

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

DBN: (i.e. 01M001): **24Q330**

School Name: **PS 330**

Principal: **LASHAWNNA HARRIS**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q330
School Type: Public Grades Served: K-4
School Address: 110-08 Northern Blvd Corona, NY 11368
Phone Number: (718) 505-5110 Fax: (718) 505-5115
School Contact Person: Sulay Tapia Email Address: info@ps330q.org
Principal: LaShawanna Harris
UFT Chapter Leader: Carri To
Parents' Association President: Maria Urena
SLT Chairperson: Roberto Cortes
Student Representative(s): N/A

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: _____
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

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)
LaShawonna Harris	*Principal or Designee	
Carri To	*UFT Chapter Leader or Designee	
Maria Urena	*PA/PTA President or Designated Co-President	
Jacqueline Leven	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	
Regina Lorentz	Member/ UFT	
Roberto Cortes	Member/ UFT	
Patricia Brecenio	Member/ Parent	
Cecila	Member/ Parent	
Juan Guzman	Member/ Parent	
Benjamin Martinez	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
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

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:

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

PS 330Q is a new school that opened in 2010 with 220 Kindergarten students to help alleviate over-crowding in District 24. Since 2010, we have grown by one grade each year and currently serve 573 students in Grades K-4. Our mission is to develop 21st century leaders who pursue excellence while making positive contributions to the global community.

We have developed a strong partnership with New York Cares which provides services to both students and families on an ongoing basis. For the last two years we have been a member of their School Success Initiative and have a dedicated Americorps Vista member working to support our school's development of programs. Through this partnership we have been able to provide families with weekly ESL and computer literacy classes and students with numerous trips and cultural experiences. Through the New York Cares partnership we have also had a Lego Robotics event, computer programming classes and much more. One of our newer partnerships is with NIA. They provide our students with a no cost after-school program Monday through Friday. During after-school students receive homework help and participate in enrichment activities such as sports, drama and visual arts.

A major strength of PS 330Q is our commitment to involving families in all that we do. This has helped us develop a strong sense of community, which is the foundation of our school culture. On a daily basis we have family volunteers that assist teachers and students through the Learning Leaders program. As per our latest Learning Environment Survey 99% of families would recommend PS 330Q to others.

Our growing arts program is also a strength, we currently have full-time visual arts, music and dance teachers. 100% of our students receive arts instruction three times per week. We also have school funded arts enrichment programs for students in Grades K-4 after-school throughout week.

One key challenge has been supporting the English Language literacy development of our students. Approximately, 97% of our students and families speak a language other than English at home. Therefore, we have a significant number of students that are eligible for ESL services and are technically English Language Learners (ELLs); and an even larger portion of our student body has are not technically ELLs but need similar instructional strategies implemented to provide access to our rigorous curricula. Identifying effective Professional Development opportunities to address this challenge has been a priority for our school.

Our school has made significant gains in our ability to engage families in conversation about our students' academic progress. This year we had over 81% attendance at our Fall Parent Teacher Conferences and an increasing number of families attend our monthly academic workshops and the monthly Breakfast with the Principal meeting. Continuing to provide information to families about students' progress and support are key areas of focus for this year.

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.

As per our 2014 NYS ELA Exam data as well as F & P benchmark data, we must increase the rigor of our literacy instructional programs to meet the demands of the Common Core Learning standards. The following will be addressed in the goals and action plan as it relates to students’ reading performance in Grades K-4:

- Improved reading comprehension abilities
- Improved ability to understand vocabulary in context
- Improved ability to answer text dependent questions and identify the main idea of challenging passages

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.

Improve reading performance of students across grades with a focus on vocabulary and comprehension; with a focus on students with disabilities and current and former English Language Learners.

MEASURABLE OBJECTIVES:

- By June 2015, 100% of students in Kindergarten through Grade 2, will perform at Level 2 or better on the F & P Benchmark Assessment; 85% of students will perform at Level 3 or better.
- By June 2015, 60% of Grade 3 students will demonstrate Reading Proficiency Level (Level 3) as per the NYS ELA Exam
- By June 2015, Grade 4 students will demonstrate a 20% increase in Level 3+ on the NYS ELA Exam

QR Indicator(s) 1.2 and 2.2

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 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 			

Leveled Literacy Intervention	All Level 1 Readers and SWD	September 2014-June 2015	Instructional Coaches, IEP Teacher and AIS Teacher
Saturday Basic Skills Academy ELL After-School Intervention Saturday Test Prep Academy	Lowes 1/3 of students in Reading	October 2014-May 2015	Instructional Coaches, Teachers
PS 330Q Developed Reading and Writing Units for K & 1, adoption of ReadyGen Grade 2 and EL Grades 3 & 4 to support a Balanced Literacy Approach in conjunction with the instructional shifts	All students	June 2014 –May 2015	Literacy Coach, Teachers
Hire additional ESL Teachers to increase the team from 3 ESL certified teachers to 6 ESL certified teachers to provide small group push-in/pull out services to ELLs and at-risk students	English Language Learners	September 2014-June 2015	ESL Teachers

Part 4 – Resources Needed

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

- Curriculum Committee develop units Spring 2014-June 2015 Lead by Literacy Coach
- Hire Full-Time Intervention Teacher
- Schedule Instructional Coaches, Sped Coordinator and ESL Teachers for Intervention Periods
- Instruction PD Series: Chancellor’s Day (September 2014); Monthly Monday (1st Monday)

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	X	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.

