

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

DBN: (i.e. 01M001):

30Q329

School Name:

EAST ELMHURST COMMUNITY SCHOOL

Principal:

RACHEL STAROBA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School School Number (DBN): 30Q329
School Type: Community Zoned Grades Served: K – 1
School Address: 26-25 97th Street East Elmhurst, NY 11369
Phone Number: 718-505-6050 Fax: 71-505-6055
School Contact Person: Rachel Staroba Email Address: rstarobahallenbeck@schools.nyc.gov
Principal: Rachel Staroba
UFT Chapter Leader: Jessica Baity
Parents' Association President: Samantha Peralta/Angelica Bravo
SLT Chairperson: Jessica Roldan
Student Representative(s): N/A

District Information

District: 30 Superintendent: Dr. Composto
Superintendent's Office Address: 28-11 Queens Plaza North, LIC, NY 11101
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 718-391-8323 Fax: 718-391-6147

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 406 Network Leader: Renardo Wright

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)
Rachel Staroba	*Principal or Designee	
Jessica Baity	*UFT Chapter Leader or Designee	
Samantha Peralta	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gloria Bastone	Member/ Teacher	
Carolina Salas	Member/ Teacher	
Veronica Sanchez	Member/ Teacher	
April Zappala	Member/ Teacher	
Delmis Vega	Member/ Parent	
Fanny Merchan	Member/ Parent	
Jessica Roldan	Member/ Parent	
Tatiana Vasco	Member/ Parent	
Angelica Bravo	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.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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:

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

SCHOOL OVERVIEW & DEMOGRAPHICS

East Elmhurst Community School is located in Northern Queens, a few blocks from La Guardia Airport. We are a diverse community, with 83% of our students' families identifying as "Hispanic." Many of these families have arrived very recently from Mexico and Ecuador. Nine percent of our students' families identify as Black. Our school also has a small growing Bengali community.

A new growing school, we currently have 6 classes in grades K and 1. In kindergarten, there are three classes: one monolingual class with a mix of both ESL and non-ESL students, one dual language class with both native Spanish speakers and native English speakers, and one monolingual ICT class with a wide range of abilities and English acquisition. In grade 1, there are also three classes: one monolingual ICT with a mix of ELL's and students with IEP's and two dual language classes, both of which also have a mix of students with IEP's and a wide range of language acquisition.

MISSION STATEMENT

Students, staff and families of East Elmhurst Community School, as defined by our core values, are *curious* and *courageous* critical thinkers who are active, interdependent, and culturally aware *community* members.

- **Curiosity** – How do you challenge your knowledge and beliefs?
Educators create spaces for students and themselves to engage in the productive dialogue and understanding of opposing views so we can peacefully resolve conflict and create solutions by building on each others' ideas. Through struggle and engaging with opposing view points, we become the fullest expression of ourselves.
- **Courage** – How do you exercise your power and how do you respond to your mistakes?
We endeavor to have the courage to speak our minds, stand up for our beliefs, and do what is right, even when no one else will. Doing this does not mean that we are unafraid – it means doing so in spite of being afraid. Courage also means seeing failure as an opportunity to grow and learn...as a natural step on the continuum of success. We stand in our agency and, through our studies, build the skills and knowledge so that we may advocate thoughtfully and strategically.
- **Community** – How do you support your community?
We build school community by developing into the fullest expressions of ourselves AND supporting and advocating for others to be able to do the same. We develop into our fullest expressions by being creative, engaging in the journey of understanding and the pursuit of knowledge, and through our contributions to society. As we are all interdependent and interconnected in our community, we push, create space, and advocate for all members to also fully self-express. We do this because when even one member of our community is denied an opportunity to succeed, this limits the community's overall capacity and, therefore, all members of our community.

STRATEGIC COLLABORATIONS/PARTNERSHIPS

In order to accomplish our mission and educational goals, PS 329Q collaborates with various institutions and professional development partners. These relationships will build capacity amongst all members of the school community in order to improve the educational process and student achievement. Their work will support our day to day instruction in each classroom ensuring staff can maximize the instructional program.

PS 329Q believes strongly in an arts infused balanced literacy instructional program as a pathway to supporting language development, literacy, and citizenship as well as supporting our core value of curiosity. To support this work, we partner with the NY Historical Society and the Long Island City Academy of Music. Teachers were also trained to

incorporate Visual Thinking Strategies (VTS), daily lyric studies, and classical music study are components of our balanced literacy program with curricular connection to our social studies, visual arts, and music instructional programs.

PS 329Q believes strongly in the power of teacher collaboration through professional learning communities. We believe the strongest indicator of our success is the degree to which our educators collaborate and support one another. Teacher teams maximize professional learning time to work with professional development partners.

Teachers work with LitLife to develop units of study around balanced literacy. Our consultant also provides coaching to teachers around the structure of the mini-lesson, conferring, and utilizing data to target small group work. Additionally, our achievement coach from the network also provides more targeted and individualized support to teachers around literacy. Metamorphosis is a math based professional development organization that supports our teacher teams through lab sites and curricular development to create common core aligned units of study.

Educational and leadership consultant, (retired principal) Anthony Lombardi, works with the principal to provide support around strategic planning and supervisory approaches. He also works with teacher teams and the arts department to reinforce pedagogical approaches and deepen connections between literacy, art and social studies.

