

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**24Q113**

**School Name:**

**ANTHONY J. PRANZO SCHOOL**

**Principal:**

**ALEJANDRO MEGIAS**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary/Middle School Number (DBN): 24Q113  
School Type: Public School Grades Served: K-8  
School Address: 78-23 87<sup>th</sup> Street, Glendale, NY 11385  
Phone Number: 718 847 0724 Fax: 718 805 0737  
School Contact Person: Alejandro Megias Email Address: amegias@schools.nyc.gov  
Principal: Alejandro Megias  
UFT Chapter Leader: Frank Biondo  
Parents' Association President: Lisa Comaianni  
SLT Chairperson: Frank Biondo  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 24 Superintendent: Madelene Taub-Chan  
Superintendent's Office Address: 98-50 50<sup>th</sup> Avenue, Corona, NY 11368  
Superintendent's Email Address: mchan@schools.nyc.gov  
Phone Number: 718 592 3357 Fax: 718 592 3770

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: CFN 207 Network Leader: Felice Lepore

## 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:

1. 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\*.
2. 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.\*\*
3. 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)
Alejandro Megias	*Principal or Designee	
Frank Biondo	*UFT Chapter Leader or Designee	
Lisa Comaianni	*PA/PTA President or Designated Co-President	
Rose Santos	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	
Susanna Petito	Teacher UFT	
Joseph Roccaro	Teacher UFT	
Paula Fitzpatrick	Teacher UFT	
Josephine Fawcett	Parent	
Genalin Kalpaxis	Parent	
Vicki Richardson	Parent	
Maria Coleman	Parent	
Teresa Piparo	Parent	

\*\*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.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> 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.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> 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.
•	<b>Effective School Leadership:</b> 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.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), 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:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS/IS 113Q is a K-8 school that focuses on strong academics and discipline.

Our mission is to enable all of our children to become lifelong, independent learners who are active participants in their own education, growth and development and who are engaged and challenged to become critical thinkers who can work both individually and cooperatively as problem solvers. In light of this, all staff will concentrate their efforts on the established best pedagogical practices and the proven developments in brain research, in order to ensure that they become embedded in our daily interaction with our children, thereby enabling all of them to become stakeholders in their own educational development.

Located in Glendale, a predominantly residential section of Queens, NY, PS/IS 113Q has a student population of 971 (6% Asian, 1% Black, 37% Hispanic, 55% White). 3% of our students are ELLs, 13% have an IEP and 54% are eligible for free lunch. Above average student attendance and teacher attendance help create a stable environment for education. A high level of parent involvement results in a strong collaborative partnership between home and school creating an enhanced educational culture. We have partnered with community based organizations (Greater Ridgewood Youth Council, Kiwanis) and developed programs to increase student engagement while decreasing student disciplinary infractions (CHAMPS, SONYC, CASA, Beautiful Me, Student Council). Our school population (staff, students, families) participates in many endeavors to strengthen and develop community ties, such as food drives, collecting for UNICEF, Toys for Tots, Career Day and Stop and Shop Rewards.

Our academic achievement is an important part of our mission. We are meeting our targets and have exceeded the city and district averages for NYS state tests in ELA and Math for 2014. According to the most recent survey, there is a high level of satisfaction from parents, teachers and students with our school culture, instructional core and systems for improvement.

A special accomplishment is our current state accountability status of **Reward**, as determined by the NYS Department of Education. We are the only school in our district to have earned this distinction.

We have received special recognition from the Chancellor as a 2014 *Respect For All School*.

While we are very proud of our school, we do recognize that there is always a need for growth and improvement. A key area of focus for us is student performance in ELA. While we are meeting targets, ELA scores are stagnant or trending downward. One of our goals is to increase student performance levels in writing which will impact all areas of the curriculum. We will work towards increasing the collaboration between home, school and community. Our teachers will continue to develop collaborative relationships to increase our shared understanding of highly effective instructional practices.

