



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08X014

School Name:

SENATOR JOHN D CALANDRA ELEMENTARY SCHOOL

Principal:

MR. IRA SCHULMAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Senator John D. Calandra School Number (DBN): 08X014
School Level: Elementary Grades Served: K-5
School Address: 3041 Bruckner Boulevard, Bronx NY 10461
Phone Number: 718 822-5341 Fax: 718-239-6386
School Contact Person: Ira Schulman Email Address: ischulm@schools.nyc.gov
Principal: Ira Schulman
UFT Chapter Leader: Fred Cassara
Parents' Association President: Amy-Ann Vohnout
School Leadership Team
Chairperson: Irene Denobile
Student Representative(s): _____

District Information

District: 8 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Ave, Bronx
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-2760

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steve Chernigoff

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 School Comprehensive Educational Plan (SCEP) 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)
Ira Schulman	*Principal or Designee	
Fred Cassara	*UFT Chapter Leader or Designee	
Amy-Ann Vohnout	*PA/PTA President or Designated Co-President	
Maureen Burke	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	
Irene DeNobile	Member/UFT	
Aura Polanco	Member/UFT	
Gigi Santiago	Member/D37	
Judy Gennarelli	Member/ Parent	
Joseph Vento	Member/Parent	
Christine Wicox	Member/Parent	
Lysette Rivera	Member/Parent	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



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

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

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

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** 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.
10. **Step 4:** 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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Senator John D. Calandra School (PS 14) is located in the Throgs Neck Community of the Bronx and is an elementary school that has approximately 620 students in grades K through 5.

The Mission and Vision of PS 14 is a school community that strives to develop respectful, trustworthy individuals with a desire to become life-long learners and good citizens. We hold our students to the highest academic standards while providing them with the direction, support and encouragement they need to be successful. Our students will empower themselves and inspire others to be tolerant and understanding.

The school has made great strides in the area of parent communication and providing our students with a variety of extracurricular activities built within the school day. Additionally, our teaching staff have embraced the teacher observation tool and work each day to plan and deliver lessons that will engage students and develop critical thinkers.

The administrative team continues to target those components that will make the greatest impact on student learning.

08X014 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	612	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		3.6%	% Attendance Rate	92.6%
% Free Lunch		52.9%	% Reduced Lunch	10.7%
% Limited English Proficient		5.4%	% Students with Disabilities	23.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	4.8%
% Hispanic or Latino		62.9%	% Asian or Native Hawaiian/Pacific Islander	2.5%
% White		29.5%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.83	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	15.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.78
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		32.5%	Mathematics Performance at levels 3 & 4	40.9%
Science Performance at levels 3 & 4 (4th Grade)		87.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	P
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	P
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	P
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	P

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 the New York State testing data the school needs to address the highest performing students who are not making the progress as well as the ICT student population. This was one of two areas of need from the Quality Review of 2013-2014.

“Although teachers provided multiple entry points and engaged students in high level discussions, supports and extension for higher achievers was not evident, thus impeding learning opportunities to purposefully engage all learners in high levels of thinking and participation.”

