarten, 1st, and 2nd grade French Dual Language classes.
- b. EPs and ELLs are integrated for most of the day. Beginning ELLs in the Kindergarten and 1st grade are provided with targeted English language instruction.
- c. The language is separated by time. The mornings are designated for the target language.
- d. The model for the Dual Language classes is self-contained.
- e. Emergent literacy is taught sequentially.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

This year our teachers are attending 4 Go-Math and 4 ReadyGen Literacy professional development sessions, which will prepare them to align their instruction to the Common Core Learning Standards. Teachers also attend content area, science and math, professional development offered by the Network. Our teachers will also attend professional development sessions with Gretchen Baudenbacher, the instructor with Visual Thinking Strategies. These sessions will take place during the school day in-house or in New York City museums. The sessions will focus on improving teacher instruction in developing in our ELL students their receptive/expressive language skills, writing skills, and critical-thinking skills. This training will include the Principal, the Assistant Principal, and the Guidance Counselor. In addition, Ms. Baudenbacher will provide an evening of Visual Thinking Strategies for our parents of ELLs. Additionally, teachers will attend The Leader in Me professional development sessions with Lyne Fox.

The Language Allocation Team will meet in September and June to review and make the necessary changes in the policy.

There will be weekly collaborative planning sessions between classroom and ESL teachers across the grades. This will ensure that curriculum is consistent and applied appropriately, providing ELLs with the additional support they need. The guidance counselor will assist staff to help those ELLs as they transition from elementary to middle school. In addition, the work of ELLs and ELLs-SWDs will be analyzed during our weekly Thursday afternoon collaborative inquiry sessions of 37.5 minutes.

The CFN will assist us in providing the necessary 7.5 hours of ELL training for all staff (and the 10 hours for Special Ed. teachers). This training will provide teachers with an understanding of the needs of ELLs, as well as teaching strategies to effectively meet these needs.

Agendas and attendance sheets will be maintained for record keeping purposes.

D. Parental Involvement

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

This school year we will continue to improve parental involvement inclusive of parents of ELL's. We will increase parental/family involvement through the efforts of the parent coordinator and staff developers so as to ensure that parents are our partners in the education of their children with the objective of increasing participation of parents at school events and activities by 10%.

This is our action plan to accomplish our goal:

- Conduct Parent Survey to assess needs
On-line: surveymonkey.com
Paper/Pencil: back-packed home
- Utilize the Parent Coordinator to continue to engage and involve parents in the school community by working with school administration, staff, PTA, community and OST providers
- Invite parents to September Open Houses to meet with their children's teachers and learn of the expectations for the new grade
- Post flyers in the building and on the announcement board about upcoming events; as well as back-packing the information home and placing it on line
- Provide on-going support for ELL parents through translation of materials and translation services at meetings and events
- Provide ESL classes for adults every morning from 8:30 to 12:30
- Invite parents to volunteer their time and talents to our school community
- Create Family Night once a month to promote family involvement in both academic and social activities
- Create First Friday mornings to promote family involvement in the classroom
- Provide workshops for parents on the Common Core State Standards and understanding the use of data in the ARIS Parent link
- Conduct workshops by staff developers on test preparation
- Conduct workshops by staff developers based on parental needs and interests through the use of Title I funds
- Celebrate students and parents by giving awards at PTA meetings and assembly programs
- Invite parents/family members to serve on committees and volunteer for events, such as the October Fall Fest, It's My Park Day, March Book Fair, June Walk-a-thon, Bake and Candy Sales
- Invite parents to chaperone class trips and to attend class publishing parties
- Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters
- Encourage parents/family members to become members of the PTA and SLT
- Encourage the use of the Parent Library in the Parent Coordinator's room, which provides parental resources, as well as library books to be shared at home
- Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure appropriate quality and quantity of resources are available to the school community
- Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community
- Create a viable grant writing committee composed of family members and staff to secure additional funding for the school community with the aid of the CLSO Community Facilitator

The evidence we will use throughout the year to evaluate our progress towards meeting our goal includes:

- Flyers of workshops and events sent to parents/guardians
- Agendas for the meetings and workshops
- Increased attendance at PTA meetings, school events, trips, assembly programs, workshops
- Evaluation of workshops

E. Additional Information

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

Paste response to question here:

School Name: 110

School DBN: 14K110

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Cano Amato	Principal		12/6/13
Anna Rocchio	Assistant Principal		12/6/13
Tara Atson	Parent Coordinator		12/6/13
Dana Raciunas	ESL Teacher		12/6/13
Christine Greenwood	Parent		12/6/13
Michelle Mangiaracina	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		12/6/13
n/a	Coach		12/6/13
n/a	Coach		12/6/13
Barbara Morales	Guidance Counselor		12/6/13
	Network Leader		12/6/13
Marie Gallo	Other <u>Speech</u>		12/6/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K110 School Name: Monitor School

Cluster: 6 Network: 612

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Based on the HILS survey and the number of non-English speaking parents who need clarification on information sent home, we have determined that we need written/oral translations in Spanish and Polish. There is a small emerging need for Arabic translations. Thus far, oral translations are being provided by one of our Arabic parents who has volunteered her services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Again, based on our HILS survey, the number of parents seeking translators for Parent Teacher Conferences and the number of non-English parents attending PTA meetings, Parent workshops, and other related school events, determines that we need a Spanish and Polish oral interpreter. Again, there is a small emerging need for Arabic translations. Thus far, these are being provided by one of our Arabic parents who has volunteered her services. This information was disseminated at a SLT and PTA meeting. With regards to written translations, we avail ourselves of DOE translated documents in Spanish and Arabic. When this is not possible we utilize in-house staff and parent volunteers for the necessary translations. With regards to Polish we rely on in-house staff as the DOE provides few translated documents in Polish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translations would include:

- Permission slips regarding needed services
- All Principal's correspondences
- Information regarding before and after school programs
- Information on student's academic testing and achievement
- Flyers announcing upcoming meetings and events

Translations will be provided by our in-house school staff and parent volunteers. We will also avail ourselves of the translation capability on our website – www.PS110K.com

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We plan to provide Spanish and Polish interpreters for the following events:

- Parent Teacher Conferences
- Family Nights
- Parent workshops on academic curriculum
- Communication with the parent regarding their child's academic and social success.

This service will increase the parents' access to information regarding their children's educational options, provide for a shared parent-school accountability, and increase the parents' capacity to improve their children's achievements. These services will be provided by our in-house school staff who speak the native languages of Polish or Spanish.

As for the emerging need for Arabic translation, we find that this segment of the school population will bring a English-speaking family member to important meetings and events.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

As mentioned above, any translation and interpretation services not covered by the Dept. of Education will be the responsibility of the school. Therefore, using our in-house personnel and parent volunteers, we will provide for interpretation service for anyone speaking Polish, Spanish, and Arabic, as well as any document translations necessary to ensure that parents are fully informed about all matters concerning their children.