

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

**DBN: (i.e. 01M001):** 26Q205  
**School Name:** ALEXANDER GRAHAM BELL  
**Principal:** KAREN SCOTT PIAZZA

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Section 4: CEP Overview**

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

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

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 26Q205  
School Type: Public Grades Served: Pre-K to 5  
School Address: 75-25 Bell Blvd. Bayside, NY 11364  
Phone Number: 718-464-5773 Fax: 718-464-5875  
School Contact Person: Karen Scott-Piazza Email Address: Kpiazza2@schools.nyc.gov  
Principal: Karen Scott-Piazza  
UFT Chapter Leader: Fran Bosi  
Parents' Association President: Kara Keppel  
SLT Chairperson: Karen Scott-Piazza  
Student Representative(s): N/A

**District Information**

District: 26 Superintendent: Danielle Giunta  
Superintendent's Office Address: 61-15 Oceania Street bayside, NY 11364  
Superintendent's Email Address: Dgiunta4schools.nyc.gov  
Phone Number: 718-631-6965 Fax: 718-631-6996

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: CFN 535 Network Leader: Ellen Padva

## 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)
Karen Scott-Piazza	*Principal or Designee	
Fran Bosi	*UFT Chapter Leader or Designee	
Kara Keppel	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Christine Eisen	Member/ Teacher	
Jessica Chen	Member/Teacher	
Steven Blum	Member/ Teacher	
Angela Petrovic	Member/ Teacher	
Judy Batashoff	Member/ Parent	
Sarina Vidair	Member/ Parent	
Cara LaRosa	Member/ Parent	
Christine Pignatello	Member/ Parent	
Lynda Borrero	Member/ Parent	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<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.
4.	<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.
5.	<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.
6.	<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

## 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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:

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

P.S. 205Q, The Alexander Graham Bell School is a unique NYC elementary school situated in the tight-knit Oakland Gardens community in northeast Queens. Our motto is "At PS 205 Sharing is Caring!" At the heart of this motto is our philosophy that all children can learn. We pursue excellence in education for every student. A shared partnership among staff, parents and students provides all children with a quality education.

Parents are an integral part of our school community and culture. They are one of the cornerstones to our students' academic success these past five years. We serve 321 students and families from culturally diverse backgrounds. Students exhibit a strong sense of belonging and belief in education that is enhanced by their love of learning.

Our student's families share this strong belief in education. They believe that hard-work and perseverance coupled with a positive outlook and teacher support is the best recipe for their child's success in school both academically and emotionally. Parents are grateful to our dedicated teachers and staff members. This gratitude is particularly evident each spring when parents host a Teacher Appreciation Luncheon recognizing the faculty for their instructional expertise and tireless efforts.

School activities embody a spirit of sharing and caring for the people around us, both locally and globally. Among our many school initiatives, one of which we are most proud is our Service in Schools Program. The past three years have seen a growing involvement with local and global service projects that promote citizenship, stewardship, and environmental awareness and responsibility. Service projects are spear-headed by 5<sup>th</sup> grade Student Leaders and teachers. Programs include UNICEF, NYC Penny Harvest, and food/clothing drives to local community centers. (UNICEF proceeds were donated to our neighbors in the Philippines who suffered the devastating effects of Typhoon Haiyan.)

Our latest initiative was participation in the Water Collective program, Cookies for Cameroon. This school-wide service project required students to learn about the needs of our neighbors in Cameroon, Africa and their need to sustain an adequate supply of clean water. Our goal was to raise at least \$300.00 to purchase a water pump allowing families in Cameroon to obtain clean drinking water. Students and parents baked cookies which were sold by our Student Leaders at school. The impact of this program was felt not only by the students, but families and staff members as well. We raised \$610.00 to purchase not just one but two water pumps. During the last day of the fundraiser, we were visited by directors of the Cookies for Cameroon project. Impressed with our students high-level of engagement and participation, they have included our students' pictures on the Cookies for Cameroon website.

Also note-worthy is our Gardening and Composting project supported by our science program. Our science cluster teacher has been the recipient of the NYC Golden Apple award on multiple occasions for our school's garden. We've grown pumpkins, strawberries, blackberries, peppers, and a variety of other plants. Students and teachers plant seeds and pick the harvest. "PS 205's Farmer's Market" was an event featuring the sale of our produce. In 2012 we were awarded a high-tunnel grant from Cornell University. The high-tunnel functions as a greenhouse where vegetables, fruits, and plants may be grown.

Our garden area has been upgraded to include a new composting program. In collaboration with Queens Botanical Garden our 4<sup>th</sup> grade students and teachers are being trained as leaders on the “PS 205 Clean Green Composting Team”. Students will learn the how and why of composting and train the rest of the school community during the spring. The Composting Team’s slogan is “Trash to Treasure”. Student created t-shirts exhibiting the slogan and colorful artwork are worn proudly during all composting activities and training.