## 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.

A review of data (2014 NYS ELA exam) indicates that while we are meeting our targets, scores show a stagnant trend overall. After an analysis of the results of the on-demand performance based writing assessment administered in October 2014, word choice was selected as an area of focus for grades K-2 since students averaged 8% lower in this category than any other. After an analysis of the on-demand performance based writing assessment administered during the 2013-2014 school year, organization was identified for grades 3-8 as a high leverage trait that will extensively impact all other writing traits.

### 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 2015, student performance levels in writing will increase 20% in word choice in grades K-2 and organization in grades 3-8 as evidenced by the spring administration of on-demand performance based writing assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
All grades will continue to utilize the 6+1 Writing Rubric which was introduced and implemented previously in all grades. Teachers will use this rubric for all on-demand writing assignments.	K-8 students	Sept. 2014- June 2015	Principal, Assistant Principals, Teachers
All classes will utilize Thinking Maps in all curriculum areas to increase word choice in grades K-2 and assist with organizational skills in grades 3-8.	K-8 students	Sept. 2014- June 2015	Principal, Assistant Principals, Teachers
Units from ReadyGen will be used to design performance based writing assessments administered on-demand to drive writing data management system.	K-8 students	Sept. 2014- June 2015	Principal, Assistant Principals, Teachers

### Part 4 – Resources Needed

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

Principal, Assistant Principals, Teachers  
Thinking Map instructional materials. ReadyGen instructional materials.

**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
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List below any additional funding sources that will be utilized to support achievement of the goal.

No additional funding sources will be utilized.

**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.

On- demand writing assignments will be administered 3X yearly. The winter assignment will be scored according to the 6+1 rubric and evaluated next to the fall assessment.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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 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.

A review of data indicates that while we are meeting our targets, our ELA scores show a downward trend. While a high percentage of students are satisfied with the school culture and environment, an analysis of results indicates that we should strive for a higher level of satisfaction by offering a wider variety of programs and activities to keep students engaged, improve social and emotional well-being and therefore, improve academic performance.

### 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.

In order to increase student engagement, improve student attendance, foster higher student achievement, promote college and career readiness and decrease student disciplinary infractions, we will offer a wide variety of social/emotional development programs so that by June 2015 there is a core course passing rate of 97% for our middle school students.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
100% of staff and students will participate in Book of the Month program. Books chosen will align with the school’s 6 Pillars of Character Education program which will provide another avenue for students to learn about positive character traits.	All students grades K-8	Sept. 2014-June 2015	All teachers
Middle school students will have the opportunity to participate in the CHAMPS sports programs in basketball, football, Zumba, yoga and fitness.	Grades 6-8 students	Sept. 2014-June 2015	Teachers
Grade 6 students will have the opportunity to participate in the CASA program provided by Inside Broadway.	Grade 6 students	Jan. 2015-Apr. 2015	Personnel from Inside Broadway
Girls will have the opportunity to participate in the Beautiful Me program to strengthen self-image and self esteem	All girls grades 3-8		
Grade 6 -8 students will have the opportunity to participate in the SONYC programs offered by the Greater Ridgewood Youth Council.			

Grades 6-8 students	Sept.2014-June 2015
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Sept.2014-June 2015	Selected teachers
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Personnel from GRYC, teachers
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**Part 4 – Resources Needed**

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

Teachers, paraprofessionals from PS/IS 113. Personnel from Inside Broadway and the Greater Ridgewood Youth Council.

**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
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List below any additional funding sources that will be utilized to support achievement of the goal.

CASA grant from the City Council. Compass through SONYC funding through Greater Ridgewood Youth Council.

**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.

Midyear School Report Cards will be used as midpoint benchmark. Percentages will be calculated for core course passing rates.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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 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.

A review of data (NYS exams, School Quality Guide) indicates a need to increase student progress through improving pedagogy. We identified a need to develop coherence in teacher practices through collaborative work and to provide a strong foundation for instructional goals.