As a means to extend our work to our families and community, we have implemented a strong family component which will support a unified objective with respect to our school mission. Working with the Learning Leaders organization, our Parent Coordinator, and our professional development partners, we provide numerous spaces for families to become informed about our instructional program, support the work of our teachers, support their children's learning, and support one another. Our goal is to lessen the cultural gap between home and school and to support families in becoming advocates for their children.

SCHOOL STRENGTHS, ACCOMPLISHMENTS & CHALLENGES

As a new school, we have the unique opportunity to roll out a new grade each year and, as such, we are able to hire only teachers who are closely aligned with our school mission and educational program. As well, our many of our families have expressed strong interest not only the academic growth of their children, but also in their own understanding of a complex school system and in deepening their knowledge of new curricular standards. Because of our size, we are able to target the specific needs of individual students as well as the needs of their families by strategically developing programs that support the whole family.

During our first year of operations, and continuing into the 2014 – 15 academic school year, as a new school we have many accomplishments to celebrate. We have developed a comprehensive PD plan, a functioning PTA and Executive Board, a School Leadership Team that allows for meaningful dialogue among parents and educators, tightly knit grade level teacher teams that collaboratively plan, strong family communication via monthly newsletter and school website, and active parent volunteerism. We have also developed an extension to our school day through a targeted Saturday program that includes small group literacy support and music lessons. The art teacher and dual language teachers have developed after school programs to provide enrichment and extra support for students. The principal, with the parent coordinator, have also developed the LISTO! Program (Learning in School Together) for the 2 – 4 year old younger siblings of our students in order to increase readiness for kindergarten.

Our school community is made up of many divergent needs and requires critical analysis in order to equitably engage all families. As our students have varied levels of preparedness for school, our parents also present parallel challenges. As such, we need to provide differentiated supports to families so that all can advocate for their children to maximize their academic potential. In our efforts to involve families, we have realized that there are still many more families that require additional supports and information in order to effectively impact their child's academic performance. Teachers also continuously have the challenge of maximizing the professional learning to affect positive change in the classroom.

SCHOOL GROWTH & AREAS OF FOCUS FOR 2014 – 2015

Last year, we established a curricular calendar and supporting units of study for literacy in kindergarten. We also established a common language for how we dialogue around literacy instruction and student work utilizing our professional development partner, LitLife. We aligned literacy assessments to our instructional program by moving to

the use of the Teachers' College Reading and Writing Project running records and Assessment Pro. As well, we identified our most at risk students and provided supplemental instruction through our teacher created Summer Literacy Program. Three groups of students were created (level B readers, level C readers, and level D and higher). Two of our groups provided targeted interventions to move kindergarteners to grade level of D reading, while the third was an enrichment opportunity for students at and above grade level. As such, teachers worked in small groups to support our diverse learners and to increase student proficiency. Our school community began our instructional work in the area of technology. Teachers were trained to use SMART boards in sessions with TEQ to maximize their instructional approach with the arts and to provide multiple modalities for ELL's and students with IEP's. Teachers also provided students with instruction on introductory use of the laptops.

This year, teachers are working with professional development partners to create units of study in literacy for grade 1 and to refine those units from kindergarten. Teachers are also working to create units of study in social studies for both grades 1 and K. Grade level teams have begun to explore science instruction using Sangari's Active Science program, a hands on and inquiry based program. Working with Metamorphosis, teacher teams have created lab sites and are integrating multiple resources to design common core aligned units of study in mathematics.

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.

Last year, as a first year school, the principal made the decision to purchase and utilize city recommended Core Curriculum. Over the course of the year, shifts were made to the instructional program to better meet the needs of our students. Still, by June 2014, we found that 37% of our kindergarteners were reading below grade level (level D). Additionally, our Quality Reviewers recommended as an area of improvement “Ensure that the school’s chosen Common Core aligned curricula is consistently adapted to encompass coherent efforts that deliver challenging learning opportunities in both English and Spanish.” While we did create a summer literacy program to address the gaps in achievement for our struggling students, we also establish new goals for the coming year to make additional changes and modifications to the curricula to address areas of weakness.

During the past academic year, PS 329Q began by using Core Knowledge. By October, we found that our students were significantly behind as per the Teachers College Reading and Writing Project Assessment. In mid—October, we made a great shift in our instructional approach and changed to balanced literacy, using the Foundations program for phonics, reading workshop, writing workshop, and shared reading to support fluency and sight word development. The literacy academic program was designed to address individual student needs based on academic student performance and specific assessment tools relative to the program. Students were assessed on an ongoing basis throughout the year. There were 2 formal running record assessments as well as ongoing assessments in writing. These assessments served as the benchmark to customize individual student placement as well as grouping of students. Teachers were provided with both professional development and materials to support the divergent needs of students in the classroom. An effort was made to support various levels of student performance by allowing teachers to research and purchase trade books aligned to student needs and the units of study. All units of student designed were aligned to the CCLS.

This academic year, 90% of our kindergarteners are meeting the benchmark as of December with the new instructional approach. Approximately 75% of our first graders are at or above the benchmark. Teachers continue to work with LitLife consultants and the achievement coach from the network to refine units of study and examine student work to make changes in teaching points to address areas of weakness.