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 1b, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, develop a comprehensive system that will provide a clearer picture of student proficiency, learning needs as well as inform 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</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 		<i>date?</i>	<i>activity/strategy?</i>
<p>Strategy #1</p> <p>A) Diagnostic Reading Assessment (DRA) 3x per year</p> <ul style="list-style-type: none"> All Students will be assessed in reading in the fall, winter and spring Teachers will be familiar with each students' skills, knowledge and language proficiency 	All students	October, January, March	All classroom teachers
<p>Strategy #2</p> <p>A) Go Math Unit Tests and Progress Checks for All Students</p> <ul style="list-style-type: none"> All Students will be assessed and progress monitored toward mastery of grade level content Teachers will gather formal and informal information about students for use in planning instruction 	All students	Monthly progress checks and unit tests	All Classroom teachers
<p>Strategy #3</p> <p>A) NYS Test Sophistication ELA/Math for Grades 3-5</p> <ul style="list-style-type: none"> Students will engage in test taking sophistication centered on the composition of multiple-choice, short answer and extended responses. Teacher will gather formal and informal information about students for use in planning instruction 	Identified pushable/slippable students	10 week Saturday program	Selected Teachers, Assistant Principal, Parent Coordinator
<p>Strategy # 4</p> <p>A) Academic Intervention Teacher</p> <ul style="list-style-type: none"> Use of the Fountas & Pinnell Leveled Literacy Intervention Program for Grades K&3 Identified students will receive intensive phonics, word study and language fluency <p>B) Tier II Intervention: Fountas & Pinnell Leveled Literacy Intervention Program K-2:</p> <ul style="list-style-type: none"> Students identified using the DRA in Grades 1-2 <ul style="list-style-type: none"> Students will receive intensive phonics, word study and language acquisition in classroom based small group instruction. Teachers will progress monitor students weekly <p>C) Tier III Intervention: Reading Rods Phonics and Fluency Program K-2</p> <ul style="list-style-type: none"> Students identified using DRA in Grade K-2 Students will receive intensive phonics, word study and language acquisition in pullout based small group instruction. AIS Teacher will progress monitor students weekly 	AIS Tier2 and 3 students below reading level	Sept-June weekly	AIS Teacher, Cluster Teachers, Assistant Principal
<p>Strategy #5</p> <p>A) Data Specialist</p> <ul style="list-style-type: none"> Compile data in one source 	All student data	4 times a month	"F" status data specialist

o Analyze student data			
o Relay Information to teachers to enhance student achievement.			

Part 4 – Resources Needed

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

1. DRA2 given 3 times per year. (No additional cost)
2. Go Math Progress and Unit Tests (No additional cost)
3. ELA and Math during Saturday School Grade 3-5 (10 weeks, 14 teachers, 4 hours each session)
4. Leveled Literacy Intervention System during small group instruction. (No additional cost)
5. Per-Diem Academic Intervention Teacher (105 days)
6. Per-Diem Data Specialist (30 days)

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

X-Focus Funding

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.

Beginning of the year assessment data

Teachers review classroom data every Tuesday

The November report card data

Mid-year benchmark for ELA and math will be used and data analysis in January

Mid-Year report card data

DRA data

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	p
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	P
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	WD

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 the NYC Quality Review report this is an area of strength for our school. From the 2013-2014 Quality Review parents stated: “We are a community, we are more than a school, we are a village, and we help each other.” Additionally, the Parent Coordinator and Parent Teacher Association (PTA) collaborate in organizing targeted workshops, activities, and events for students and families.”
We believe this is a critical component to the overall success of our school and want to maintain our rating of a well-developed.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the number of Level 4 incidents will continue to decline by 10%

Part 3 – Action Plan

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

- Research-based instructional programs, professional development, and/or systems and structures needed to

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

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

<p>impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>Strategy #1</p> <p>A) WolfPack Pride Program</p> <ul style="list-style-type: none"> Daily PAW (Positive Award Winners) tokens given out by staff to classes/students for exhibiting positive school behavior. Monthly PAW (Positive Award Winners) Awards Ceremonies for all grades that promote academic excellence and attendance. The use of Second Step, which is a social and emotional behavior education program once a week for 30 minutes for all grades. 	All students	September 2014 to June 2015 (data reviewed at monthly school safety meetings)	Classroom Teachers, Assistant Principal, Parent Coordinator, Guidance Counselors
<p>Strategy #2</p> <p>A) Enrichment Activities</p> <ul style="list-style-type: none"> Arts Connection: Percussion Program for Grades 1-2 LEAP: ALLL program for Grades K- 2 Music Recorder program grade 3 Dancing Classrooms: Ballroom Dancing Grades 4 & 5 YMCA Program K – 5 Book talk club grades 3- 5 Needle Craft Club Quest (Questioning, Understanding, Explore, Success, Technology) Program – Grade 2 Instructional Move Theatre Visual Arts Puppetry Afterschool K-2 Instrumental Music Program Afterschool 4-5 	All students	September 2014 to June 2015 (data reviewed at monthly school safety meetings)	Classroom Teachers, Teaching Artists, Parent Coordinator, Assistant Principal, Principal
<p>Strategy #3</p> <ul style="list-style-type: none"> Parent Engagement Workshops <ul style="list-style-type: none"> Tuesday - Grade Level Parent Workshops Monthly PTA Principal Communication Family Craft Nights Science Laser Show -December 	All Parents	September 2014 to June 2015	Parent Coordinator, Assistant Principal, Principal, Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> Supplies for award ceremonies and PAW (Positive Award Winners) incentives. (\$750 – Tax Levy) Project Boost Arts Funding (\$18,500), PTA Funding (\$8,500), CASA Grant (\$20,000) CIT services provided by Guidance Counselor (\$76,000 – Tax Levy)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