### 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 2015, 65% of teachers will participate in at least four (4) rounds of collaborative intervisitations to share best practices, communicate actionable feedback and develop collegial relationships among pedagogues as evidenced by feedback forms, intervisitation logs and teacher team minutes.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers will receive training from the Danielson Group on intervisitation cycles.	Teachers grades K-8	Sept. 2014- June 2015	Principal, Assistant Principals, Core Group teachers
Core group will meet with teacher teams to debrief and develop shared understanding of highly effective practices.	Teachers grades K-8-	Sept. 2014- June 2015	Principal, Assistant Principals, Core Group teachers
Administration will provide timely feedback to teachers to reinforce best practices.	Teachers grades K-8	Sept. 2014- June 2015	Principal, Assistant Principals, Core Group teachers
Core group will work with administration to set up protocols for strategically partnering teachers (through need and interest) for the observations cycles.	Teachers grades K-8	Sept. 2014- June 2015	Principal, Assistant Principals, Core Group teachers

### Part 4 – Resources Needed

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

adjustments, etc.

Principal, Assistant Principals, Teacher Teams, Core Group. Schedule for school day to be adjusted when necessary. Core Group to receive training during the school day and weekends.

### 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
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List below any additional funding sources that will be utilized to support achievement of the goal.

No additional funding sources will be utilized.

### 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.

Logs will be examined as evidence of intervisitations taking place. Teacher team minutes and feedback forms will be evaluated for effectiveness of intervisitation visits. Best practices will be acknowledged on a teacher shout-out wall.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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 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.

A review of data (NYS ELA and Math 2014 exams, School Quality Guide) indicates that while we are meeting our targets, there is little or no growth in ELA scores. We identified a need to increase student progress through the improvement of effective pedagogy.

### 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.

In order to foster a shared understanding of effective pedagogical practices, we will provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice so that by June 2015, 30% of teachers will see an increase of one (1) level of performance in Danielson components 1e (Designing Coherent Instruction) and 3d (Using Assessment in Instruction) as measured by final ratings in the Advance System.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
All teachers will engage in differentiated professional development based upon both needs and interests as identified through teacher surveys and communication style screenings.	Teachers grades K-8	Sept.2014- June2015	Principal Assistant Principals
Administration walkthroughs and observations will provide feedback for professional development.	Teachers grades K-8	Sept.2014- June2015	Principal Assistant Principals
Intervisitation logs and teacher team minutes will be evaluated to determine effectiveness of professional development.	Teachers grades K-8	Sept.2014- June2015	Principal Assistant Principals

### Part 4 – Resources Needed

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

Principal, Assistant Principals, Network Support, Teacher Leaders

**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
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List below any additional funding sources that will be utilized to support achievement of the goal.

No additional funding sources will be utilized.

**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.

Principal and Assistant Principals will use Advance to record and document teacher growth from previous observations. Ratings will show that 15% of teachers have improved their practice in 1e and 3d by at least one performance level.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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 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.

A review of data (NYS ELA and Math exams, School Quality Guide) indicates that we are meeting our targets but some areas (ELA) show limited or no growth. To improve student progress, we need to create a strong home to school connection. A strengthening of school, home and community ties can result in improved student academic progress.

### 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.

In order to collaborate with families as full partners in the learning and development of their children resulting in an enhanced school culture, a strengthening of home to school connections and a community where all stakeholders value each other, we will provide monthly, appropriate information to families about the instructional programs and relevant topics in a culturally appropriate manner so that by June 2015 there will be an increase of 30% in the number of parents reporting attendance at PTA meetings as measured by PTA attendance logs and the NYC School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers in grades K-8 will develop newsletters and/or classroom blogs to keep parents informed of important events.	Parents of students in gr. K-8	Sept. 2014- June 2015	Teachers
Administrators and teachers will provide timely, appropriate information to families about instructional programs taking place in our school	Parents of students in gr. K-8	Sept. 2014- June 2015	Principal, Assistant Principals, Teachers
Workshops will be offered to parents on various topics including: Tips to Help Your Child Achieve Academic Success, HS application process, Being Prepared in Emergencies, Traffic Safety, Handling Anger, Thinking Maps, CPR Compressions	Parents of students in gr. K-8	Sept. 2014- June 2015	Principal, Assistant Principals, Teachers
Parent Coordinator will provide timely, appropriate information to families about school wide community programs including Toys for Tots, food drives, UNICEF collections, Stop & Shop rewards program,	Parents of students in gr. K-8	Sept. 2014- June 2015	Parent Coordinator

Career Day, Book Clubs, Open School Week, Back to School Night			
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**Part 4 – Resources Needed**

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

Principal, Assistant Principals, Teachers, Parent Coordinator, PTA President, SLT Members

**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
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List below any additional funding sources that will be utilized to support achievement of the goal.