N/A

Part 6 – Progress Monitoring

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

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.

Students will be assessed in September/October, December/January, March/April and June using Periodic and Benchmark assessments to monitor progress (F & P, NYC Performance Tasks, CCLS Benchmarks and GoMath Periodic Assessments).

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

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

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.

Our students, staff and families feel safe and supported as per our most recent QR, PPO visits and Learning Environment Survey. Overall 95% + of our teachers scored Effective or Highly Effective in Advance on component 2D Managing student behavior. However, OORS reports of inappropriate behavior have increased by 50% since this time last year.

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.

Provide clear expectations for behavior and academic excellence that provide students with tangible recognition and rewards for appropriate behavior

By January 2015, PS 330Q will utilize a behavior tracker school wide that will provide data for regularly rewarding appropriate behavior. By June 2015, PS 330Q will realize an 80% decrease in overall behavior related incidents.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 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 			
Cafeteria Behavior System-students move towards the finish line on a race track daily as they demonstrate appropriate behavior in designated places	All students	December 2014-June 2015	Assistant Principal, Administrative Intern, School Aides, PTA
Hire full-time Guidance Counselor-provide at-risk group and individual counseling to students that have difficulty following school rules and school-wide character development	Students deemed at risk by staff and families	September 2014-June 2015	Guidance Counselor, Assistant Principal, Principal
Pupil Personnel Team that creates and supports the implementation of Behavior Plans for our most challenging students.	5% of students with most incident reports	December 2014-June 2015	Principal, Assistant Principal, IEP Teacher, Guidance Counselor, Select Teachers,

			Psychologist and Social Worker (as necessary)
Partnership with PTA and SLT to provide behavior incentives to support behavior plans and school wide incident reduction initiatives	All students	December 2014-June 2015	SLT and PTA

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Student Incentives, Guidance Counselor Salary, Books for Character Development Lessons,

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
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.				
<u>Safety Committee and SLT will review OORS report data and cafeteria progress reports during monthly meetings as permanent agenda item.</u>				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 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. |

Our most recent QR and PPO area of improvement feedback points are directly related to improved systems for providing feedback to teachers and students.

- Feedback to teachers and students must be actionable and directly related to the criteria for success (i.e. Danielson Framework for Success or Rubrics and Checklists for students)
- Feedback must be timely

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.

Create and utilize structures for providing students and teachers with **clear feedback and actionable next** steps across subjects with **consistent progress monitoring**.

MEASURABLE OBJECTIVES:

By June 2015, 85% of teachers will be rated Effective or Highly Effective in Component 3D (Using Assessment in Instruction).

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			
Professional Development plan with various modes for PD opportunities that include workshops (on-site and off-site), inter-visitation, staff turn-key, lesson study, book study, etc.	All teachers	September 2014-June 2015	Administration, Instructional Coaches and Teachers
Shorten the amount of time between observations and when feedback is provided to teachers. Written observation feedback provided to teachers within 7 days of the observation.	All teachers	September 2014-June 2015	Administration and Instructional Coaches
Individual professional development plans with goals and action steps for teachers that struggle to meet “Effective” in the key areas of	Selected teacher	January 2015- June	Principal and Assistant Principal

evaluation (i.e. 3D Using Assessment in Instruction)	based on observation feedback in Advance	2015	with support from Instructional Coaches
Participation in the Uncommon Schools Impact program to support teachers in implementation of best practices in instruction	Selected teachers, Assistant Principal and Instructional Coaches	September 2014-May 2015	Assistant Principal

Part 4 – Resources Needed

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

Two full-time Instructional coaches
 Daily Common Planning scheduled for teachers
 Weekly common planning meetings with relevant PD focus

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

N/A

Part 6 – Progress Monitoring

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

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.

We will measure progress after the first round of Formal observations for teachers that selected Option 1 in January and for teachers that selected other options after they have had two informal observations (Approximately Dec/Jan).

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 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. |

Based on our most recent Learning Environment Survey only 69% teachers at PS 330Q are satisfied with the systems for improvement.

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.

To improve teacher satisfaction by 20% on the Learning Environment Survey in the area of Systems for Improvement by March 2015.

The specific areas of focus for improvement are the following:

- Participates in instructional planning with teachers
- Makes clear to the staff her expectations for meeting instructional goals
- Is an effective manager that makes the school run smoothly

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			
Principal will continue to send weekly announcements to staff to share both instructional initiatives and progress towards meeting the school’s annual goals	All staff	September 2014-June 2015	Principal
Principal will continue to share resources for instructional improvements with staff monthly during professional development sessions	All staff	September 2014-2015	Principal
Provide each staff member with \$250-\$500 of funding to purchase individualized instructional supplies and resources to meet their goals for the year	All staff	Fall 2014	Principal

Part 4 – Resources Needed

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

Leadership Academy Leadership Coach
Attendance at ASCD Conference

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

N/A

Part 6 – Progress Monitoring

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

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.