Favorite local student activities include our teacher-led boys’ and girls’ basketball team and cheerleading squad. Families love being spectators at these inter-school games and are our biggest cheerleaders! In the winter and spring all students participate in Music Concerts featuring both group vocal and instrumental performances by our students. Additionally the concert showcases individual talents on various instruments, especially piano and violin.

In May of 2013 the Owners Corporation of Windsor Oaks, home to many of our students, held a Fair Day. On a beautiful Sunday morning many families attended this fun-filled day with mini-rides, face-painting, photo-booth, live music, dancing, food, and arts and crafts tables. Proceeds amounting to \$9,500.00 were donated to P.S. 205! This enabled us to purchase a contract with the NYC Dancing Classrooms Program which has been successful in teaching our students ballroom dance and proper dance etiquette.

Our entire school community is proud to call P.S. 205Q home. Here every one learns to thrive and share ideas that enhance our school’s educational value every day.

One of our strongest areas of instructional focus is in mathematics. In **2013, 79.2 %** of students in grades 3, 4, and 5 scored at level 3 and 4 on the NYS Math Test. In **2014, 89.1%** of students in grades 3, 4, and 5 scored at level 3 and 4 on the NYS Math Test. Due to the nature of the NYS tests and alignment to the Common Core, they do not measure progress. However, it is a good indicator to us that the instructional teaching strategies support the Common Core Math Shifts where students are engaged in conceptual learning modules.

One area of challenge in instruction is ELA. Currently teachers in grades K-2 use the Core Knowledge Program which emphasizes phonics and reading. Our student’s benchmark writing pieces have shown a decrease in the production of writing creating a small rift in our literacy instruction. In grades 3-5 teachers use the Expeditionary Learning Program which has also shown a diminished level of rigor in writing instruction. This has caused another rift which does not allow for a cohesive K-5 ELA program. As a result of this analysis we are currently researching alternative ELA programs and identifying pedagogical practices that will strengthen our student’s literacy experience.

Based on this year’s analysis of the NYS ELA test results, students will be engaged in writing from sources to analyze events and actions and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## 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

1. 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).
2. 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.

**72.5%** of students in grade 3, 4, and 5 scored a level 3 and 4 on the **2013 NYS ELA Test**. In 2014, **68.1%** of students in grades 3, 4, and 5 scored **a level 3 and 4 on the NYS ELA Test**. Although we are still above the city average our data results on the item skills analysis indicates an area of weakness for ELA in the following area – *Writing from sources: Students read grade-level text and make statements that they support using details. Students write about characters describing how they relate to each other in the text. Students analyze events and actions, determine the effect of language on aspects of text, and describe the importance of story elements. Students also communicate their understanding by producing coherent writing that demonstrates grade-level English grammar and use.*

### 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, students in grades 3, 4, and 5 will demonstrate an 1% increase in performance as measured by the NYS ELA Exam.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<p>Teachers will use Common Core-aligned instruction across subjects, and require students to ground reading, writing, and discussion in evidence from text.</p> <ul style="list-style-type: none"> <li>• Teachers will continue to use <i>The Six-Traits of Writing</i> benchmark assessments. These assessments provide students with on-demand writing tasks so that teachers can assess each of the traits and instructional activities that support the CCLS in writing, 3 times a year: BOY-Sept. 2014; MOY-Jan.2015; EOY-May 2015</li> <li>• Teachers will incorporate the use of the <i>Scholastic</i></li> </ul>	All Teachers	Daily, September 2014 – June 2015	Principal, data specialist, teachers

<p><i>Trait Crates</i> which provides high-interest texts/picture books focused on each of the six traits.</p> <ul style="list-style-type: none"> <li>The data specialist collects all writing data collection sheets and enters, collates and distributes student assessments for each class.</li> <li>Teachers will immerse students in the CKLA and Expeditionary Learning units of study that support writing expectations per grade level, and use performance tasks within each unit that assess: opinion writing, narrative writing, and informational writing.</li> </ul>			
Grade level teacher teams will identify at-risk students as determined by the writing benchmark assessments and include UDL tasks/activities that support student learning modality to meet the demands of the CCLS writing standards.	All Teachers	Daily, September 2014 – June 2015	Principal, data specialist, teachers
Parent workshops will include Literacy Workshops to address CCLS writing requirements that will promote coherent writing that demonstrates grade level English grammar and use.	Principal, parent coordinator	Fall 2014, Winter 2014, and Spring 2015	Principal, teachers, data specialist, and parent coordinator
<p>Teacher teams will share best practices in creating/modifying writing lessons that address the following CCLS:</p> <ul style="list-style-type: none"> <li>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>Write narratives to develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences.</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</li> </ul> <p>To ensure teacher-principal trust and teacher-teacher trust throughout the school year, Teacher Teams debrief with the Principal at monthly whole-group professional development meetings, giving teachers an opportunity to discuss feelings, frustrations, challenges and celebrations around all aspects of school life.</p>	All Teachers,	Fall 2014, Winter 2014, Spring 2015	Principal, teachers, data specialist

#### **Part 4 – Resources Needed**

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

- Per session is available for all teachers to score and analyze student results that will define instructional next steps and goals for students.
- Teacher teams assess student writing using the following grade level rubrics: Kindergarten teacher teams use the Beginning Writers Continua (a 3-point rating scale). In grades 1 and 2, teacher teams use a 5-point Beginning Writer’s Rubric, and in grades 3 – 5, teachers use the Six Traits Scoring Rubric for Writing.