Parent Survey data
ORRS reporting data of incidents monthly from September 2014 to June 2015

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 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	P
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	P
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	P
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	P

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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 the Quality Review findings this was an area of strength. As stated in the review:

- The math curriculum artifacts reflected the shifts such as using academic and domain specific words, fluency, providing deep understanding of concepts, developing speed and accuracy, and application of real world problems.
- The school consistently incorporates the instructional shifts across all grades by using a balance of informational and literary texts in English language arts.
- Teacher' feedback informs students about their strengths and areas for improvement aligned to rubrics, thereby mirroring the school-wide focus on developing capacity to reflect on their learning.

Although the statements of practice around collaboration is an area of proficiency the school would like to continue to maintain this level of collaboration and reach a well-developed rating with an additional focus of the components of domain 3

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teaching practice will improve as measured by the Danielson Framework by 5% for Domain 3.

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: 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	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>
Strategy #1 A) Measures of Teacher Practice o Observe, score and analyze teacher practice through the lens of the Danielson Framework. o Group teacher groups by observational data and provide targeted professional development.	Teachers	September 2014 to June 2015 (4 cycles of informal observations, information will be analyzed at the end of each cycle.	Principal, Assistant Principal, Classroom Content lead Teachers, Teachers College Coach, CFN 607
Strategy #2 A) Establish a vertical team of teachers across the 4 major content areas B) Content leads will attend any City Wide and/or Network professional development and turnkey to staff	Vertical Team		Principal, Assistant Principal, Vertical Team Teachers, Classroom Teachers, Teachers College Coach, CFN 607

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. ELA Instructional Lead, Math Instructional Lead, CFN 607, Assistant Principal, Principal (No additional costs) 2. Teachers College Coach (20 onsite days) 3. NYC Teacher Development Coach (9 onsite days)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
X – Focus Funding													

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

Through the use of the ADVANCE system we will be able to track teacher performance for each component area.
Data will be collected at the completion of each of the four rounds.

- 1st round October data collected November
- 2nd round November data collected in December
- 3rd round January data collected in February
- 4th round March data collection in April

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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	P
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	P
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Although three of these statements of practice are proficient and the schools last quality review stated that: “The principal uses staff feedback, students’ performance data, classroom observations, and students’ work to make purposeful decisions for the use of resources that supports school-wide instructional goals decisions.” However, observation reports do not always provide teachers with clear and time-bound implementation for recommendations based on classroom practices, thus resulting in missed opportunities to strengthen teachers’ instructional practice and growth. “