Observations and dialogue with the principal and teachers have indicated that teachers, particularly our newest teachers, need additional support and training around the structure of the mini-lesson and utilizing data to target small group work. Last year’s QR also indicated as an area of improvement: “Structure formative assessments, data analysis and the examination of student work in order to more effectively yield regular and timely adjustments that support all students’ mastery of standards and are used by the school’s PLC to monitor and revise goals.” A series of workshops and coaching sessions are planned for January/February utilizing our network’s achievement coach and our LitLife consultant.

For math instruction, the school purchased and worked with the city’s recommended core curriculum program, Go Math. Working as a team, teachers designed units of study using the Go Math materials and incorporating elements from EngageNY. While students demonstrated grade level understanding of mathematical concepts, the program and resulting instruction failed to address our core value of curiosity and also failed to result in creating the collaborative and inquiry based culture of mathematics. We found the approach and resources to be highly teacher directed and

found the need to supplement using EngageNY in order to align the units to the Common Core Standards. As such, we determined as a school to shift away from Go Math and purchase Terc Investigations and Math in the City. We also hired a consults from Metamorphosis to support teachers with this instructional and curricular shift.

Strengths

- Highly functioning teacher teams that meet twice weekly as Professional Learning Communities to discuss upcoming units of study, look at student work, and make adjustments
- Strong professional development partners to support teacher work and provide content area expertise
- Culture of utilizing Google Drive to memorialize work and share resources, unit and lesson plans
- Instructional practice of Visual Thinking Strategies (VTS) across all disciplines to promote dialogue, language, and accountable talk which allows students to take responsibility for their own learning and build upon the ideas of others

Needs

- Further development of the units of study in grade 1 (just added this year) for all disciplines
- Further development of the units of study for math in grades K and 1
- Additional support and professional learning around structure of the mini-lesson, using data to refine teaching points and small group work

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, 100% of all students in grades K and 1 will move 3 reading levels or more as measured by TC Running Records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ol style="list-style-type: none"> 1. Teachers College Units of Study, Core Ready Units of Study, Wilson Foundations, Terc Investigations, Engage NY, Math in the City units and training, Metamorphosis consultant, LitLife consultant, substitutes to cover classes for training, additional professional periods for teachers, leveled libraries to support units of study 	Kindergarten and First Grade Teacher Teams	9/4/2014 – 6/1/2015	Principal Grade K and Grade 1 Team Leaders, Gloria Bastone and Veronica Albuquerque
<ol style="list-style-type: none"> 2. ELL’s and IEP Student Supports: Visual Thinking Strategies Dialogue, word walls, anchor charts, individualized student folders with strategies, home language supports in dual language, small group instruction through guided reading and strategy 	K and 1 st grade teachers	9/4/2014 – 6/1/2015	Principal

groups, Saturday Academy			
3. Learning Leaders classroom volunteers, Monday and Friday Homework Help, monthly Coffee with the Principal, Family Workshops, Tuesday Teacher Office Hours,	Families, especially new families	9/4/2014 – 6/1/2015	Parent Coordinator, principal
4. Trust is built through constant dialogue with families around instructional expectations and includes: parents volunteering in the classrooms, monthly coffee with the principal, presentations on reading levels at PTA, sharing of instructional program with parents at School Leadership Team, sharing the components of our instructional program with parents via Handbook and school website.	All Families	Ongoing	Principal, parent coordinator

Part 4 – Resources Needed

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

An additional cluster teacher was hired this year for social studies to provide additional professional periods to grade level teams. A collection of professional texts to support curriculum development recommended by our professional development partners was also purchased. Substitutes will also be needed to provide coverages for teachers to work with professional development partners.

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

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.
1. March 2015 should indicate students are reading at level C in Kindergarten and I in Grade 1. Math assessments should indicate midway progress according to Common Core Standards in Mathematics.
 2. Running records will be completed by March 24th and uploaded to Assessment Pro. Checklists and end of unit assessments will be completed weekly and monthly, respectively.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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.

It is the goal of our school community that students take collective ownership of the space in our school and feel as though that space is theirs. Data is formative and informal due to the early childhood population. Currently, students exhibit a strong sense of ownership as demonstrated in their knowing all teachers in the building, regularly visiting the main office to share learning successes (i.e., published pieces in writing and reading levels), open and articulate expression of their work with visitors, and one student’s initiative in requesting to write an interview column for the school newsletter. QR evaluators noted informally that they found our last year’s kindergarten students to be remarkable articulate and open for their young age. In taking our students to see works of art at MOMA, after having studied them in class, a group of French tourists commented on how remarkable our students’ dialogue was regarding the art pieces (again, for their age).

STRENGTHS

- *Town Hall as a weekly space for students to share the arts, put issues into the space, cover topics such as bullying, kindness, and conflict resolution
- *Daily infusion of the arts allows for all students to self-express, regardless of reading level or acquisition of English
- *Instructional practice of dialoging in painting study (VTS) and math (daily math talks) provides accountable talk and opportunity for students to share their ideas and build off the ideas of others – thus connecting back to the core value of curiosity and pushing each other’s thinking
- *A strong rapport among teachers models the appropriate social interactions for students and creates a warm environment
- *Principal’s respect of teachers models for teachers to treat our students with respect
- *Regular and daily parent involvement in the school community has allowed our students to know many other moms and see those moms of their friends as additional supports and surrogate family

NEEDS

- *Additional work in dialogue around math concepts; in working with our PD partner from Metamorphosis, we have all learned how complex the process of early childhood mathematics can be. Teachers and the principal are benefitting from ongoing work in utilizing the Math Landscape and the work of Kathy Fosnot to break down the steps of children acquiring mathematical knowledge and employing strategies to support their math work.