**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.

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**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:

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

- CCLS –ELA Spring 2015 Benchmark Assessment will be compared to results of the Fall 2014 Benchmark Assessment

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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

- |    |   |
|----|---|
| 3. | 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). |
| 4. | 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.  |

**Findings:**  
 Our school’s Learning Environment Survey shows that 90% of parents are satisfied with the education that their child has received. 71% of parents feel that the school offers a wide enough variety of courses, extracurricular activities and services.  
 Our recent Quality Review rating for QR indicator 3.4 High Expectations is proficient. Findings show that the school consistently communicates high expectations and provides effective feedback, support and guidance to families and students.  
 An area of priority is to maintain and increase the level of 1. Rigorous instruction aligned to the CCLS shifts in literacy and math by evaluating current pedagogical practices and curriculum; and 2. Knowledge is students by highlighting individual student interest in and outside of school.  
 As evident in our school’s high participation rate at all school functions/activities, students are actively involved and enjoy a variety of afterschool activities that promote well-being, provide academic support services, and support art and writing. Our school’s motto, “Sharing is Caring!” will continue to emphasize The Six Pillars of Character: *Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship*. All Service in Schools projects involves all children in pre-K to grade 5 to take on responsibility and promotes citizenship through service to others.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, student participation in school functions and activities will show a 75% of satisfaction as evidenced by an end of year 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>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
All students will participate in ongoing Service in Schools projects that promote citizenship and responsibility.	All students and teachers	September 2014 – June 2015	Grade Level Lead Teachers, Principal, Parent Coordinator, Data

			Specialist
Students in grades K – 5 will participate in the Beautiful Me Project; a self-esteem program designed to educate females by promoting appreciation for their genuine qualities, accurate self-awareness, and the satisfaction of helping others.	All students and teachers	January 2015	Teachers, Principal, Parent Coordinator, Data Specialist
All students in grade 5 will participate in the Dancing Classrooms Program. <i>Dancing Classrooms uses a curriculum-based teaching approach to achieve social awareness and build self-esteem. Students are taught the vocabulary of various contemporary social dances in a classroom setting.</i> Parents will be invited to participate in the Dancing Classrooms “parent workshops” designed to promote confidence and core values of respect, compassion and creating a safe space.	5 <sup>th</sup> grade students, teachers and parents	December 2014 – March 2015	Music teacher, 5 <sup>th</sup> grade teachers, principal, data specialist
All students in grades 1 – 4 will participate in the Little Flower Yoga Program to enhance well-being and promote academic self-confidence.  To ensure student-teacher and family-principal trust, all students, teachers, staff, and family will continue to promote kindness via our school’s Kindness Pledge and random acts of kindness chains.	Students in grades 1 – 4 and teachers	Weekly- January 2015-May 2015	Principal, teachers, data specialist

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>Minor program change is required during the afternoon Monday schedule.</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>Project Boost Grant money will be used to support the Little Flower Yoga Program and purchase of yoga mats.</li> <li>Owners Corporation of Windsor Oaks fundraiser will support the Dancing Classrooms Program.</li> </ul>									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
10.	Specify a timeframe for mid-point progress monitoring activities.			
Spring 2015 a baseline student satisfaction survey will be used to assess student engagement in school related activities and functions. An end of year survey will show improved and/or continue overall satisfaction.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



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

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | 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). |
| 14. | 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.  |

Preliminary Quality Review results of November 2014, indicates the area of celebration: QR indicator 4.2 – *Teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning*. Vertical teacher teams will support peer collaboration in enhancing CCLS lessons that will focus on student learning and include UDL tasks to meet the needs of all learners.