The administration recognizes the need to have a system to collect data at the completion of each observation round in order to fully support teachers in their practice, improve pedagogy thus impacting student achievement. Through the use of the ADVANCE system administration will monitor teacher improvement and ensure that feedback provided is both specific and time bound.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will demonstrate improved classroom practice as measured by actionable teacher feedback that articulates clear expectations for teacher practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Strategy #1</p> <p>A) Teachers College Reading Coach will have 5 interactions with targeted grade levels to provide differentiated training all teachers</p> <ul style="list-style-type: none"> o Through differentiated professional development teachers will develop knowledge of content-related pedagogy through the lens of the Danielson Framework o Teachers will set instructional outcomes at a challenging cognitive level o Align instructional materials to support the learning of student 	<p>Instructional staff identified by administration</p>	<p>September 2014 to June 2015 (Monthly monitoring of Informal Observation information)</p>	<p>Principal, Assistant Principal, Teachers College Coach, CFN 607 Instructional Staff</p>
<p>Strategy #2</p> <p>A) Teachers College Professional Development Activities</p> <ul style="list-style-type: none"> o Teachers College Coaching Institute: Selected Teacher o Teacher College Positive Behavior Management Institute: Selected Teachers o Teachers College Inquiry Study Group: Selected Teachers 	<p>Instructional staff identified by administration</p>	<p>September 2014 to April 2015 (Interim conferences and turn-key of information)</p>	<p>Teachers College Coach, Classroom Teachers, Assistant Principal, Principal</p>
<p>Strategy #3</p> <p>A) Cycles of frequent unannounced observations with timely actionable feedback</p> <ul style="list-style-type: none"> o School leaders will set up and follow a schedule for teacher observation and formative feedback aligned to Domains 2 & 3 of the Danielson Framework for Teaching o School leaders will document and track observation evidence and feedback o School leaders will meet with teachers in a timely manner to share formative feedback and next steps 	<p>Instructional staff</p>	<p>October 2014 to June 2015 (Monitoring of teacher information through informal observation rounds)</p>	<p>Principal, Assistant Principal</p>
<p>Strategy #4</p> <p>A) Professional Development provided by school-based Teacher Effectiveness Team based on observational data. Teachers will attend Network 607 professional development opportunities.</p> <ul style="list-style-type: none"> o Teacher Effectiveness Team will provide school-based professional development using competency data from informal and formal observations o Teacher Effectiveness Team will provide support to staff 	<p>Instructional Leads and Vertical Team Teachers</p>	<p>October 2014 to June 2015 (Monthly monitoring of Informal Observation information)</p>	<p>Vertical Team and Instructional Leads, Assistant Principal, Principal</p>

by surveying, collecting best practices, provide school-based workshops and measure effectiveness o Selected Teachers will attend Network 607 Saturday professional development opportunities.			
Strategy #5 A) Peer Coaching and Learning o Teachers will engage in a peer coaching and learning environment to: o Enhance instructional design to engage students and advance them through school content o Enhance instructional design to support instructional outcomes and reflect important concepts o Design learning tasks that require high-level student thinking and are aligned with lesson objectives	Instructional staff	May 2014 to June 2015 (Teacher Survey and conference)	Classroom Teachers, Assistant Principal, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Teachers College Reading Coach – On Site (14 days) 2. Teachers College Professional Development Activities 3. Framework for Teaching Professional Development (Danielson Group – 1 day) 4. Extended Day Teacher Meetings, Grade Level Meetings and Faculty Conferences 5. Peer Coaching and Learning using the Framework for Teaching

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
X – Focus Funding													

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.				
Through the use of the ADVANCE system we will be able to track teacher performance for each component area. Data will be collected at the completion of each of the four rounds. <u>1st round October data collected November</u> <u>2nd round November data collected in December</u> <u>3rd round January data collected in February</u> <u>4th round March data collection in April</u>				
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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	P
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	P
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	P

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Although this is an area of strength as mentioned in the schools last quality review: “Parents, staff, and students unanimously agreed that the school fosters a safe climate where students’ emotional and academic needs are readily addressed and underpins an improved attendance rate. The school’s inclusive culture enables every student to be well known by a staff member who assists in supporting students’ academic and social growth.”

The school recognizes the importance of partnerships with parents as the cornerstone to our continual growth. The use of the **PS 14 APP** will increase the schools ability to further its communication to parents via all smartphone/tablet devices. The school needs to make steady progress to move forward and reach the goal of a well-developed rating.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents will receive weekly update of their child’s progress based on “monitoring of their own learning against clear standards (3d: Using Assessment in Instruction).” Teachers’ comments will be based on “feedback as part of a rich instructional environment; without it, students are constantly guessing as to how they are doing and student self-assessment which is the assumption of responsibility for their learning is when they monitor their own learning and take appropriate action (3d: Using Assessment in Instruction).” Parents receiving weekly-updates on the progress of their child which includes space for parent questions/answers and are returned to the classroom teacher every Monday.