Part 2 – Annual Goal

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

By June 2015, all teachers will increase their skills to facilitate dialogue around math by incorporating teacher moves as suggested by Metamorphosis as measured by 100% of classroom teachers receiving at least one rating of “effective” on 3b of Danielson on MOTP.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 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	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Metamorphosis professional development partner, teacher team work in PLC's, lesson study	Classroom teachers	9/2014 – 6/2015	Principal
Sentence starters, reframing, going back to a student who couldn't answer, turn and talks to get students "warmed up"	Classroom teachers	Ongoing	Principal
Parent workshops, newsletter articles, information at Coffee with the Principal, PTA presentations	Families	Ongoing	Principal, Parent Coordinator
Principal also participates in the professional learning to model ongoing learning and be willing to learn alongside teachers.	Principal	Ongoing	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funds for PD partners, subs, and professional periods

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

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:				
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.				
In March, and in an ongoing manner, the principal will check in with teacher teams and have dialogue with the consultant from Metamorphosis regarding teacher progress in this area. The principal will also conduct regular classroom visits to observe and participate in math dialogue with teachers and students.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	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.

Last year’s Quality Review indicated that “Teacher Teams and staff successfully partner with families around a common set of expectations, beliefs and pedagogy, while holding each other accountable for the promise of college and career readiness.” Teachers met weekly at a grade to engage in the Professional Learning Community Cycle of work. This work included common planning and looking at student work, but minimal adjustment to the instructional program as a result. This year, with the addition of a grade 1 team, teachers’ readiness to deepen their PLC work has grown significantly. Both teams function at a high level and are entirely interdependent. The principal has also programmed the schedule to include “Buddy Teachers.” Each teacher has a buddy on the other team (K or 1) to provide support and continuity of instruction between the grades. Verbal feedback was given at the QR on considering ways to increase vertical collaboration as we grow. This was a structure our school community found supportive. Each partnership is scheduled together three times/week. They each push into each others’ classroom to observe, provide feedback, videotape portions of a lesson, take detailed notes on student work and/or to co-teach or work with a small group. They also have a professional period together to debrief and share their noticings from the push in period.

Continued from last year, the art and social studies teachers lead Town Hall on Friday mornings for students in K and 1. This provides a space for building community for students and also for teachers to meet in their PLC’s. In addition to the Monday afternoon PLC’s, the principal also utilizes this space to provide targeted professional learning and to set instructional expectations. This space has evolved over time to also allow open dialogue with teachers as a whole community, where we can troubleshoot issues collaboratively and address teacher concerns. As a new school developing numerous protocols and practices, it has also permitted time to develop strong trust and an open relationship between the teachers and principal.

STRENGTHS

- *2 PLC designated times/week
- *3 professionals/teacher/week
- *Teacher buddies
- *Strong functioning interdependent PLC’s on each grade

NEEDS

- *School wide instructional practice goals for the year and a corresponding PD Plan

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, the principal and grade leaders will complete a PD calendar of topics to improve teacher practice and improve student performance as measured by attendance sheets and positive exit slips completed by teachers at PD sessions.

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>
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			
Regular meetings with grade teams to get input, exit slips for each PLC/PD session, PLC agendas and notes uploaded to Google Drive, calendar and goal sheet to plan	Teachers	Ongoing	Principal
N/a			
Appropriate dialogue with families through SLT, newsletter and Coffee with the Principal, classroom volunteers to provide administrative support in making centers, etc.	Families	Ongoing	Principal/Teachers
Continued open door policy with teachers, transparency, and providing support for all instructional expectations.	Teachers	Ongoing Principal	

Part 4 – Resources Needed

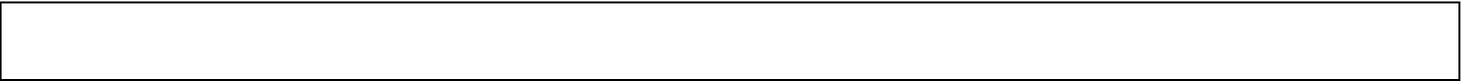
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for PD partners, professional periods

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

Part 6a. 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.				
Principal will work with grade level teams to use ADVANCE and weekly PLC’s to measure growth in addressing teacher needs and supports				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	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. |

The principal is in her second year of opening a new school through the former Office of New Schools. She did not have prior administrative experience.

The principal has created an open and dialogical school community. She speaks daily with teachers, meets with teams, and has an open door policy for conversation. The school was created from her belief in the arts as the pathway for students who traditionally struggle to excel, achieve at high levels, and come to see themselves as citizens capable of making change in the world.

As an early childhood school, the principal also has built a strong rapport with students. Regularly a part of writing celebrations and the reading workshop, students frequently visit and share their progress in literacy with the principal. A unique result of the small community and hands on approach by the principal, she also knows not only each student’s name, but also their reading levels and family context.