### 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, teachers will engage in teacher team work that will enhance CCLS lessons to meet the needs of all learners as evidenced by improved peer collaboration and overall teacher satisfaction rate on the Learning Environment 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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Using <i>Leverage Leadership</i> , by Bambrick-Santoyo, teachers will anchor their professional collaborations around seven core areas of school leadership and engage in <i>vertical</i> grade level teacher team work with a focus on student learning.	Teachers	September 2014 – June 2015	Principal, data specialist
Grade level teacher teams meet regularly to discuss how to improve their instructional techniques for all students.	Teachers	September 2014 – June 2015	Principal, data specialist
Teacher teams will hold a grade level parent workshop with an emphasis on Common Core expectations and strategies to work with children at home.	Teachers	Winter 2014 and Spring 2015	Principal, data specialist, parent coordinator
Participation in the NYS DOE Teacher Leadership Program (TLP) for a team of teachers supports teacher leaders in developing the content	Teachers and parents	Fall 2014 – June 2015	Principal, lead teachers, data

<p>knowledge and facilitative leadership skills needed to guide instructional improvements in the school.</p> <p>Parents will be informed of all teacher lead programs that current staff members are involved in during the school year and how this involvement will increase the rate and degree of learning for students.</p> <p>To ensure teacher-teacher trust, teachers will engage in peer inter-visitations to establish strong partnerships that:</p> <ul style="list-style-type: none"> <li>• build confidence</li> <li>• establish effective teaching practices</li> <li>• enhance interdependence amongst colleagues</li> </ul>			specialist
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Slight schedule adjustments will (1x/week) will allow for all TLP members to meet for a double period of time.</li> <li>• Per Diem days are allocated for grade level teacher teams to collaborate and discuss areas of strength and areas of need in their teaching practice.</li> <li>• Per session is allocated for TLP members to plan and prepare training sessions for all colleagues with a focus on student work gap analysis and next steps.</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> <li>• Teacher school climate survey will be used to provide a baseline of overall teacher team work satisfaction.</li> <li>• An end of year survey will be used to monitor growth.</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | 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). |
| 24. | 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.   |

Our recent Quality Review shows that QR indicator 4.2 was rated as an area of celebration. Findings showed: Across the school Teacher Teams engage in organized, inquiry-based collaborations to evaluate assessment data and student work and make effective and collaborative instructional decisions. The work of teacher teams has resulted in the promotion of school goals, school-wide instructional coherency, improved pedagogy and progress towards goals for groups of students.

Priority will be placed in planning a peer inter-visitation professional development session and creating a system to include a schedule of peer-inter-visitations on pre-determined days for all teachers in grades K-5.

QR Indicator 4.1 *Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.*

- The 2014-15 Citywide Instructional Expectations calls upon schools to reflect upon and refine teaching practices to prepare all students for college and careers.
- Teacher Leaders on track for administrative level work will be employed to support and help refine classroom practices to incorporate pedagogical strategies aligned to the school’s instructional focus: *Develop, Examine, and Refine Curriculum and Assessments to Increase Student Learning.*
- Shared leadership practices continue to encourage lead teachers to participate in administrative programs that enhance the level of professional collaboration within the school community.
- The School Leadership Team will continue to have input into all aspects of school climate and promote school policies that ensure a safe, nurturing and rigorous learning environment.

### Part 2 – Annual Goal

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

By June 2015, all teachers will use Danielson’s Framework for Teaching to improve their classroom instruction as measured by informal observations and peer inter-visitations which will include oral and/or written feedback on their instructional strategies.

### 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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

26. 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).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
The principal will conduct the ongoing short/formal observations and evaluate the evidence collected against Danielson's <i>Framework for Teaching</i> .	Teachers	September 2014 – June 2015	Principal, Lead Teachers
Vertical Teacher Teams will share successful instructional practices to meet the needs of all students, with a focus on writing within the core curriculum programs in <i>Expeditionary Learning</i> , grade 3 – 5 and in <i>Core Knowledge</i> , grades K-2.	Teachers	Winter 2014 – Spring 2015	Principal, Lead Teachers
Teachers will participate in Danielson professional learning opportunities for school teams in the Inter-Visitation workshop series. Teachers will explore inter-visitation strategies that can be brought back to the school to foster peer collaboration and support the school's instructional focus.	Teachers	Winter 2014 and Spring 2015	Principal, Teachers and Data Specialist
Parent workshops will promote family involvement in school activities and functions.	Parents and guardians	September 2014 – June 2015	Principal, teachers, data specialist, and parent coordinator

#### Part 4 – Resources Needed

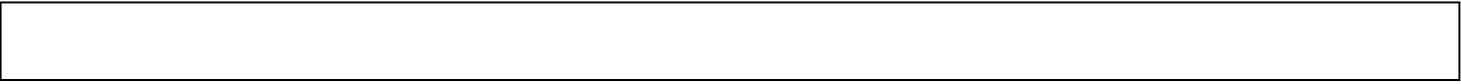
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Instructional resources will be added as needed throughout the year.</li> <li>• Per Diem days are allocated for grade level teacher teams to collaborate and discuss areas of strength and areas of need in their teaching practice.</li> <li>• Per session is allocated for the teacher teams to participate in training/workshop sessions after school that supports Danielson's <i>Framework for Teaching</i>.</li> </ul>

#### Part 5 – Budget and Resource Alignment

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

#### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> <li>• Teacher school climate survey will be used to provide a baseline of overall teacher team work satisfaction.</li> <li>• An end of year survey will be used to monitor growth.</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	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

- |     |   |
|-----|---|
| 33. | 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). |
| 34. | 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.  |

As reported on the Elementary School Quality Snapshot:

- 90% of parents are satisfied with the education their child has received and
- 71% of parents feel that they school offers a wide enough variety of courses, extracurricular activities, and services.