Mid-Year and End Year staff surveys administered in January 2015 and June 2015

Results will be shared with the entire staff and SLT

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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.

Based on our conversations with families and feedback from the Learning Environment Survey our families have asked for increased support to help them help their children. Families stated that they want to know what their children are learning and how they can help them. The workshop series as planned by PS 330Q, SLT and PTA are meant to answer the many questions and address the concerns that families have in regard to what is necessary for students to be successful academically and socially.

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.

Increase **the capacity of families to support students** in preparing for career and college readiness by providing on-site opportunities for academic assistance, English Language Development, and social emotional support

MEASURABLE OBJECTIVE:

By June 2014, PS 330Q will conduct a minimum of eight (8) workshops for families to increase their knowledge of the academic expectations of the CCLS as they relate to students’ social-emotional needs and improved student outcomes. This will be demonstrated in a 15% increase in families that “Strongly Agree” as noted by families of this support in the 2015 Learning Environment Survey on the statement “My child’s school keeps me informed about services for me or my child such as tutoring, after-school programs or workshops at school”.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 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 			
Monthly workshops and meeting with Principal to provide information to families about topics such as Middle School Planning, Understanding the CCLS, Immigration, Healthcare, etc.	All families	September 2014-June 2015	Parent Coordinator, Guidance Counselor and Principal

Regular system for informing families of the workshops (flyers, school messenger, texts, website, personal phone calls, etc.)	All families	September 2014-June 2015	Parent Coordinator, Pupil Personnel Secretary
Create partnerships with outside organizations to facilitate workshops	All families	September 2014-June 2015	Parent Coordinator, Guidance Counselor and Principal
Utilize participant feedback for planning future workshops by requesting that families submit feedback forms at the end of each workshop session.	All families	September 2014-June 2015	Parent Coordinator, Guidance Counselor and Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent coordinator and guidance counselor support the administration and teacher with the implementation of the programs listed above.

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 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.				
Progress is monitored monthly during SLT meetings when we discuss our CEP goals and committee reports that support each of the goals.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	F & P Benchmark Assessments, NYS ELA Exam results	Guided Reading, Strategy Groups, iReady Reading Intervention software	Small Group, 1:1 tutoring	During the school day, after-school, Saturdays
Mathematics	GoMath! Periodic assessments, NYS Math Exam results	iReady Math Intervention software	1:1 Instructional Technology	During the school day, after-school, Saturdays
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Staff and or family referrals to Guidance Counselor for services	Social skills development	Small group and 1:1	During the school day, lunch periods

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.

X	Schoolwide Program (SWP)		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.

To attract Highly Qualified teachers we post our staff vacancies to our school website and forward them to colleagues that know our school mission and understand our school community to forward to similar colleagues. Much of our staff that has been hired in recent years has come highly recommended by colleagues that are current staff members. We provide new teacher and new staff member mentoring through the formal mentor program and a buddy program, respectively. Our staff members are assigned based on their instructional strengths and past performance.

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).

Our Professional Development committee is comprised of Administration, Instructional Coaches and teacher advisors that plan and arrange professional development opportunities for staff based on student performance outcomes, teacher observation feedback and teacher need as determined by individual teachers. Our network provides professional development opportunities for Administration, teachers and paras throughout the year. As a school we also engage in additional off-site professional development at BER, Teachers' College as well as national conferences such as IRA, ASCD and NCTM.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

To help preschool children transition to elementary school we have partnered with local preschools to speak with families about the academic expectations of elementary schools, share records, provide PD opportunities to their teachers at our school. We also host open house sessions for the families of incoming students.

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.

We will meet twice per year (January and June) with our Assessment Committee that is comprised of our UFT Chapter Chairperson, Principal, and teacher representative from each grade. During these meeting we will discuss our current assessments and student outcomes and revise as appropriate. We will use the June meeting to plan our assessment cycles for the upcoming school year. Teacher teams meet weekly and monthly to discuss assessments and analyze student data.

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	\$283,800	X	8, 10,
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	\$12,128	X	8

Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$3,131,015	X	8, 10,

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

PS 330Q Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 330Q**, 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 330Q** 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 2014-15 CEP

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)

PS 330Q 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 330
School Name PS 330		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal LaShawna Harris	Assistant Principal Ronald James, Jr.
Coach Carri To	Coach Regina Lorentz
ESL Teacher Michelle Zytko-Morgan	Guidance Counselor Terry Audate (Social Worker)
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	382	Total number of ELLs	97	ELLs as share of total student population (%)	25.39%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	41	0	12							41

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	41	0	12	0	0	0	0	0	0	41
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	5	17											37
Chinese			2											2
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	17	5	19	0	41									

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1											4
Intermediate(I)	4	0	5											9
Advanced (A)	11	4	13											28
Total	17	5	19	0	0	0	0	0	0	0	0	0	0	41

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	2	1	7										
	A	0	1	9										
	P	1	1	1										
READING/ WRITING	B	4	1	2										
	I	0	2	7										
	A	0	1	4										
	P	0	0	5										