STRENGTHS

- *Instructional focus and hands on approach to the development and refinement of the instructional program
- *Strong rapport with children and families, further enhanced by being bilingual
- *Strong vision for instruction and school culture, supported by hands on approach

NEEDS

- *Ongoing support with operational aspects of the position
- *Increased knowledge of DOE systems and protocols
- *Support with pushing teacher practice

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, principal will move 100% of teachers to “effective” on a minimum of one element on the Danielson rubric as measured by the MOTP report in ADVANCE.

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>
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			
Professional learning with retired principal, Anthony Lombardi, work with OTE coach from the district, schedule of observations, cycle of: observation, written feedback, support, observation	Principal	Ongoing	Principal
N/a			
Appropriate and respectful dialogue with parents regarding the instructional program and student progress	Principal	Ongoing	Principal
It is our practice at PS 329Q to be transparent in our learning. The principal regularly shares her ongoing supervisory goals and is transparent in her motivation and decision making process.	Principal	Ongoing	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funds for consultant, time blocked off to visit classrooms with the consultant, professional texts, professional periods to meet with teachers

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

Part 6a. 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.				
<u>Using ADVANCE, new teachers should show progress on targeted elements in Danielson by March 2015. The principal will also meet twice/month with Mr. Lombardi to review progress towards this goal.</u>				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	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.

Our school community is unique in that so many of our families have recently arrived from Spanish speaking countries, mainly Ecuador and Mexico. Qualitative data indicate that our families represent a wide range of educational backgrounds and language abilities (in English and Spanish). Because we are such a small school, we have the additional benefit of knowing most of our families and their stories very well. This has resulted in our knowledge of many families who struggle with their own literacy in their home language and families who have not yet had the opportunity to earn a high school equivalency. As well, because of our family’s cultural backgrounds, most hold an intense respect for education and educators; often to the point of reluctance to assist or volunteer.

With this information in mind, PS 329Q has created deliberate and warm spaces for our families and provides ongoing education to keep parents abreast of our instructional program and decisions. Though we are still fewer than 200 students and do not have city funds for a Parent Coordinator, the principal reserved Fair Student Funding for this position to provide this needed support for families.

Along with the arts and teacher teams, family engagement is one of our three pillars for success. The more families know about the instructional program and school decisions, the greater the impact on student learning and the greater families can advocate for the best quality instruction for their child.

This year, we have an array of daily events for families; on Mondays and Fridays, our library and computer lab is open to families for checking out books, homework help, and use of websites to support struggling learners, on Tuesdays, we have Family Sports with Mr. O’Kelly (our social studies teacher) and Family Chorus with the principal and chorus instructor, on Thursdays we have Family Art with our art teacher, who extends the week’s learning into a more complex project designed to be done with the parent’s support.

STRENGTHS

*PS 329Q has a strong and active group of parents trained and supported by Learning Leaders. These moms volunteer in the classrooms, lunchroom, and recess, run the library, provide homework help, and plan events for families.

*PS 329Q is fortunate to be a small growing school that has allowed for families to build close relationships with school personnel and with the principal

*Most staff employed at PS 329Q are bilingual in English/Spanish.

*Parents are well informed regarding reading levels and regularly meet with teachers to question their child’s level and determine what needs to be done to get to the next level

NEEDS

*While parents are active in events and supporting teachers with administrative work, they do not have high attendance at curriculum workshops or other events that target instruction more specifically. Parents are not fully taking advantage of all opportunities offered that will support their child’s development into the fullest expression of themselves. The SLT has determined this to be an area of growth and has formed a committee to address this issue.

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, PS 329Q will increase family volunteerism to support student academic goals, using Learning Leaders and maximizing the capacity of the Parent Coordinator as measured by the Learning Environment Survey and attendance at parent workshops/events.

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>
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			
Learning Leaders, parents assigned to individual classrooms, schedules for volunteers, breakfasts and other events to celebrate and inform volunteers, newsletter, website, app for communicating with volunteers	Families	Ongoing	Parent Coordinator
Targeted workshops for families of ELL’s and students with IEP’s	Families	Ongoing	Jessica Baity, Special Education Teacher
As noted above, increased communication and relationship building, utilizing current volunteers and Parent Coordinator, newsletter, dialogues with principal at monthly Coffee with the Principal, Cool Culture passes	Families	Ongoing	Parent Coordinator
A transparent school community where parents are given full access to the instructional program and opportunities to visit classrooms to see instructional practices	Families	Ongoing	Principal

Part 4 – Resources Needed

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

Funding for food for events, planning time for teachers on Tuesday afternoons, funds for Parent Coordinator, per session for afterschool family activities

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	X	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:

- 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.

By March, we will examine our attendance and evaluate our efforts through the SLT Parent Engagement Committee to ascertain if progress has been made. We will also send home an additional survey to check in with families about the activities and events offered. The parent coordinator will maintain regular contact with families to informally track progress and determine possible barriers to engagement that can be presented to the Parent Engagement Committee.