**Strength:** Our School Leadership Team and PTA are strong and valuable forums for parent voice that promotes a spirit of collaboration and allows for meaningful conversations around student achievement an overall well-being.

**Need:** Due to a high percentage of working parents, our priority is to look for ways to encourage parent participation by providing alternate time slots for meetings and workshops that may increase interest for these families.

Based on this data, we will continue to partner with families to advance our mission to: *Pursue excellence in education for every student and create a shared partnership among staff, parents and students to provide all children with a quality education.* Our priority focus will be to offer students extracurricular activities during a self-sustaining afterschool program that offers families alternative child-care and supports student’s academic and social well-being through organized activities.

### Part 2 – Annual Goal

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

By June 2015 parent engagement and involvement will increase by 10% as measured by increased attendance at varied types of workshops/programs and parent/student evaluations.

### 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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Self-sustaining afterschool programs will offer families and their children an alternative child-care program at the school level that	Students	September 2014 –	Lead Teacher, Principal

includes a variety of organized academic and extra-curricular activities for all students in Kindergarten to 5 <sup>th</sup> grade.		June 2015	
Two parent stakeholders will participate in the District 26 <i>Learning Leaders Program</i> that promotes parent involvement in all aspects of school life. Trained volunteers provide individualized instructional support and other school-based support by empowering parents to foster their children’s educational development.	Parents	Winter 2014 – Spring 2015	Principal, SLT, parent coordinator
SLT and PTA members will engage in activities that support family partnership programs as defined by <i>Epstein’s Framework of Six Types of Parent Involvement</i> .	Parents	Winter 2014 – Spring 2015	Principal, SLT, PTA, parent coordinator
Parent Coordinator workshops provide families with support in Common Core expectations, safety protocols, arts and crafts projects, and cultural activities. A dedicated parent classroom is used for activities that take place during and after the school day.  To ensure teacher-family trust and family-principal trust, parents will continued to be involved in all aspects of school life as members of the SLT, PTA and participate in classroom activities, trips, and functions. Parents will continue to participate in Think-Tanks to troubleshoot areas of concern and offer viable solutions.	Parents	September 2014 – June 2015	Principal, SLT, PTA

**Part 4 – Resources Needed**

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

- Instructional resources and supplies will be purchased as needed throughout the year.

**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.

- PTA fundraisers support all aspects of school activities and functions.

**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:

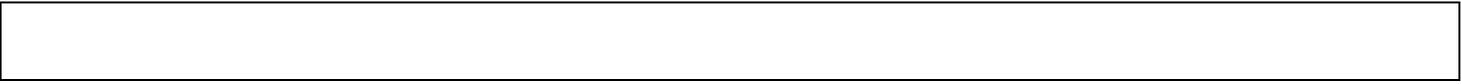
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

- Parent attendance at all meetings and workshops will be used to monitor increased participation.
- A middle of year survey will be used to monitor growth.

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

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



**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 Test results for students in grades 3-5 AND F&P results for students in K-2.	At-Risk SETSS as needed.	ESL and SETTS teacher provides academic support to at-risk students who demonstrate below grade level performance in reading.	During the school day and after school AIS program.
<b>Mathematics</b>	NYS Math Test results for students in grades 3-5 AND diagnostic assessments in grades K-2.	At-Risk SETSS as needed.	ESL and SETTS teacher provides academic support to at-risk students who demonstrate below grade level performance in mathematics.	During the school day and after school AIS program.
<b>Science</b>	Teacher assessments.	Learning scaffolds used to support nonfiction text features.	Small Group	During the school day and after school AIS program.
<b>Social Studies</b>	Teacher assessments.	Learning scaffolds used to support nonfiction text features.	Small Group	During the school day and after school AIS program.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Parent request and teacher recommendation.	Banana Splits Program Program addresses issues of students of divorced parents.	Small Group	1x/week

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>x</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

#### **2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### Part 4: SWP Schools Only

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 205**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 205** 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

**PS 205Q**, 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>26</b>	Borough <b>Queens</b>	School Number <b>205</b>
School Name <b>Alexander Graham Bell</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>Karen Scott-Piazza</b>	Assistant Principal <b>N/A</b>
Coach <b>Mary Butler</b>	Coach <b>N/A</b>
ESL Teacher <b>Miriam Fishman</b>	Guidance Counselor <b>Michelle Schneider</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Lilly Chu</b>
Related Service Provider <b>Debbie Sabel</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</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>0</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>0</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>0</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>311</b>	Total number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>%</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>														
SELECT ONE	2	4	1	6	0	3								16
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>16</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	3	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	13			3						16