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>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
1. Develop greater student goal setting techniques through the Teacher Effectiveness Team methodology of survey, develop workshops, monitor, peer coach and learning are evaluate.	Teachers	September 2014 to June 2015	Principal, Assistant Principal, Classroom Teachers, Vertical Team Leads
2. Parent Workshops with topics including Literacy, Math and Homework Help.	Parents	September 2014 to June 2015	Parent Coordinator, Classroom Teachers, instructional Leads, PTA
3. Talk to the Principal Night (open forum for Q&A)	Parents & community	October 2014 to June 2015	Principal, PTA, Parent Coordinator
4. Monthly PTA Principal Report and Q&A	Parents & community	September 2014 to June 2015	PTA monthly meetings

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Week In Review 2. Common Core Resources/ Tuesday Parent Workshops 3. PS 14 APP 4. Engage NY/ARIS Resources 5. School Data 6. SchoolNet Data

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
1. <u>The number of teacher/parents communication on the Week In Review will be surveyed and tracked will a 10% increase in the home/school connection</u>				
2. <u>Increase in the number of parents attending workshops.</u>				
3. <u>Increase in the number of parents attending open forums</u>				
4. <u>Increase in the number of parent attending the monthly PTA meeting</u>				
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 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)	NYS ELA exam DRA reading Levels F & P Levels	F&P Leveled Literacy Intervention Program Reading Rods Fluency and Phonics Program Wilson and Foundations Reading Programs Saturday School	Small group instruction Small group instruction Small group instruction Small group instruction	During school day in classroom teacher During school day with AIS pullout During school day with SETSS pull out/push in. Saturday morning
Mathematics	NYS Math Exam Go Math chapter/unit tests Teacher recommendation	Go Math Intervention Saturday School	Small group instruction Small group Instruction	During the school day with classroom teacher Saturday Mornings
Science	State exam results Teacher data/recommendations	Non-Fiction Reading and Writing Units of Study	Whole group, small group and one to one instruction	During the school day with classroom teacher
Social Studies	Teacher data/recommendations	Non-Fiction Reading and Writing Units of Study	Whole group, small group and one to one instruction	During the school day with classroom teacher
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher data ORRS data teacher recommendations and Mandated services	ERSS Counseling with Social Worker At-Risk Counseling with Guidance Counselor	Small group and one on one counseling	During the school day with counselor

08X014 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	612	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	3.6%	% Attendance Rate	92.6%	
% Free Lunch	52.9%	% Reduced Lunch	10.7%	
% Limited English Proficient	5.4%	% Students with Disabilities	23.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	4.8%	
% Hispanic or Latino	62.9%	% Asian or Native Hawaiian/Pacific Islander	2.5%	
% White	29.5%	% Multi-Racial	0.3%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.83	# of Assistant Principals (2014-15)	N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	15.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	8.78	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.5%	Mathematics Performance at levels 3 & 4	40.9%	
Science Performance at levels 3 & 4 (4th Grade)	87.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	YES	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

08X014 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	612	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.6%	% Attendance Rate		92.6%
% Free Lunch	52.9%	% Reduced Lunch		10.7%
% Limited English Proficient	5.4%	% Students with Disabilities		23.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		4.8%
% Hispanic or Latino	62.9%	% Asian or Native Hawaiian/Pacific Islander		2.5%
% White	29.5%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.83	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.78
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.5%	Mathematics Performance at levels 3 & 4		40.9%
Science Performance at levels 3 & 4 (4th Grade)	87.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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 14**, 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 14** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS 14, 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.



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: Senator John D. Calandra	DBN: 08X014
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
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: PS 14 implements a comprehensive freestanding ESL instruction program in English utilizing the Push-In/Pull-Out model. Under the funding of Title III, PS 14 offers supplemental language instruction education programs to insure that our immigrant and ELL population has an adequate opportunity to acquire a second language and attain English proficiency while meeting state academic achievement standards.

Newcomer ELLs and Immigrant students span all grade levels and different language backgrounds. In addition to the freestanding ESL program Title III will incorporate supplemental activities, including vocabulary and phonemic development, and materials specific for Newcomer and Immigrant ELLs, as well as all of PS 14's ELLs which include "Words Their Way for ELLs" (at no cost to Title III), Step by Step Language Skills, and Readers' Theater materials.