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 330Q uses Fountas and Pinnell to assess the early literacy skills of our ELLs. The data provides us with insights about ELL students' letter and sound recognition, early literacy behaviors as well as their reading levels. In 3rd grade periodic assessments will be used to monitor and measure students' academic progress in math and reading. We also implement individualized math assessments in grade

K through 2. The data provides us with insights about ELL students' number sense. The data allows us to create and differentiate lessons for our ELLs that best meet their literacy and math needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Spring 2013 NYSESLAT Data became available Summer 2013 for those students who entered grades one through three in 2013-2014. Overall, the results indicate that the students scored more successfully in listening and speaking than in reading and writing. Therefore, more rigorous instruction must be implemented in reading and writing. In order for the students to make progress, the teachers are encouraged to effectively integrate the use of technology, visuals, differentiated instruction and activities, ESL strategies/methodologies, small group work, guided reading, writing, and math centers as well as daily conferencing with students. All instructional decisions are data driven. The trend indicates that there is a substantial number of beginner and advance students as opposed to a minimal number of intermediate ELLs. Our goal is to minimize the number of beginners and help them progress to higher language levels. Similarly we are aiming to transition advanced students to a proficient level. LAB-R raw scores available for 2013 have revealed that our 35 beginner/intermediate students need language instruction in the 4 modalities of listening, speaking, reading, and writing with additional support in listening and speaking. Our 21 advanced level students will need more support in reading and writing skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
According to Spring 2013 NYSESLAT results, there is a significant number of students who are at the beginner/advance level and lack strong reading and writing skills. The following interventions will be implemented: the use of technology, visuals, differentiated instruction and activities, ESL strategies/methodologies, small group work, guided reading, writing, and math centers as well as daily conferencing with students. As for the grade trends, current first graders either progressed one or two proficiency levels. Current second graders moved two levels. Among third graders a lot of students moved 2 levels and tested out. Nevertheless, a significant number of advanced students remained on the same level.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Please refer to question number 2 and 3.
 - b. The results of the ELL Periodic Assessments are used to design differentiated instruction and small group work. During obligatory inquiry meetings, grade meetings, and common prep periods both teachers and administration analyze student data and collaboratively create strategy lessons and activities to meet the students' needs in both programs.
 - c. The Periodic Assessments show us the areas of growth as well as the areas of concern of our ELL population. For example: reading levels, development of writing skills, math skills, and overall progress in content areas. The data reflect whether or not the students are meeting the Common Core State Standards. The Common Core State Standards rubrics are used to evaluate and track students' academic growth.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
During the grade team meetings, inquiry meetings and Data days, teachers work collaboratively to look at and understand data in order to provide the students with the best instructional practices. RtI framework is used to guide teachers in their instructional decisions and group students according to their strengths and weaknesses. Special attention is given to ELLs and SWD students that are grouped in Tiers as to receive the scaffolded, modified and differentiated instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers are encouraged to engage students in age appropriate activities. The curriculum material and content are modified as to meet students' needs and are presented in a differentiated way so that students with different abilities are able to follow, engage and perform successfully. A variety of ESL strategies and activities are used to foster children's language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

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

In 2012 the school introduced "Data days". Teachers gathered and looked at a variety of data accumulated throughout the school year. The results of data analysis directly affected the instructional decisions. ESL teachers specifically focused on ELLs' results and made instructional shifts accordingly. These Data days will continue throughout the current school year. In addition to Data days, Ongoing assessments 3 times yearly with Fountas and Pannell, will assess the early literacy skills of our ELLs throughout the school year. Based on these assessments, teachers will differentiate instruction that will meet the needs of our students. We anticipate the success of our ELL programs by the number of students that test out of the ELL program after taking the NYSESLAT 2013. We will track and compare the number of students that test out after year 3 and those who need additional ELL services after year 3. In the future when our students take the NYS ELA, math, science etc, we will also measure our success by their scores.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
PS 330Q opened in September 2010. This school year, 2013, the school comprises of 6 kindergarten classes, 3 first grade classes, 2 second grade classes, 5 third grade classes, and 2 self-contained special ed bridge classes. When parents registered their children, they completed the HLIS form in the process. Assistance was provided to parents by a trained pedagogue, a certified ESL teacher, while they filled out the form. The certified ESL teachers, Ms. Zytco-Morgan and Mrs. Chiltern, checked the HLIS forms for all incoming students. Eligible students were then administered the LAB-R within the first 10 days of the beginning of the school year (Day 1 from entering the school) by the ESL teachers and the ESL coordinator. Trained Spanish speaking teachers administered the Spanish LAB as needed based on the LAB-R raw score results. In collaboration with the school principal, Ms. Harris, the ESL teachers and the ESL coordinator, the entitled students were then placed in the program as per parental choice. Once the new school year begins, all new families who come directly to PS330Q are given a registration packet which includes the HLIS form in both English and Chinese or Spanish. An ESL teacher and another trained pedagogue, Ms. Vives, who are available at the time new families come to register, assist in completion of the HLIS. Informal oral interviews (in the native language as needed) are conducted collaboratively by the following school pedagogues: Ms. Zytco-Morgan, ESL teacher, and Mrs. Chiltern, ESL teacher. All formal initial assessments and placements continue to be made in collaboration with the principal and the ESL personnel. In the Spring of 2014, NYSESLAT will be administered to all eligible students as per the RLER and the current class lists (ROCL). All four components of the NYSESLAT (speaking, listening, reading, and writing) will be administered by the ESL teachers, Ms. Zytco-Morgan and Mrs. Chiltern. Both ESL teachers will administer the speaking component one-on-one to the students. The other three components, listening, speaking, and reading, will be administered by the ESL teachers. Students will be taking these parts in groups.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once all LAB-R testing is completed (mid September), parents are invited to attend an orientation meeting about the three programs and services that are available to their child. These parent meetings are offered during the school day and the evening of entitled PS 330Q ELLs. At the meetings, the ESL teachers, Ms Zytco-Morgan and Mrs. Chiltern discuss the three program choices (TBE, Dual Language, and Freestanding ESL) and answer questions about the three program choices the parents may have. A teacher and/or a PTA parent, Maria, assists in translating these options and questions in Spanish. We have a small population of students who speak Chinese. A Chinese speaking paraprofessional, Mr. Balten, translates the information in Chinese. The parents are also given the ELL parent program brochure in both English and their native language. The parent video is shown in their language and parents are then asked to fill out the Parent Survey & Program Selection Form following the viewing of the video. These forms are collected at the end of the meeting. Throughout the school year, the ESL teachers conduct these parent meetings on a one-to-one basis at registration or in groups as needed. The program choice video is also shown at the time of registration and the program selection form is filled out by the parent & collected by the school personnel. This ensures the correct placement of new ELLs. At all of the meetings, we inform the parents that we currently do not have enough students to create a TBE class or Dual Language class between two contiguous grades. However if they choose such a program, their child's name will be put on a waiting list and that when we have enough students between two contiguous grades, a class will be formed. Once this occurs, they will be