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>	13	0	0	3	0	0	0	0	0	16
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0										0
Chinese	0	0												0
Korean		0												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		1		1										2
Chinese		2		2		2								6
Russian														0
Bengali														0
Urdu	1		1	3										5
Arabic														0
Haitian														0
French														0
Korean	1	1												2
Punjabi														0
Polish														0
Albanian														0
Other				1			1							2
<b>TOTAL</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</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
Intermediate(I)		2				1								3
Advanced (A)	2	2	1	5		2								12
Total	<b>2</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>16</b>						

**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					!Und
4	1	1	1		
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1		1		
8									

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

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.  
 Paste response to questions here: 1. ELL students are assessed with the Fountas and Pinnell Benchmark Assessment System to determine their independent and instructional reading level. The ELL students perform at a lower reading comprehension level than the English proficient students, however in phonics work and sight words, the ELL students function at the same level as the English proficient

student.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: Once all ELL students have been assessed to have no other learning disabilities, most students become English proficient by 3rd grade. Each year, ELL students advance one proficiency level on the NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here: Our ELL program consists of English instruction only. We find that our students advance in Reading, Writing, Listening, and Speaking modalities of the NYSESLAT. We do not use the ELL Periodic Assessments, due to the small numbers of ELLs per grade, espeically in the testing grades. Currently, we do not have any ELL students in grade 3, 4, or 5 that are exempt from the NY State ELA Exam.

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: The ELL teacher collaborates with the classroom teacher to assess students who fall into an Early Intervention program. Within the framework of the CCSS, the ELL/RTI students are given high quality Tier 1 instruction focused on promoting language and literacy development. Developing different key domains of literacy to support competencies in reading, writing, listening, and speaking.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: All curriculum is modified using ELL methodology to ensure a smooth transition to the second language.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: Results of the students' periodic assessment, F&P results, benchmark asesments is reading, writing, and mathematics, and NYSESLAT and ELA/Math NYS Exams are used to evaluate success of our ELL program.

## 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](#).)

Paste response to question here: Initial identification is onducted in accordance with the New York State Identification Process Flowchart. Upon registration parent completes the HLIS form in their own language with a pedagogue present to determine OTELE code. The ESL teacher reveiws all HLIS forms and identifies those children whose home language is other than English and need to be LAB-R tested. If a child speaks a language other than English, LAB-R is administered within 10 days. Spanish dominant children who do not pass the English LAB-R are then administered the Spanish version of the LAB-R.

At registration, our parent coordinator is called in for Chinese translation and our Korean paraprofessional is used for translations in

Korean. The Principal is our Spanish translator if needed.

The ESL teacher checks ATS using RLA, RLEC and RNMR to assure that all ELL's are being serviced. In the Spring RLEC is used for current ELLs and all these students are then tested with the NYSESLAT.

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.

Paste response to question here: After determining service eligibility, the parents receive an entitlement letter indicating that the child is an ELL and will be eligible for services. The ESL teacher then schedules an orientation meeting for parents. The parent then fills out a parent choice letter, choosing one of three programs. At this orientation meeting the parent brochure, parent survey form, and video are presented. These meetings are conducted according to the guidelines provided in the ELL Parent Information Case (EPIC) Facilitators guide. At the orientation meeting we have a Chinese translator and Korean translator. We only offer Freestanding ESL, but parents are informed of the other types of ESL instruction available.

We have a very small population of ELL students. To date, ALL the parents have chosen the freestanding ESL program on the parent survey form.

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 [\[see tool kit\]](#).)

Paste response to question here: The ESL teacher coordinates with the Pupil Accounting Secretary to ensure that all letters are returned and phone calls are made.

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.

Paste response to question here: At the parent orientation meeting, parents view the video explaining the 3 different models of ELL program in their native language. The parent then completes the survey form. The ELL teacher then explains that in our school we only have freestanding ESL. Historically, all our parents have chosen the freestanding ELL program at our school.

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.

Paste response to question here: All ELL students are required to take the NYSESLAT. Parents are informed of when the tests will be administered and students are testing in three consecutive days in the reading, listening, and writing sub-test. An additional teacher administers the speaking section with the ESL teacher.

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. 

Paste response to question here: Historically, all our parents have chosen the freestanding ELL program at our school.

# 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])?

Paste response to questions here: a. ELL instruction is delivered through a push-in and pull-out model. The instructional approach used by the ESL teacher includes small group work within a Balanced Literacy Program. This includes shared reading, shared writing, and instruction aligned with the Common Core Learning Standards in Literacy (CCLS). The ESL teacher also provides supports in content areas within social studies, math and science. Content areas are taught by pre-teaching vocabulary and focusing on language functions necessary to succeed in those various subject areas.

- b. Our program model is heterogeneous grouping.

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)?

Paste response to questions here: The ELL teacher provides 360 minutes of ESL instruction to students at the beginning and intermediate level. The children who are at the advance level receive 180 minutes of ESL instruction. The Extended Morning period is also used to provide additional services for ESL children. The classroom teachers are provided with ESL strategies to support the ELL's in content area in the classroom.