Through supplemental teaching beyond the mandated units, the ESL Afterschool program's objective of is to provide our ELLs, especially the sub-group of Newcomer ELLs, small group instruction to accelerate language acquisition with a focus on developing academic language in the content areas of ELA and Mathematics through Readers' Theater activities and Multi-Cultural research projects. Both the Readers' Theater and Multi-Cultural projects will culminate with a Parents' Night in which parents will be active participants in their children's learning experiences, promoting socio-emotional support.

Data reviewed from the NYSESLAT, DRA scores, NYS ELA and Math scores indicate that the ELLs, especially Newcomers and those at Beginner Proficiency levels, are not scoring as highly or proficiently as their peers. In order to raise the reading levels and skills, the Title III program will focus on reading fluency and comprehension. Through the use of Readers' Theaters programs, "Speak Out! Readers' Theater", First through Fifth grade ELLs will build reading stamina, expression, fluency, and comprehension, as well as interpersonal social skills while interacting with their peers. The students will work cooperatively and collaboratively to create a theater production at least once every 6 weeks. To increase parental involvement in their children's' education, these theater productions will be an event for parents to participate in and watch in order to engage socially and academically.

In addition to Reader's Theater, the ELLs in Third-Fifth grade will work on Multi-Cultural research projects which will build their reading and writing skills and strategies for Non-Fiction Literacy. Through the use of technology, research strategies, and Non-Fiction Literacy models, such as National

Part B: Direct Instruction Supplemental Program Information

Geographic for Kids, these ELLs will research other cultures and topics they find interesting to create a project of their choosing such as a display, a report, a recording, or presentation. Parents will be invited to participate in a Cultural Feast, where they will get a chance to engage socially and academically with their children and other ELL parents.

In addition, Newcomers will have targeted small group instruction which will focus on foundations of English language acquisition. The supplementary material used for this target group includes "On Our Way to English" (no cost to Title III) which is a program which develops oral language, grammar, vocabulary and writing with ESL methodologies. Other material will include, language intervention programs, and visual materials that help support language development in English and native languages. Continental's "Step by Step Language Skills" will target the Newcomers, who are reading English at below grade level. The objective of this program is to accelerate the English acquisition for the ELLs to raise their reading and writing levels.

Supplemental teaching beyond the mandated units will be held every Wednesday and Thursday after school from 2:30-4:00, beginning November 19, 2014 until May 28, 2014. First and Second Graders will meet on Wednesdays for 24 sessions for 1.5 hours and Third-Fifth Graders will meet on Thursdays for 23 sessions for 1.5 hrs. The afterschool sessions will be taught by 2 teachers: the licensed ESL teacher, Marcella Capobianco, along with 1 content area teacher, in order to provide smaller group settings and instruction.

There will also be an ELL Saturday Academy from 9am-12pm for 5 Saturdays from November 8th-December 13th which will be offered to the 5th grades ELLs. This Academy will focus on grade level reading comprehension and writing strategies, using grade level Fiction and Non Fiction texts. Data from the NYSESLAT, DRA, and ELA tests indicate that the ELLs reading comprehension and writing skills are not showing enough progress, and are below grade level. Continental's "Finish Line Writing for the CCSS" and Continental's "Vocabulary Links for English Language Development" will be used for the Saturday Academy.

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 teacher and the teachers of ELLs attend Regional Workshops, OELL Workshops as well as network workshops, at no cost to Title III. The ESL teacher also turnkeys these ESL methodologies that are successful in aiding immigrants attain academic content language with the classroom teachers on an ongoing and regular basis. These include ESL strategies that can be used daily in classroom activities to

Part C: Professional Development

help Newcomers and ELLs in their classrooms. In addition, teachers are also provided professional literature that focuses on working with and teaching these targeted students. This professional development will be at no cost to Title III.

The ESL Teacher and Content area teacher will also collaborate and participate together in the Professional Development offered on the NYC DOE website: Resources for Teacher Teams

These professional learning activities will be used by the teacher team to support the ELLs in implementing the 2014-15 citywide instructional expectations. This PD will give the Title III educators tools and show them how to teach to diverse groups and different learning styles. The Title III teachers will explore additional activities in ARIS Connect and on the PD and Student Opportunities page that meet the growing needs of the Immigrant and Newcomer ELLs and the Common Core Curriculum.