No additional funding sources will be utilized.

**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.

Percentage of attendance at monthly PTA meetings and workshops will be calculated and compared to previous data.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA cutoff scores	iReady	Small group Full class	During school day
<b>Mathematics</b>	NYS Math cutoff scores	iReady	Small group Full class	During school day
<b>Science</b>	NYS Science Test, ELA scores, Teacher recommendation	Increased nonfiction reading in science content areas	Small group Full class	During school day
<b>Social Studies</b>	ELA scores, Teacher recommendation	Increased nonfiction reading in social studies content areas	Small group Full class	During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher recommendation Parent recommendation	Students of Divorce, Counseling Project Heal Assembly	Small group Small group Large group	During the school day, After school

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, 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.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

### School-Parent Compact (SPC) Template

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 <b>24</b>	Borough <b>Queens</b>	School Number <b>113</b>
School Name <b>Anthony J. Pranzo</b>		

### 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 <b>Alejandro Megias</b>	Assistant Principal <b>Timothee Turner</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Tara Weiss</b>	Guidance Counselor
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>Giuvella Leisengang</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>965</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>2.80%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	2	2	2	2	2	2	2	1	2					17
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	2	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
Dual Language										0
ESL	25		4	2		1				27

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		
<b>Total</b>	25	0	4	2	0	1	0	0	0	27
Number of ELLs who have an alternate placement paraprofessional: _____										

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**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	2	3	1	3	1	1	1	1	2					15
Chinese			1	1										2
Russian			1											1
Bengali														0
Urdu														0
Arabic				1				1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2					1								3
Albanian	1													1
Other	1			1			1							3
<b>TOTAL</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>

## 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)			1			1			1					3
Intermediate(I)	2	3	2		1	1			1					10
Advanced (A)	1		4		1		2							8
Total	3	3	7	0	2	2	2	0	2	0	0	0	0	21

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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					0
4					0
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									0
4									0
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
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 TCRWP, Fountas and Pinnell, the NYC Performance Task Assessments (MOSOL) and I Ready to assess the early literacy skills of our ELLs. The results tell us that children who have early English Language experience are more likely to well on these assessments and therefore need authentic experiences in the English language. This information helps teachers plan effective

differentiated lessons.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
2. Children who are not exposed to the English Language usually score at the Beginning Level of the LAB-R. For Kindergarten and Grade 1, the Reading part on LAB-R and the NYSESLAT are more difficult than Listening and the Speaking parts. For Grades 2 and up the reading and writing have always been more difficult for children to pass.
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 [AMAQ tool](#))  
The NYSESLAT results revealed ELLs strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. The same results revealed that reading and writing are the most difficult for everyone, including some of the ELLs at the more advanced levels. Instruction is differentiated in all subject areas for all students, including ELLs in order for students to make measurable gains. ELLs students receive content instruction assessed in the different language modalities to ensure growth and progress in these areas.
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?
  4. A. Students who have a limited experience with the English Language find it very hard to pass the LAB-R. The longer they stay in the program, however, the more exposure to English they have in class. As a result, there is a marked improvement in their performance. Reading and Writing continue to be more difficult parts of the test. ELLs perform better in their native language than in English.
  - B. The school leadership team and the teachers may examine the results of the ELL Periodic Assessment to see how students fared. They use data to identify ELLs strengths and weaknesses. They can then refocus their attention toward helping the ELLs more effectively.
  - C. An examination of the LAB-R and NYSESLAT results from recent years revealed ELLs strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. The same results revealed that reading and writing are the most difficult for everyone, including some of the ELLs at the more advanced levels.
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](#))  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
6. Second language development is considered in instructional decisions by providing students with scaffolds in the classroom. These include visuals, Thinking Maps, tiered vocabulary word walls and other strategies for ELLs. The ESL teacher and classroom teachers work together to ensure that proper strategies are used with ELLs and native language supports are provided as needed.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Parents continue to request the ESL classes for their children. ELLs are receiving the help they need to be successful as indicated by the assessment data in all subject areas and on the NYSESLAT.