informed by letter when we have enough students to open one. This letter will indicate that there are enough students to open a TBE or Dual Language class and that their child will be placed in such class. If parents did not attend any of the above mentioned parent meetings, the school will follow up with a phone call that discusses the program selections. A parent brochure and the Program Selection Form are then sent home for approval and a parental signature. We ask that the form be returned as soon as possible. If the first form is not returned, we send a reminder. If it is still not returned, we follow the default program for ELLs as per CR Part 154, if space allows. Entitlement letters for the first time ELL entitled students, indicating program choice and placement, are sent home after the parent meetings are conducted. Copies of these letters are kept on file in the ELL binder. This procedure continues to be followed as new students register throughout the school year.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

All entitlement letters both in English and their native language, are distributed by the ESL teachers, Ms. Zytco-Morgan and Mrs. Chiltern. They are given to the classroom teachers and are asked that they be sent home with the child at the end of the day. They are completed by filling in student name, OSIS, and ATS/room number. Before sending them home, they are photocopied back-to-back and copies are kept in an ELL binder along with other letters. Parent Survey and Program Selection Forms are collected at the end of the parent meetings, photocopied and are stored in the ELL binder also.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Students are placed as per parental program choice, if space allowed. Placement letters are completed, photocopied, and originals are distributed by the ESL teachers, Ms. Zytco-Morgan and Mrs. Chiltern, to the classroom teachers for students to take home. Copies are placed in the ELL binder. The same process goes for continued to be entitled letters. If parents had any further questions, they were encouraged to call or visit the school for clarification.

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

ESL teachers are in charge of NYSESLAT preparation and administration of all four modalities. The first modality is speaking where ESL teachers do not test students they service. Students are tested one-on-one in private locations. The testing is ongoing throughout the duration of the NYSESLAT testing period. Listening, reading and writing modalities are administered in assigned classrooms in groups as a grade. Once the testing is over, the testing booklets and grids are kept in a locked closet.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  The trend for this year seems to be about 94%. Most of our parents chose ESL only. 4 parents selected TBE or the Dual Language program. Last year's trend was 100% ESL only. When informing parents about the TBE and Dual Language programs, however, they were informed that they can transfer their child to another school where they are currently available. If enough families make the selection for these programs, such classes will be created.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A. The organizational models are self-contained ESL (kindergarten) and Push-In/Pull-Out ESL (1, 2, and 3).

B. Our ESL self-contained classes are homogenous as per LAB-R. Push-In/Pull-Out students are serviced in both homogenous and heterogeneous groups (Beginner/Intermediate or Advanced) as per NYSESLAT Spring 2013 results in kindergarten through third grade.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

As per CR Part 154, ELLs in the ESL Push-In program receive the mandated 360 minutes per week (mandated number of units of support) for beginner and intermediate levels and 180 minutes per week (mandated number of units of support) for advanced levels.