Some of these activities will include, but are not limited to:

Looking at Students' Current Thinking and Surfacing Gaps

Activity Description: Teachers need to identify gaps between what students actually know and are able to do and what the CCLS articulate they should be able to know and do.

In this 90-minute activity, participants will:

- o Analyze student work produced by existing strong instructional tasks/assignments
- o Examine the CCLS to identify points of alignment and surface gaps between current knowledge and performance, and what the CCLS expect
- o Discuss implications for teacher planning and preparation

Exploring Academic Mindsets

Activity Description: Academic mindsets are a precondition for the academic and personal behaviors needed for college and career readiness.

In this 90-minute activity, participants will: Explore various artifacts and articles about mindsets and Think about practical applications of mindsets work in schools

The Professional Development budget will cover the per session needed for 2 teachers at 1.5hrs once or twice a month, totaling 13hrs from December-June.

Part D: Parental Engagement Activities

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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: PS 14 recognizes that parental involvement has a direct positive impact in the education of students. Parents of immigrant students and ELLs are invited to attend different workshops, including literacy and math workshops, in addition to workshops targeted toward parents of immigrant students and ELLs to assist in their child’s academic achievement. These parents will be notified about these workshops by letters in their native language and the “Wolfpack News.” In house interpreters (parent volunteers and bilingual pedagogues) will be available to translate.

Our Parent Coordinator, Ms. Evelyn DeStefano, along with our ESL teacher, Marcella Capobianco, will offer quarterly one hour workshops for the parents of our ELL population. These will take place on the last week of the month in November, February, and May. Topics covered include ways to improve student learning by:

- Getting to know other immigrant and ELL parents and networking
- Reading to Our Children at Home to Promote Literacy
- How to Access Aris Parent Link & Recommend Bilingual Sites for Families

The rationale for choosing the above workshop activities are to actively engage parents with their children's academic setting, facilitate communication between parents and teachers, provide literacy program workshops to parents/caregivers in order to support and facilitate teaching and learning at home.

These activities will be offered throughout the year on a quarterly basis for one hour duration for each workshop during after school hours. Per session will be paid to the ESL Coordinator for this time and is included in the Parental Involvement budget.

Parents will also be invited to participate several times throughout the year to be active viewers of their children’s education by attending the theater productions and sharing during the International/Multi-cultural night.

Part E: Budget

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

Allocation Amount: \$11,200

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Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	\$11,200	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X014 School Name: Senator John D. Calandra

Cluster: 6 Network: 607

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.

Data used to assess written and translation needs are the ATS Home Language Report, teachers' and staff knowledge of parents' language needs, and Parent Coordinator's files kept regarding oral translation and low incident language translation needs/requests. This data is collected from the Home Language Identification Survey and from interviews during the intake process. Surveys are also given to parents throughout the year requesting their preferred language of communication.

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.

The findings on the written translation and oral interpretation needs show that 58% of PS 14 has a home language of Spanish. Many of the parents in the community are proficient in verbal English but require written translation into Spanish. These findings were reported to the school community via P.S. 14's bilingual monthly newsletter sent by the Parent Coordinator and PTA.

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.

PS 14 will provide all in-house notices sent home in English and Spanish. Chinese and Bengali translations will be provided as well. Most written translations are provided by staff and parent volunteer proficient in the languages needed. For fewer occurring languages in the school community such as Albanian, Chinese, Greek, and Vietnamese, parent volunteers will be requested or provided by an outside vendor if necessary.

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.

Flyers for upcoming events will be sent bilingually in advance with a request for parents to contact Parent Coordinator if an oral translator is needed. Most oral translations are provided by bilingual Spanish speaking staff and parent volunteers. For fewer occurring languages in the school community such as Albanian, Chinese, Greek, and Vietnamese, parent volunteers will be requested or provided by an outside vendor if necessary.

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>.