## 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](#).)

P1. When a child, new to the NYC school system is enrolled, an HLIS form is given to the parents to determine the language spoken at home. Tara Weiss, a certified ESL teacher assists with the completion of this form and conducts an oral interview with the parents and child in English as well as in the native language. We contact the Translation and Interpretation Unit to provide translation services for this interview if none are available at the school. If it is determined that the child speaks a little or no English, then he/she is tested with the LAB-R by the certified ESL Teacher. This is the child's Initial Assessment in the ELL Identification process. If a Spanish speaking child fails the LAB-R, the Spanish LAB is administered by a certified teacher trained in the Spanish LAB. This is done to find out the child's language dominance. A child scoring at the Beginning Level, Intermediate Level, or Advanced Level in the LAB-R is qualified as an ELL.

The frequency and amount of instruction time a student spends in the program depends on his/her proficiency level and is aligned with the NYS mandated requirement. In the Spring, ELL students take the NYSESLAT to measure their proficiency.

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.
  2. After the LAB-R is administered (within 10 days of school starting) and hand scored the entitled students parents receive an invitation to the Parent Orientation in their native language with a slip confirming their attendance or rescheduling for a meeting at another time. If the parent does not send the child in with the slip a call is made home to the parents in the native language to confirm or reschedule. When parents attend the Parent Orientation they view the Program Choice video in their home language, are given the ELL program brochure in their home language which describe the three ELL program choices (Transitional Bilingual, Dual Language, Freestanding ESL). We contact the Translation and Interpretation Unit to provide translation services for this meeting, or to set up another meeting with the parent, if none are available at the school.
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 [\[see tool kit\]](#).)
  3. When all parents understand the different components, Program Selection Forms, Parent Surveys and Entitlement Letters ( in the Native languages) are distributed and completed at the Orientation Meeting, so parents can choose the appropriate program for their children. Parents who cannot attend the Orientation Meeting receive the forms from their children or by mail. Calls and /or written requests are made to ensure that all forms are returned. Completed entitlement letters, Parent Surveys, and Program Selection Forms are maintained on file by the ESL teacher. Parent choice results are also entered on the ATS system.
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.
  4. At PS/IS 113Q, we offer the Freestanding ESL program. All other options are explained to parents, using translators when necessary, to ensure understanding. Our small population of ELL students come from several different native language backgrounds. Consequently, the Freestanding ESL program best suits the needs of our students. Continued Entitlement letters are sent home with children or given to parents if they come to a meeting within the first ten days of the school year, after the LAB-R has been administered and hand scored. These letters are maintained by the ESL teacher.
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.
  5. All ELL students take the NYSESLAT in the spring, within the allotted time frame provided by the state, to determine English Language Proficiency. The certified ESL teacher schedules students to take all sections of the exam in the proper grade band, setting and with all modifications necessary in all four modalities: reading, writing, listening and speaking. A letter with the schedule is sent home prior to the exam with the student, in the home language, to inform parents of the schedule and ensure attendance and preparation.
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. 
  6. ELL parents have always requested the Freestanding ESL. In the year 2013-2014, all eight parents (of the 8 new ELL students) chose the Freestanding ESL program after being presented with information about all three programs available in NYC in the native languages. In the year 2011-2012 ten parents (of the 12 new ELL parents) chose Freestanding ESL. One chose Dual Language as their first choice and one chose Transitional Bilingual Education Program. Each parent was presented with the option of sending his/her child to another school offering those programs. Each parent chose to keep his/her child at PS/IS 113Q to participate in the Freestanding ESL program. In 2010-2011 all sixteen parents requested the Freestanding ESL program.