As per CR Part 154, ELLs in Spanish TBE receive instruction in the students' native language with intensive support in English. In the beginning levels of English language development, 60% of instructional time will take place in the students' native language and 40% in English. As the students develop fluency in English, instructional time in English increases (50/50 for intermediate levels and 75/25 for advanced levels). As per CR Part 154, NLA is taught 60-90 minutes daily for beginners, 45-60 minutes for intermediates, and 45 minutes for advanced students.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In both self-contained model and push-in/ pull-out models English is the only mode of instruction. Our instructional approach relies on incorporating ESL methodologies, along with scaffolding instructional strategies.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Conferencing with students several times a week; exchanging information with classroom teachers and use of Data day results help us appropriately evaluate ELLs' progress.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. N/A

B. The ESL Push-In teachers work collaboratively with our literacy coach and classroom teachers with ELLs in their classrooms. All teachers make sure that lesson plans are aligned with Common Core State Standards. Both ESL teachers are members of the inquiry team which meets once a week to analyze and discuss students' data as to create academically rigorous instructions which will meet the needs of the ELLs. The ESL teachers differentiate and scaffold the monthly units of study in reading, writing, math, science, and social studies. For our newcomer students, we get to know the students better by knowing their learning styles and provide them with teaching activities that fit their needs. On Our Way to English, Foundations, a phonics program, Ready Gen, Expeditionary Learning are currently being used to support language development. Books from Mondo and Scholastic book companies are being utilized to enhance classroom libraries.

Other programs used at our school to support ELLs in their various stages of language development are: using leveled literacy intervention through Fountas and Pinnell, Go Math, Science by Harcourt School Publishers, as well as Social Studies by Houghton Mifflin Harcourt. Two times a week ELLs also participate in our Extended Day Program which focuses on building reading, writing, word work and math skills as well as improving reading and writing strategies. During this program, students are engaged in small group work.

- C. N/A
- D. N/A
- E. There is no program in place.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs identified as having special needs receive additional differentiated instruction and ELL scaffolding techniques that are needed as per each student's IEP. As mentioned in question 6b, the same materials are used for ELL-SWDs, however are modified to their needs. Service providers maintain daily attendance by entering the students progress using SESIS. Providers follow the same curriculum as classroom teachers.

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

In order to met the needs of ELLs students, the ESL teachers are collaborating with classroom teachers. Students are engaged in guided reading, small group strategy lessons, and differentiated instruction. Teachers are meeting once a week and collaboratively plan lessons and strategy lessons making sure that students are engaged in academicy rigorous insruction. Two days a week, students attend extended days where they are engaged in activities that target their areas of concern.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

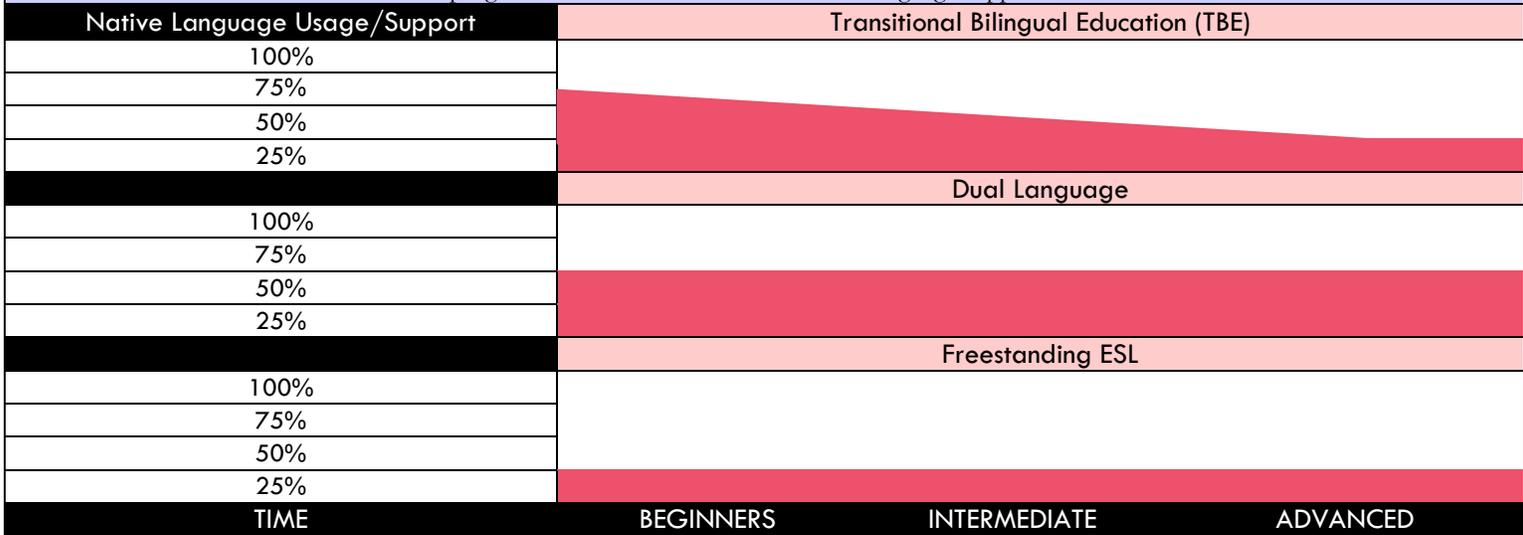
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We currently have 6 kindergarten classes, 3 first grade classes, 2 second grade, 5 third grade classes and 2 self-contained special ed bridge classes. As an academic intervention program for ELLs, AIS teachers implement Fountas and Pinnell as a base line to collect data and create lessons accordingly. The school does not have any targeted intervention programs for math and the other content areas as of now. As for the instruction in the native language, we do not have any intervention program in math and other content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Ready Gen, Expeditionary Learning and On Our Way to English are new programs that will be implemented this school year. As we collect data, we will be able to evaluate the effectiveness of the programs and carry out instructional shifts.
11. What new programs or improvements will be considered for the upcoming school year?
- For the current school year, we are beginning with Ready Gen, Expeditionary Learning and On Our Way To English.
12. What programs/services for ELLs will be discontinued and why?
- This year we discontinued Teacher's College Reading and Writing Project as it did not meet the needs of our ELLs. Some aspects of the program were too challenging and the data indicated that the students were not making adequate gains. Everyday Math is being replaced with Go Math because Go Math is now the program used citywide.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in our Extended Day Program which focuses on building reading, writing, word work and math skills. During this program, students are engaged in small group work. Our ELLs also participate in all physical education, art, and technology cluster activities throughout the day. All students at PS 330Q interact with one another during the scheduled lunch periods. All students participate in their classroom activities as well as scheduled classroom trips outside the building. During 2012/13 student were offered a Saturday program offering services in academic areas of weakness. In addition, ELLs were given additional instructional time by an F-status teacher using Title III Funds. Supplementary materials were purchased and used to enhance not only English language skills but also content area skills. Our plan is to have another F-status teacher come this school year and provide students with necessary services.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Please see 6 B. In addition, classroom teachers have access to a traveling computer cart that can be signed out for daily classroom use. The literacy coach has additional materials that all teachers can borrow for classroom instructional enhancement. SmartBoards are being utilized in every classroom in the current school year. Also, every class receives 10 iPads, Apple computers, Elmos. Books in the ESL classrooms are in English and are available for classroom teachers when needed. In our school we use big books in math and social studies.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Please see numbers 1 and 2 under Programming and Scheduling Information. In the ESL program, the native language is not used, however the ESL teachers support their learning by using visuals such as hands-on manipulatives, pictures and various charts/graphic organizers.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The AIS program supports and corresponds to ELLs' ages and grade levels. The AIS provider follows a pull-out program and engages students using grade appropriate materials and activities. She collaborates with teachers and analyzes the running record data in order to target student needs. Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- N/A
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. Our PD plan for the ELL personnel, ESL teachers, common branch teachers, secretary and parent coordinator revolves around the on-going assessments of student needs that will help drive instruction for ELLs implementing ESL strategies and methodologies. PDs are offered through the DOE Professional Development Website. The entire staff is required to apply a month in advance to any of the PDs they find important and fill in the form with the rationale for the application. In addition, a PD calendar is included in the PS 330Q Staff Handbook.