Translated versions of the Bill of Parents Rights and Responsibilities will be provided for parents in the requested home language. Notices of this Bill of Rights are also posted at the school entrance to notify parents of the translation and interpretation services available.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Senator John D. Calandra	DBN: 08X014
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
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: PS 14 implements a comprehensive freestanding ESL instruction program in English utilizing the Push-In/Pull-Out model. Under the funding of Title III, PS 14 offers supplemental language instruction education programs to insure that our immigrant and ELL population has an adequate opportunity to acquire a second language and attain English proficiency while meeting state academic achievement standards.

Newcomer ELLs and Immigrant students span all grade levels and different language backgrounds. In addition to the freestanding ESL program Title III will incorporate supplemental activities, including vocabulary and phonemic development, and materials specific for Newcomer and Immigrant ELLs, as well as all of PS 14's ELLs which include "Words Their Way for ELLs" (at no cost to Title III), Step by Step Language Skills, and Readers' Theater materials.

Through supplemental teaching beyond the mandated units, the ESL Afterschool program's objective of is to provide our ELLs, especially the sub-group of Newcomer ELLs, small group instruction to accelerate language acquisition with a focus on developing academic language in the content areas of ELA and Mathematics through Readers' Theater activities and Multi-Cultural research projects. Both the Readers' Theater and Multi-Cultural projects will culminate with a Parents' Night in which parents will be active participants in their children's learning experiences, promoting socio-emotional support.

Data reviewed from the NYSESLAT, DRA scores, NYS ELA and Math scores indicate that the ELLs, especially Newcomers and those at Beginner Proficiency levels, are not scoring as highly or proficiently as their peers. In order to raise the reading levels and skills, the Title III program will focus on reading fluency and comprehension. Through the use of Readers' Theaters programs, "Speak Out! Readers' Theater", First through Fifth grade ELLs will build reading stamina, expression, fluency, and comprehension, as well as interpersonal social skills while interacting with their peers. The students will work cooperatively and collaboratively to create a theater production at least once every 6 weeks. To increase parental involvement in their children's' education, these theater productions will be an event for parents to participate in and watch in order to engage socially and academically.

In addition to Reader's Theater, the ELLs in Third-Fifth grade will work on Multi-Cultural research projects which will build their reading and writing skills and strategies for Non-Fiction Literacy. Through the use of technology, research strategies, and Non-Fiction Literacy models, such as National

Part B: Direct Instruction Supplemental Program Information

Geographic for Kids, these ELLs will research other cultures and topics they find interesting to create a project of their choosing such as a display, a report, a recording, or presentation. Parents will be invited to participate in a Cultural Feast, where they will get a chance to engage socially and academically with their children and other ELL parents.

In addition, Newcomers will have targeted small group instruction which will focus on foundations of English language acquisition. The supplementary material used for this target group includes “On Our Way to English” (no cost to Title III) which is a program which develops oral language, grammar, vocabulary and writing with ESL methodologies. Other material will include, language intervention programs, and visual materials that help support language development in English and native languages. Continental's "Step by Step Language Skills" will target the Newcomers, who are reading English at below grade level. The objective of this program is to accelerate the English acquisition for the ELLs to raise their reading and writing levels.

Supplemental teaching beyond the mandated units will be held every Wednesday and Thursday after school from 2:30-4:00, beginning November 19, 2014 until May 28, 2014. First and Second Graders will meet on Wednesdays for 24 sessions for 1.5 hours and Third-Fifth Graders will meet on Thursdays for 23 sessions for 1.5 hrs. The afterschool sessions will be taught by 2 teachers: the licensed ESL teacher, Marcella Capobianco, along with 1 content area teacher, in order to provide smaller group settings and instruction.

There will also be an ELL Saturday Academy from 9am-12pm for 5 Saturdays from November 8th-December 13th which will be offered to the 5th grades ELLs. This Academy will focus on grade level reading comprehension and writing strategies, using grade level Fiction and Non Fiction texts. Data from the NYSESLAT, DRA, and ELA tests indicate that the ELLs reading comprehension and writing skills are not showing enough progress, and are below grade level. Continental's “Finish Line Writing for the CCSS” and Continental's “Vocabulary Links for English Language Development” will be used for the Saturday Academy.

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

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TOTAL	\$11,200	_____