## 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])?
    1. A. At PS/IS 113Q, we utilize a pull out program model. Our small population of ELL students is represented in almost every grade and by several different languages. A pull out program serves our students' needs. The ESL teacher and the classroom teacher work closely to plan curriculum alignment to ensure that all instruction meets the literacy and content area needs of our ELL students.
    - B. For ESL periods, our students are grouped heterogeneously by age/grade for instruction. We group students by different proficiency levels because we believe that children learn from their peers as well as from direct instruction.
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)?
  2. A. A certified ESL teacher plans schedules with classroom teachers to ensure that students receive the mandated number of instructional minutes according to their proficiency levels. Beginning/Intermediate ELL students receive two periods of ESL instruction four times weekly to meet the requirement of 360 minutes per week. Our Advanced students receive one period of ESL instruction four times weekly to meet the requirement of 180 minutes per week. In addition, students receive ELA instruction in the classroom a minimum of five times a week.
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.
  3. The ESL teacher plans his lessons in the different content areas using English as the medium of instruction. Our students go through a rigorous Common Core based curriculum. Instruction includes read aloud, partner reading, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of instructional materials including communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of Common Core based instructional materials including Code X, Ready Gen, Go Math, manipulative for math and science, computers technology, leveled library books and Common Core non-fiction texts. Classroom teachers differentiate instruction for ELL

students. Peer instruction and cooperative learning with other students helps facilitate English acquisition. Some content area materials are available in our languages. Where appropriate, ELL students are provided with translated versions of current curriculum materials in order to ease the acquisition to English (e.g. science curriculum materials are available in Spanish and provided to students when appropriate). The ESL teacher works closely with classroom teachers to integrate content area work with ESL instruction to make it more comprehensible.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. Spanish speaking students who failed the LAB-R are tested with the Spanish LAB to determine their language dominance. Children who speak other languages bring their knowledge and skills from prior learnings to their ESL classes. Ideas, skills and knowledge are used for evaluation purposes. Native language serves as support for the child in the ESL class. The teacher can involve a new student in class activities by allowing him to respond through drawing, reading, retelling in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  5. The ESL and classroom teachers provide content based instruction in all four modalities (reading, writing, listening and speaking). The students are given opportunities to practice and master the different modalities through strategies such as turn and talk, using technology to watch videos, writing prompts and meaningful experiences in the different modalities through content.
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).

6. A. N/A

B. ELLs in the US less than three years are targeted for Foundations classes and Extended School Day Program.

C. For ELLs receiving service 4-6 years, classroom teachers and ESL teachers target lessons, skills and strategies to help students prepare for state exams. In addition, the ESL teacher provides additional language skills practice to foster fluency and comfort in the English Language.

D. The ESL teacher identifies the special needs of these students and provides differentiated skill lessons. This is to bring success and raise the achievement level of these students.

E. Former ELLs are given all testing accommodations and are seen by the ESL teacher at risk, one or more times weekly, based on the classroom teacher recommendation.

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?

Our education materials correspond to our ELL students' ages and grade levels. Teachers use common planning to discuss content area texts which include just right, common core non-fiction books. Teachers discuss skill strategies and best practices for all students including ELLs and SWDs. Some examples would be utilizing small group instruction, one-on-one instruction, and peer group work to enable ELL-SWDs to receive content area instruction that best meets their needs. ELL-SWDs are included in mini lessons to model the skill to demonstrate understanding. Teachers incorporate accountable talk in their instructional classroom activities. Teacher teams are developing rigorous Common Core tasks for challenging and in depth classroom activities that include ELLs and SWDs.

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?

Our school differentiates instruction to reach out to the diverse needs of our students, especially the ELLs and SWDs. We provide our students with carefully planned next step activities that are rigorous. ELLs, SWDs and other children from mainstream classes are provided help within the regular school day and during two fifty minute classes as part of our Extended School Days. The ESL teacher works with the Special Education to ensure that IEP goals are being met.