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Running Records	Small group intervention by push-in teacher and/or Saturday Academy	Small Group	Embedded in independent work time during the day and/or Saturday morning
Mathematics	checklists through ongoing formative assessment during small groups	Small group intervention by push-in teacher	Small group	During the school day
Science	Addressed via literacy	Small group with non-fiction texts	Small group	During the day
Social Studies	Addressed via literacy	Small group with non-fiction texts	Small Group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral and service provider observation/probe	Small group for 8 – 12 weeks	Small group	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

	Schoolwide Program (SWP)	x	Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Teachers are recruited through colleagues of current staff and via the Open Market Transfer. The principal works collaboratively with teachers to ensure best fit, alignment to licenses, and thoughtful placement and creation of teacher teams. Teachers also receive individualized professional learning through professional texts, buddy teachers who push in to the classroom 1x/week and meet with their buddy 1x/week during professional periods, professional development partners, and specific work around pedagogical areas as determined through dialogue and principal observations. PS 329Q is in the unique position of being able to recruit and hire teachers whose individual educational philosophy aligns with the school community's and who would work collaboratively with our current teaching staff.

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).

Professional development partners, LitLife and Metamorphosis work with both teacher teams and individual teachers on areas of support that align with our instructional program. The principal also maximizes the capacity of the current staff to provide professional learning to colleagues and tailor support, i.e., on the spot coaching in guided reading. The principal works with the professional development partners and teacher teams to examine units of study and teaching points and ensure alignment to Common Core State Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Program resources support teacher created curriculum that allows for tailored instructional approaches and more targeted work with our students by providing materials and coverages for teachers to work with professional development partners. Funds also support the arts for our students by paying (in part) for a full time arts teacher who teaches visual arts and coordinates the music program, painting study, and classical music study. These funds also cover the Cool Culture program, which allows families in with young children to bring a family of up to 5 to over 90 cultural institutions in NYC free of charge. It is our goal to eliminate as many barriers as possible and to provide rich spaces for children and their families to experiences the arts of NYC.

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).

Because our classes are heterogeneous, all teachers work in their teams to provide multiple entry points for learning. The arts infused literacy program has created a rich space for learners to engage at multiple levels through dialogue, art response journals, and multiple methods of response (acting out, drawing one piece) of a piece of work to support all children to become inquisitive and to engage with the art at their own level.

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal			

School Improvement Funds				
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 329Q**, 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 329Q** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

PS 329Q 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: PS 329	DBN: 30Q329
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 95
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: 60% of our students are English Language Learners whose families came recently to the U.S. Within our instructional program, students are actively engaged in an arts infused balanced literacy program. This includes visual thinking strategies, or VTS, where students observe and dialogue around a different painting each week, using 3 questions: What's going on in the picture? What do you see that makes you say that? What more can we find? This serves three purposes: 1. developing oral language and building vocabulary 2. exposing children and engaging them in prominent works of art 3. building the skill of formulating an opinion and backing up with facts.

In mathematics, we work with students not just to acquire the ability to mathematize, but also to employ math strategies to solve relevant problems. We have partnered with the organization Metamorphosis to support teacher and family learning in engaging students in dialogue in math. A coach works one to one with teachers to model and provide feedback. She also supports their work in creating problems. We are working to structure our math instructional program similar to that of literacy; for example, students using blank paper to solve problems in partnerships. Teachers look at student work and sort it based on the strategies employed and potential next steps through small group work and conferring. Students also play "math games" (leveled math learning centers) based on teachers' observations to rehearse and build fluency. Students always work in partnership to build language and are explicitly taught how to engage in dialogue rooted in mathematics. This has been particularly powerful for our ELL's.

While we do use both ESL methodology and the 50-50 dual language model, many of our students benefit from additional time to work with foundations of language. Additionally, we create extensive space for families to learn about and participate in our instructional program, through curriculum workshops and Learning Leaders. As such, we have created a Saturday Academy and Arts Program.

Using the TCWRP assessments (tracked in Assessment Pro), we focus on our bottom third of students in both grades K and 1. We believe early childhood is the most important time to focus on gaps in student performance - as the gap is the smallest and this is the time when children acquire a foundation for all future learning.

LITERACY INSTRUCTION (ESL AND DUAL LANGUAGE): All classes include ELL's and non-ELL's. All teachers in our school are licensed in both ESL/bilingual and general education. To support all learners in acquiring English (and Spanish, in the dual classes), teachers provide supports through numerous ESL methodologies, including tapping into prior knowledge, acting our known stories, and pictures cues. The incorporation of the arts into daily literacy instruction also provides additional visual cues for

Part B: Direct Instruction Supplemental Program Information

learners and has yielded tremendous results in building academic language that translates into their reading and writing work. Students receive 14 periods/week of arts infused literacy instruction that includes lyric study, painting study, classical music study, reading workshop, writing workshop, word work (Foundations and/or Estrellita), shared reading and guided reading/strategy groups. Materials needed include: leveled books, Internet access, SMART Board technology, shared reading pieces, word walls, art response journals, Wilson Foundations, and writing materials

MATH INSTRUCTION: Students receive 50 minutes of math instruction 6 times per week. Students work in the large group to dialogue around a quick image. The teacher then, using modeling and picture cues, teaches the lesson. Students then rehearse in partnerships. They then work in leveled partnerships of 2 to plan games that are specifically targeted around their needs in math. The teachers pair students based upon language needs and math data. Materials needed include: bins for each partnership, math data compiled and analyzed, math manipulatives, SMART Board technology. Reading and writing are addressed through charting student answers and in partnership work. Speaking and listening are highly addressed through partnership work and whole class dialogue around the quick images.