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.

Paste response to question here: The ESL teacher pushes in to the classrooms during the literacy block. During the pull-out periods the ESL teacher supplements content area vocabulary in math, science, and social studies. All ELL Students receive ELA instruction during the ELA block in addition there is a focus in building content knowledge and vocabulary during ESL instruction. We use the Oxford picture dictionary in Chinese, Korean, and Spanish for support.

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

Paste response to question here: All ELL students are given bilingual glossaries when classroom and state exams are administered.

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

Paste response to question here: Students are appropriately evaluated three times a year using the ELL periodic assessments. The ESL teacher evaluates students in the four modalities; use of accountable talk and use of technology enhanced reading tools such as RAZ-Kids, during instruction time.

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).

Paste response to questions here: Instruction in language arts takes into account students' learning styles, academic level, and linguistic growth. Listening, speaking, reading and writing are integrated in all lessons aligned to the CCLS. ELLs also receive scaffolded instruction in all content areas. Visuals and texts are especially used for intermediate and beginner students.

- a. We do not have SIFE children at this time.

b. ELL students who are in the US less than 3 years, are immersed in our school's Balanced Literacy Program. Students use an online reading comprehension tool geared for ELL students in school and at home. They receive 360 minutes of ESL instruction per week. The classroom teacher is trained by the ESL teacher to make content area information comprehensible by using ESL methodologies such as TPR, visual aides, and peer tutoring as needed. In the classroom, newly arrived students have "buddies". These buddies help the children acclimate to the school and provide native language support.

- c. In the spring of each school year, all ELL's are evaluated using the NYSESLAT. This assessment provides information regarding

each students English proficiency. In analyzing the scores by modality we will continue to focus on developing reading and writing skills through differentiated instruction.

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?

Paste response to question here: Thinking Maps are used as an instructional feature that scaffold for ELLs. The Speaking and Listening strand of the Common Core supports the 4 modalities of the ELL strands (speaking, listening, reading, writing).

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?

Paste response to question here: The ESL teachers supports learning in the classroom( as a push-in) to ensure adequate attainment of student understanding and comprehension.

### 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:			
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

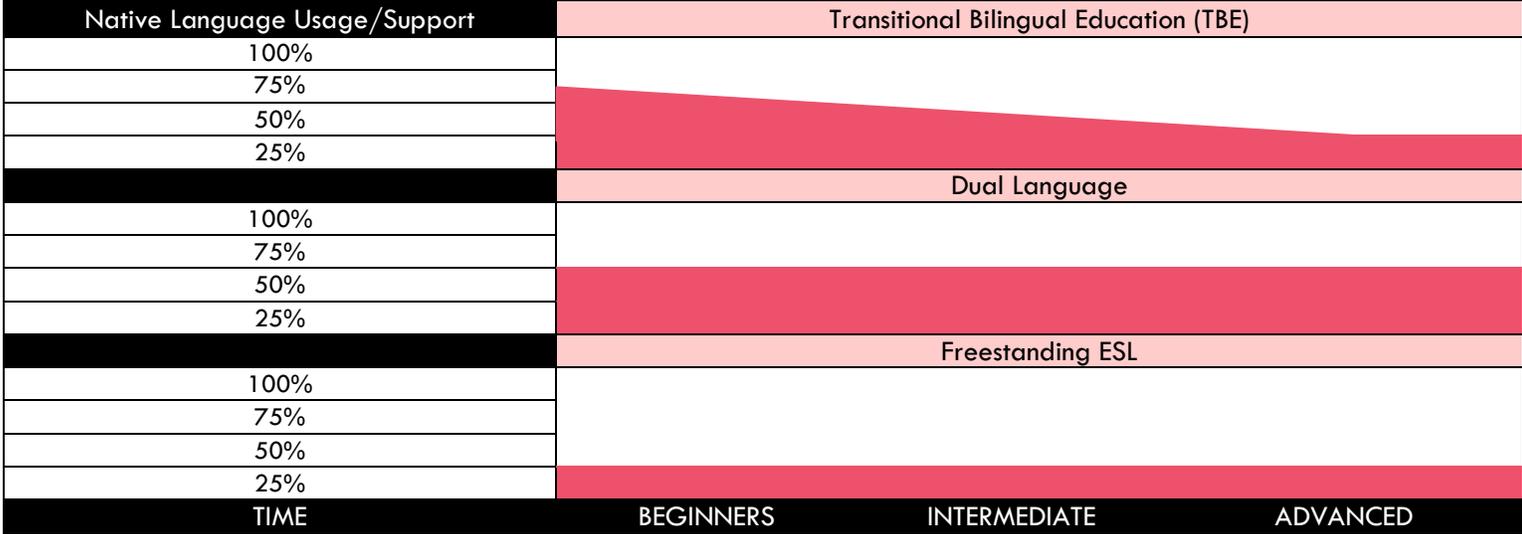
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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.  
Paste response to question here: Due to the small number of ESL students (16 at this time), we do not qualify for Title III funding. At this time we only offer AIS during the extended morning periods, 3 days a week. All ELL students are included in the AIS morning program. ESL teacher checks ARIS for ELA and Math results, as well as checking ACUITY and Periodic assessments for further data to determine which ELL students need intervention services.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here: Our current ELL is meeting the needs of our students based on the on the results of the periodic and benchmark assessments.
11. What new programs or improvements will be considered for the upcoming school year?  
Paste response to question here: We will be addressing and using the Common Core/ESL components on enageNY.
12. What programs/services for ELLs will be discontinued and why?  
Paste response to question here: None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Paste response to question here: ALL students are included in ALL activities ALL year round.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Paste response to question here: Currently we are using the Scholastic nonfiction guided reading program as well as big books on tape, individual words walls, poems, songs, and use visual aid through the SMART Board. Monolingual and bilingual dictionaries are used in the upper grades as well as rhyming dictionaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Paste response to question here: N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
Paste response to question here: All instruction and support services is always aligned with the CCSS grade level requirements.
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.  
Paste response to question here: If applicable some student will be recommended for the ESL summer program. For any new ELLS enrolled throughout the year, the ESL teacher screens based on the HLIS, and administers proper instruction.
18. What language electives are offered to ELLs?  
Paste response to question here: None
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)?