### 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
Native Language Arts:				

### 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

Social Studies:				
Math:				
Science:				

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
9. Targeted intervention services for ELL students include: Extended Day Program; Foundations (K-2); Rosetta Stone; ESL Reading Smart and other technology based instruction. These programs are provided to any ELL student as needed. Need is determined by data from assessment exams in ELA, Math, Science and Social Studies, the NYS ELA exams, NYS Math exams, the NYSESLAT, teacher observation and evaluation of student work. Instructions are in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ESL program is content based but scaffolded to meet the needs of the diverse ELL population of our school. Students receive language support through strategies that foster language development and understanding, while being exposed to Common Core based curriculum. The success of the program as seen through the data collected from the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- All ESL services will continue and will be based on the rigor of the Common Core.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are afforded equal access to all school programs such as all after school and supplemental services offered at PS/IS 113Q. At PS/IS 113Q we have a diverse staff with a range of languages spoken who are able to provide native language support to our ELL students and ensure involvement in all programs and events.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs include: Rosetta Stone, Leap Frog, StarFall, Study Island (all computer based programs), ESL Reading Smart, as well as literature books, tapes, picture cards, read alouds, and close reading. Content area materials are provided in English. Where available and appropriate, translated versions of curriculum materials are offered to students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in our program. Children read books, magazines, newspapers and comics in their native languages. They retell the stories that they read in English. They translate words, phrases, sentences, and even stories from many genres from their native language into English. Bilingual dictionaries are available to assist students as well as native language library books.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our educational materials correspond to our ELL students' ages and grade levels. Required services and support are tailored to an ELL students' age and grade level. The guidance counselor services small groups according to their age and grade. OT and PT services are provided one to one or in a small group setting by age or grade level. Speech services are provided according to need within appropriate age and grade level.
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 provide an Orientation Meeting for our newly enrolled ELLs and their parents. At this meeting, parents are given the school handbook, which is available in several languages including Spanish, Russian and Chinese. This handbook informs them about the school policies.
18. What language electives are offered to ELLs?
- All Grade 7 and 8 students take Spanish, Grade 6 and 7 take Art.
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)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## 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.
  1. Professional development takes place throughout the year and during the following times: November (Election Day PD) and June (PD Day). All staff, including assistant principals, teachers and paraprofessionals, participate in the professional development. Workshops include topics specifically relevant to the ELL student as well as content specific topics such as Go Math, Ready Gen, Study Island (technology based program), Common Core standards in both ELA and Math. Each topic include best practice strategies for the teaching of ELL students. Additionally, professional development will be offered to meet the individual needs of our staff as part of our ongoing customized PD program. When a new ELL student enrolls at PS/IS 113Q, teachers can receive resources, learning strategies and instructional guidelines to enhance the education of that student. We achieve this by collaborating with the ESL teacher, professional developer, other staff members and administration in a thorough and timely manner.
  2. Professional development is offered to teachers of ELLs as they engage in the Common Core Learning standards through workshops on topics such Go Math and Ready Gen. The ESL teacher attends monthly ELL Liason meetings which discuss ELLs and the Common Core strategies which include strategies and scaffolds for the ESL teacher and all staff to with ELLs. The ESL teacher also attends PD's organized by NYC DOE on ELL specific Common Core strategies such as Non-Fiction Comprehension for ELLS.
  3. Since we are a PS/IS school with Kindergarten-8th grade, we ensure that all of our students will continue to receive the same services and support as always. We are preparing our current 8th grade students, including ELLs, for the transition to high school through meetings, workshops, fairs, and other school events. The guidance counselor works closely with students on the high school application process. The parent coordinator reaches out to inform the parents of fairs and events. The administration of PS/IS 113Q has consistently supported its staff by providing whatever resources are needed to accomplish its goals. Elementary students prepare for Middle School by increasing independent work time and promoting responsible behaviors for all students. ELLs of all grade levels , and all students, are explicitly shown and modeled what is expected of them both socially and academically as students transition into the upper grades. The guidance counselor provides knowledge of the High School application process and providing information about ELL programs and instructional needs as the students tranistion grades.
  4. All staff are able to avail themselves of all professional development opportunities. This exceeds the requirement of 7.5 to 10 hours as mandated as per Jose P. Topics can include: How Can I Get to Know My English Language Learners, How Do Cultural Differences Affect Teaching and Learning? How Can I Ease Newcomers Into the Routines of My Classroom? What Do You Know When You Know Language? Learning a Second Language in School, The ELL and the Common Core Standards. Attendance sheets and agendas are maintained to serve as a record of professional development and provided by the DOE and network 207.