SATURDAY ACADEMY: Classes are every Saturday from 9:15 - 11:30. Students take classes in piano, harp and guitar. Those in the bottom third also have 90 minutes of literacy instruction, with an emphasis on word work and guided reading. Teachers also pre-teach the lyric study and painting of the week (VTS) to provide students with a stronger entry point when their classroom teacher introduces it on Monday. There will be 25 sessions with 2 teachers. One teacher is certified in general education. One teacher is dually certified in bilingual and general education. Students will address the modality of reading through Wilson Foundations double dose, guided reading, and shared reading in targeted groups. Writing will be supported through both interactive writing activities in small groups and additional practice in the writing workshop. Listening is supported through students' lyric study and dialogue around painting study. Materials include: Wilson Foundations kits, SMART Board, writing center supplies (paper choices, writing implements), laptops, leveled texts, and shared reading pieces.

FAMILY ART: Our art teacher works with students and their families on VTS and extends the lesson from the week. This is also an opportunity for families to gain English language skills and become more familiar with the literacy and art blueprint. For our ELL's, art is also another important vehicle of learning and a high interest topic. This class is once weekly after school for 60 minutes. There are 30 sessions on Thursdays from 2:30 - 3:30 with just one teacher. The art teacher is certified in visual arts, ESL and special education. Reading and writing are addressed through student/parent reflections on artwork produced. Speaking and listening are addressed through whole group visual thinking strategies around the painting of the week and teacher conferring with parents/students. Materials include: SMART Board, paints, papers, pastels, crayons, pencils, etc.

FAMILY CHORUS: Our chorus teacher works with families (mothers, sisters, and grandmothers) to teach English language songs and the technique of singing. This has strengthened English language skills, built stronger community, and greatly improved the presentation skills of both children and families. This group meets once weekly after school for 60 minutes. The group meets on Tuesdays from 2:30 - 3:30 with the director of the Long Island City Academy of Music and principal. The principal is certified in bilingual education and special education. They will meet for a total of 30 sessions throughout the year, with 3 performances. Reading and writing are addressed through learning of the lyrics in English. Listening and speaking are addressed through the singing of each group's parts. Participants bring home copies of the lyrics to work on with their children between sessions. Materials include: piano and copies for lyrics

Part B: Direct Instruction Supplemental Program Information

FAMILY WORKSHOPS and LEARNING LEADERS: Parents have the opportunity to become trained volunteers through the Learning Leaders program. They serve as library workers, recess volunteers, classroom volunteers, and hall monitors. All these activities increase transparency of school activities, build familiarity of the instructional program, increase rapport with teachers, and create a strong connection between home and school. For students whose family works during the day, they too have the opportunity to build connections with the mothers and grandmothers of their peers, thus increasing the breadth of the proverbial "village." We also provide monthly workshops on all aspects of the curriculum. For example, our last workshop focused on running records and how reading levels are calculated. Workshops are conducted by a variety of teachers, each with a certification in ESL or bilingual education and general education. Each Monday after school, families are invited to participate in Family Computer Lab, where our Parent Coordinator introduces websites and software that build literacy skills. Children work with their families. There are approximately 100 sessions offered throughout the year. Computer Lab and Library are open Mondays and Fridays from 2:30 - 3:30 and are run by the PTA and Parent Coordinator. Materials needed include: photocopies and laptops.

All Saturday and after school activities are conducted in English.

One of our Saturday Academy teachers is bilingually certified.

Part C: Professional Development

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

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

Begin description here:

P.S. 329 professional development plans for Title III program teachers and support staff will take place throughout the 2014-2015 school year. All ESL, Dual Language, Special education, and General education teachers will be provided these opportunities to support delivery of instruction for all ELL students.

Each Monday and Friday morning, teachers are provided the opportunity to work in their grade level PLC support the cycle of: what do children need to learn? How do we know if they have learned it? What do we do if they don't learn? What do we do if already know it? Teachers use their cycle to design rubrics and assessments, look at student work, and modify instructional practices based on student learning. These sessions total 80 throughout the school year.

Working with professional development partner, LitLife, students work specifically on strategies for raising student outcomes in reading (as per the Teachers College Reading and Writing Project Assessment) and writing (as per Teachers College Writing Continuum). Because each classroom has over 50% English Language Learners (and also most students speak another language in addition to English at home), all literacy based professional learning and planning must accommodate for our ELL's. Topics include: Close Reading, Utilizing Running Record Data to Structure and Plan Small Groups, Checklists for Student Writing, Components of a Mini-Lesson, Using the Interactive Read Aloud to Make Connections to Social Studies, etc. Each session is 80 minutes (Monday) and 50 minutes (Friday).