Paste response to questions here: 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.

Paste response to questions here: 1. The ESL teacher presents professional development once a month at faculty conference or at grade conferences.

2&3. Due to our small number of ELL's in fifth grade, the ESL teacher works with the classroom teacher to help bridge the transition to middle school. PD Dates for the year as follows: 9/13; 10/18; 11/15; 12/20; 1/17; 2/14; 3/14; 4/11; 5/9; 6/13. The ESL instructional focus for the next two years will address how ELL strategies support the Common Core Standards in each content area.

4. The 7.5 hours of ELL training for all staff is given during the school year. This training provides insight into the identification process and varying needs of ELLs. Additionally it provides a variety of instructional strategies to help classroom teachers meet the needs of the ELL students. "The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers" is used as a resource for professional development.

### 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?

Paste response to questions here: Parents of ELLs are included in all school-related activities. Our parent coordinator ensures that all ELL parents are informed in their own language, for workshops and meetings. Parents of ELL students are on the PTA and are active in the classes of their children. Parents volunteer to assist in trips and other school events. The parent coordinator holds, art and design workshops for parents as well as involving parents in our annual Multi-Cultural Fair held each Spring.

2. At this time, our school does not partner with any CBO's.

3&4. The parent coordinator distributes a survey at the beginning of each year and according to the responses, the activities are geared towards the needs of the parents. Some of the workshops offered include, hands-on art projects, and at home reading strategies workshops. Parents complete a form at registration which indicates their preference of language they want communication to be sent home in. We have staff and/parent volunteers who translate for parents during activities.

### 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: N/A

## Part VI: LAP Assurances

**School Name: Alexander Graham Bell**

**School DBN: 26Q205**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Scott-Piazza	Principal		10/11/13
N/A	Assistant Principal		10/11/13
Lilly Chu	Parent Coordinator		10/11/13
Miriam Fishman	ESL Teacher		10/11/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mary Butler	Coach		10/11/13
	Coach		1/1/01
Michelle Schneider	Guidance Counselor		10/11/13
Ellen Padva	Network Leader		10/11/13
	Other _____		1/1/01

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

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

DBN: 26Q205 School Name: Alexander Graham Bell PS 205

Cluster: 5 Network: CFN 535

**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.

Using the ATS-Home Language Report and parent coordinator survey we have identified families who require translation assistance in either written or oral format.

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.

Out of the 315 students we have identified 5 students whose families need translated documents as well as oral interpretation. During grade conferences the teachers of these students were notified of the students who required translated documentation at home.

## 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.

All parent letters, school fliers, and memorandums from the school and city are translated using the Department of Education's Translation and Interpretation Unit. At registration, the parent completes a form indicating in which language she/he would like the school-related informational letters to be sent. The parent coordinator follows-up on this information and ensures that parents receive notifications in the appropriate language. All DOE generated communication is downloaded and sent in additional languages as needed.

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.

Our parent coordinator is the designated translator of any written or oral communication in Chinese. Our family worker is also available as an oral translator for Chinese or Mandarin speaking families during any parent teacher meetings, I.E.P conferences, and student registration. Currently we have one classroom teacher and one classroom paraprofessional who are used as translators for the Korean language. School staff and parent volunteers will provide oral interpretation in Spanish when needed.

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>.

Parents are be given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation service. A sign is posted at the school's main entrance of the most prominent covered languages – Chinese and Mandarin, indicating the availability of interpretation services. The school's safety agent will be given assistance by the Parent Coordinator or staff member to provide interpretation services to parents entering the building.