2. ESL teachers either personally choose or are guided to attend PDs outside the building that are offered through the office of ELLs. These PDs are aligned to CCSS .

3. N/A

4. There are scheduled monthly faculty meetings, inquiry team work meetings as well as grade meetings where the needs of ELLs are discussed. There will be ongoing study groups for teachers throughout the year to help them build their knowledge and skills/strategies for teaching ELLs. Some of the opportunities will be in-house training done by the ESL personnel and literacy coach. Others will be provided by outside organizations. Meeting agendas and sign in sheets will be used to record attendance at professional development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We are a school that welcomes all families. Our parent coordinator, Jessica Tirado, welcomes parents and facilitate any correspondence with all staff members. The vast majority of our families speak a language other than English. We have hosted Parent Association meetings, orientation meetings, a curriculum night and an Ethnic Heritage celebration. Further activities will be planned throughout the year based on need.
 2. We currently have a partnership with New York Cares and will be offering families ESL services on the weekend.
 3. All forms parents complete during registration, such as the HLIS, are in the native languages as well as English. The parent coordinator, Ms. Tirado, is in charge of making sure that parents complete all necessary information, communicating with families and making phone calls when needed and translating during parent meetings. Both parent coordinator and secretary are bilingual and are in charge of translating any documents or letters.
 4. All letters inviting parents are translated in their native language. All parent activities have been well attended so far this year. Translators are available at all of the above mentioned meetings. We are hoping that our high parent participation rate will continue throughout the year as more activities are planned.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 330Q		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q330 School Name: PS 330

Cluster: 6 Network: 606

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.

As a school we utilize information that has been provided to use through the registration process as per the Home Language Identification Survey (HLIS). This information is available in ATS. Based on the this information we located translated versions of DOE documents to provide families that is specific to their preferred langage of communion.

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.

A large number of our families speak a language other than English, with Spanish being spoken the most. Based on family surveys we have determined that there are several families that would like to receive documents from the school in Spanish. We also introduced a school website to share information that can be translated into all of the languages spoken by our families. Translated versions of our family calendar and newsletter are made available.

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.

Several of our staff members, including our Parent Coordinator are biliterate. They frequently provide written translation. Letters and notices are often done by staff members. However, we utilize online and the DOE Translations Unit for languages that we are unable to translate at the school.

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 will be provided by school based staff, parent volunteers, DOE Translations Unit (via phone) and outside contractors for meetings and whole school events, as appropriate.