## 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?
  1. Parents are integral part of our PS/IS 113Q community. We have an active and involved PTA. ELL parents are encourage to attend PTA meetings, volunteer for school functions and participate in school trips. Our parent coordinator distributes a monthly newsletter informing parents of upcoming school and parent involvement.
  2. N/A
  3. We evaluate the needs of our parents through attendance at meetings, opinion surveys and questionnaires. The parent coordinator is always available to meet with parents to answer questions and deteremine the ir needs in a useful, thorough and timely manner.
  4. Correspondence for parents in provided in different languages. The parent coordinator works closely with the ESL parents and teacher of ELL students to ensure that their concerns are heard and their needs met. ELL parents are provided with translated meeting agendas and handouts. Translation services are available during parent teacher conferences.

### **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: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 24Q113 School Name: Anthony J. Pranzo

Cluster: 2 Network: 207

**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**

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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.

Parents are asked to fill out an HLIS survey form when they come in to register their children for the first time. This provides important information as to languages spoken at home by parents and guardians. In addition, surveys are sent home to all families each September to enable us to collect information and assess our needs in planning for the upcoming school year. On these surveys, we request information about native languages as well as solicit comments from parents to help us in setting our goals and plans. The Parent Coordinator reaches out to families to inform them of translation services available.

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.

After all the information is reviewed, our school's needs and priorities are assembled. We have determined that we need to continue to provide written and oral translation services to parents to enable them to participate fully in their children's education. Translations are needed in the following languages: Spanish, Polish, Albanian, Russian, Chinese, Arabic and Italian. Important information is shared in several ways. Notices are sent home in different languages, as families request. Our parent coordinator is available to address questions and immediate concerns and to assist in obtaining translations. Translation services are provided by the DOE. Additional translation services are provided by teachers and / or paraprofessionals who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops or as needed. Teachers are informed and utilize these services. PTA meetings are widely advertised. Our staff continually reaches out to families through letters and personal contact.

## Part B: Strategies and Activities

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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.

PS/IS 113 will translate our Student Handbook into Spanish, Chinese and Russian. Translation services will be provided by the Department of Education Translation Services. Translated documents and notices provided by the Department of Education will be utilized when appropriate for our needs. Parents receive all documents, including the Parents Bill of Rights in their home languages. Other documents will be translated by school and staff and/ or parent volunteers on an "as need basis".

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 have determined that we need to provide oral interpretation services to parents to enable them to participate fully in their children's education. Oral interpretations are needed mainly in the following languages : Spanish, Polish, Albanian, Arabic, Chinese, Russian and Italian. Our parent coordinator is there to promote the availability of these services and to assist in obtaining them. Services are provided by our in-house staff of administrators, teachers, paraprofessionals and school aides who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops, one-on-one meetings and as needed. Utilizing per session hours when needed after or before the school day, a school aide or paraprofessional will be available to provide oral translation of conversations and/ or documents. Translators will be available during Parent-Teacher Conferences to assist as needed. Teachers are informed and utilize these services. Additionally, school staff and parent volunteers will provide oral interpretation on an "as needed basis". Posters are in the main office, in home languages, to ensure parents know of the resources available.

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>.

In accordance with the Chancellor's regulations regarding parental notification, we strive to provide these services to our school family. In September, we distribute a Student Handbook which is available in several languages in addition to English, including Spanish, Polish and Russian. All notices are prominently displayed in the lobby of the school visible to all visitors. Translations are available. All important school documents including the CEP and School Safety Plan are shared with the School Leadership Team and school community. Translation services are available, when necessary, to ensure that critical information is disseminated to all parents. We utilize the DOE translation services, where applicable, as well as our in-house staff. We will continue to adhere to all of the policies of the Chancellor's Regulations.