Part C: Professional Development

A coach from Metamorphosis assists in planning units of study and effective instruction for all students. In literacy, LitLife consultants will work with the grade teams to develop effective units of study and assessment practices that reinforce instruction of ELL students two times per month for a total of 20 sessions. The crux of our math instructional program is the math partnership and whole class dialogue around math talks. Working with classes made up largely of ELL's, teachers work with our professional development partner to provide language supports for student and to explicitly teach the language of mathematics. Each session is 3 periods (150 minutes). All new teachers are provided an additional professional period to receive mentoring support from a colleague to improve professional practice each week. Teachers receive additional support on curriculum days where the team plans out units of study and assessment procedures to impact ELL students. Teachers also complete visitations with other schools to compare best practices each semester during the school year.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Engagement Opportunities targeted towards parents of ELL's take place throughout the 2014-2015 school year to support parents and increase academic proficiency of all ELL students. By connecting with parents in the school community it will positively impact our ELL students. Each month, parents are invited to a family literacy and mathematics workshops to discuss curriculum, try out academic activities with their child, and ask questions to support their child. Each month there is a family calendar distributed to parents that offers different parent workshops to support students in English Language Arts, Mathematics, and the Arts. Example topics that will be covered are improving literacy skills in school and at home, reading behaviors according to levels, word work, utilizing technology as a resource, and supporting students in writing reading responses at home. In Mathematics, parents will learn different ways to assist their children and align home and school instruction, Common Core standards, and homework help. Additional topics will be developed according to parent and student needs after receiving parent feedback. Parents are also invited to participate in the Arts with their child during a weekly chorus and Family Arts program provided by Art and Music teachers. There is also a pre-intervention mommy and me program to target families early and develop relationships with parents. Technology and nutrition classes are provided to parents on a weekly basis to support their learning. Parents will be notified of these activities through weekly bulletins, monthly family calendar, and contact of the parent coordinator. A monthly newsletter is given to families to share school-wide activities and celebrations. Translation and interpretation arrangements are made in writing through our bilingual Parent Coordinator. With presentations and meetings, most staff in the school community are bilingual and are available to provide language support to families as needed. No one is left with a questioned unanswered or concern unheard because of a language barrier.

Part E: Budget

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

Allocation Amount: \$0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9 040.01	<p>Saturday Academy: The cost to Title III LEP grant will be: 25 sessions x 2.25 hours x 2 teachers x \$51.51 = \$5,794.88; program will operate for 25 session rom 9:45 - 11:00 am with two service providers (ESL/CB).</p> <p>Family Art After School Program: The cost to Title III LEP will be: 1 teacher x 30 sessions x 1 hour x \$51.51 = \$1545; will be conducted with a certified art teacher who also holds certification in ESL and special education.</p> <p>Family Chorus: The cost to Title III LEP will be 1 teacher/33 sessions/1 hour/\$51.51 = \$1700 (only the teacher will be paid from Title III funds); will be conducted with a certified chorus teacher alongside the principal who holds a bilingual extension.</p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2160	<p>Saturday Program: leveled readers, copy paper, folders, writing supplies</p> <p>Family Art: paints, paper, print making materials including ink and rollers, construction paper, tissue paper, glue, brushes, art texts to support painting study</p> <p>Family Chorus: sheet music, piano tuning, photocopy paper for lyrics</p>
Educational Software (Object Code 199)	0	_____
Travel	0	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	0	_____
TOTAL	\$11, 200.01	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q329

School Name: P.S. 329

Cluster: 4

Network: 406

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

Part A: Needs Assessment Findings

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

At P.S. 329 school community there are 75 kindergarten students and 75 grade 1 students. The languages in the P.S. 329 community consist of Spanish, Bengali, Portuguese, and English speaking families. After analyzing this information the school staff indicated the importance of providing oral interpretation and written translation in Spanish for all families who requested documentation in a language other than English. This information was also indicated on the home language survey.

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

After gathering data from the Home Language Survey and having informal conversations with parents in the school community, one major finding included the need for written Spanish translation and Spanish oral interpretation. This should take place during school-wide events, IEP meetings, parent teacher conferences, nurse phone calls, and P.A. meetings. All school calendars, homework directions, report cards, and memos should go home in both languages to support our strong belief in the importance of bilingualism.

Part B: Strategies and Activities

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

Written translation services will be provided for all notices, memos, events, progress reports, and forms. Written translation of standardized forms such as report cards will take place through the translation and interpretation unit. The community associate, Learning Leaders, and parent volunteers will translate school-wide memos and bulletins. The community associate gives a memo to staff about these procedures regarding language translation for monthly family events, family newsletters, and school memos. The Parent Coordinator provides all written translation. Most staff are fluent in both Spanish and English. Parent volunteers support Bengali translation needs.

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.

Oral Interpretation services will be provided in-house to meet the needs indicated by Part A. If necessary, an outside contractor would be hired for the Bengali families, although the Spanish-speaking families translation can take place through the parent coordinator, alternate placement paraprofessionals, parent volunteers, or Learning Leaders. Another support is that 2 of the 3 classroom teachers are bilingual along with the principal. For example, on parent conference nights assigned in-house translators will be available to translate after teacher's request assistance. During school-wide events any of the bilingual staff will be available for translation and interpretation.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 by attending the Translation and Interpretation Unit training which maintains periodic training to parent coordinators and other key school-based personnel on the language access requirements contained in this regulation. It also supports these requirements. The school also follows all procedures addressed with the regulations such as posting the translation and interpretation sign in the front entrance. Parents will also be provided with a Bill of Rights regarding the covered language. All of the student specific documents will be translated into the covered language. A staff plan is created to address school wide events and money is allocated in the budget for any translation services, although the community associate will provide much of the translation.