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

Parents will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language when necessary. Translations for this document will be retrieved from <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.html>. If we encounter a situation in which parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with Chancellor's regulations. We will also direct families to the Department's website where they can find information in each of the covered languages concerning the rights of parents in regards to translation services.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 330Q</u>	DBN: <u>24Q330</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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: Our Title III funds for the 2014-2015 and 2015-2016 school years will be used to support an after school program that will focus on engaging students in literacy through the creation of animated videos. Students will write original stories based on literature studied through interactive read alouds and shared reading. After analyzing the story in depth, students will work in groups to adapt the story into an original screenplay. Students will then create short animated films with partners using the program goanimate4schools. ELL students will be grouped heterogenously in order for there to be language models in each group. This program will give students the opportunity to develop reading comprehension by analyzing a story in depth. Additionally, students will also be able to foster their creative writing skills by adding original dialogue to each project.

Our school wide data shows that ELLs need improvement in English Language Arts, specifically reading comprehension and response to literature, based on the state ELA exam. NYSESLAT trends also show that students struggle with reading comprehension and writing. While many ELL students are able to decode grade level books, they have trouble comprehending complex story plots and grasping the gist. This program aims to target reading comprehension strategies that students will be able to apply throughout the school day. During the writing portion of the film project, the focus will be on purpose, vocabulary and sentence structure. In addition, research shows that increasing socialization leads to higher level of oral production and oral proficiency, in turn increasing gains on the NYSESLAT exam.

At the end of each project, students will showcase their animated videos for parents and teachers as well as their fellow classmates. The after school theater animation program will enrich students by building their self confidence through the creation of these videos.

The after school program will use technology to support computer literacy. Students will create their animated videos on Macbook Pros. A SmartBoard will be used to demonstrate how to draft, edit and revise a script on Microsoft Word. Teachers will also demonstrate how to use the animation software using the Smart Board. Technology is heavily integrated into this program to engage and motivate students in the writing process.

This program will target 25 ELL students in second, third and fourth grades. The program will meet twice a week for one hour sessions on Wednesdays and Thursdays from 2:30 to 3:30. The program will begin on December 10, 2014 and will end on May 28, 2015. There will be 46 sessions. The program will meet in a classroom where there is access to a Smart Board and laptops. Program instruction will be in English, however native language support will be used when appropriate. Groupings will vary depending on the task. Newcomer ELL students will be pulled to analyze the story in a smaller setting with

Part B: Direct Instruction Supplemental Program Information

appropriate scaffolds. Students will be paired heterogenously to create their videos. The program will be run by three teachers, two of whom are ESL certified. The two ESL teachers will use appropriate coteaching models. The third teacher with Special Education certification will assist the students with IEPs who benefit from extra support in reading and writing.

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: The ESL teachers will host professional development sessions for all staff. These sessions will focus on best practices for ELLs as well as the ELL identification process.

Topic 1: Making Content Comprehensible

Rationale: ELL students are struggling with the content rich curriculum

Date: December 15, 2014

Time: 2:30-3:40

Name of Provider: Danielle Russo

Audience: 3rd and 4th Grade Teachers

Topic 2: Encouraging Accountable Talk with ELL students

Rationale: ELL students need ample opportunities to express their thinking aloud in a structured manner

Date: January 12, 2015

Time: 2:30-3:40

Name of Provider: Michelle Zytko

Audience: Kindergarten and First Grade Teachers

Topic 3: Preparing ELL students for the NYSESLAT

Rationale: There are many ways classroom teachers can integrate NYSESLAT practice into their lessons to better prepare students for the exam

Date: March 23, 2015

Time: 2:30-3:40

Name of Provider: Jelena Chiltern and Melissa Newman

Audience: All teachers

The ESL teachers will also host a study group that meets the first Friday of the month. The group will use the text "Classroom Instruction that words with English Language Learners" by Jane D. Hill. Studying this text and reviewing best practices will enable classroom teachers to grow in their practice with English Language Learners.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: The ESL teachers will host meetings on a variety of topics for parents of ELLs. The meetings will inform parents on how best to support their child's literacy skills and English language development. The teachers will model strategies parents can use at home in their native language. These meetings will target approximately 170 families. Two certified ESL teachers and an interpreter will conduct each workshop. There will be four one hour sessions.

Thursday, November 6, 2014: Encouraging Oral Language at home

Thursday, December 5, 2014: Encouraging Reading Behaviors at home

Thursday, January 2, 2015: Helping your child with Writing

Thursday, March 6, 2015: Helping your child with Math

Bilingual materials such as strategy summaries and bilingual content glossaries will be distributed at these meetings. Refreshments will be served.

In addition, there will be a meeting that focuses on using technology as a learning tool at home. A certified teacher and an interpreter will host this meeting in the library. This meeting will share engaging literacy and math websites that students can use independently at home. This workshop will be one hour long.

Parents will be notified via a flyer in their native language sent home with students one week before the meeting.

Parents will also be encouraged to attend the Title III animated film presentations. Students will share their published videos with their families and explain the process they used to create them.

Part E: Budget

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

Allocation Amount: \$12128

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)	_____	_____

Part E: Budget

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

Allocation Amount: \$12128

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per session • Per diem 		
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. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		