



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

DBN: (i.e. 01M001): 10X032
School Name: PS 32X, THE BELMONT SCHOOL
Principal: ADALIA ROSAMILIA

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: K-5 School Number (DBN): 10X032
School Type: Elementary Grades Served: K-5
School Address: 690 E183rd Street Bronx, NY 10458
Phone Number: 718.584.3645 Fax: 718.584.3869
School Contact Person: Adalia Rosamilia Email Address: arosami@schools.nyc.gov
Principal: Adalia Rosamilia
UFT Chapter Leader: Gerard Power
Parents' Association President: Iris Elmore
SLT Chairperson: Jessica Caba
Student Representative(s): Student Government Members, President: Adamaris Mariano (Gr 5)

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza Fordham Road Bronx NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718.741.5852 Fax: 718.741.7098

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CFN 534 Network Leader: Ben Waxman

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor’s Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., of the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT indicated by an asterisk*.

ould 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 attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT

ed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Adalia Rosamilia	*Principal or Designee	
Gerard Power	*UFT Chapter Leader or Designee	
Iris Elmore	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Caba	Member/ UFT/Chair	
Lisa Barbieri	Member/CSA	
Helene Sorkin	Member/UFT	
Keisha Polonio	Member/Parent	
Natasha Taylor	Member/Parent	
Jeanette Ruiz	Member/Parent	
Tonya Castro	Member/Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, 	

students and administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

- 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 CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 32 Mission Statement

We believe that a great education is one that works in partnership with its families and community to develop students to their fullest intellectual, creative, social-emotional, and physical capacities. P.S. 32's mission is to provide and support challenging and rigorous educational opportunities to ensure academic excellence for all students in a safe and caring learning environment. Engaging in rigorous and challenging common core aligned curriculum guided by data, and research-based instructional practices.

~~~~~

- **Master Schedule:** Strategic and creative scheduling which reflects our philosophy around culture and climate, curriculum/development, instruction, teacher teams, social/emotional development, student centered learning/engagement/activities/programs, the arts, and family engagement. School budget also supports and validates this work.
- **School Professional Learning Culture:** The school culture is centered around professional learning that has directly impacted student performance and progress demonstrated in multiple data points over time. This is reflected in the budget and master school scheduling. What we value most around professional learning, student engagement, the arts, and family engagement is strongly reflected in both the budget and schedule, among other documents of evidence which will be evident below.
- **Strong Teacher Teams:** Also reflected in school master schedule mentioned in first bullet. Grade-level Teacher Teams have a common preparation/planning period every day to meet if they choose, which they do often. This is in addition to the weekly PLC (Professional Learning Community), which is strategically scheduled providing them 3 consecutive periods together (Ex. Prep, Prep, Lunch). The PLC block/structure is designed to offer teams more than just the 45 minute period required. This is also often used by grade-level teacher teams, instructional coaches, and administrators.
- **Clear Expectations and Communication:**
  - **Clear Vision:** A clear vision is established, by all, including students and families. Our vision, short and long-term, is the action, steps we take to ensure we are achieving our mission above. All staff members, not only classroom teachers, are valued and share in this vision. This is reflected in everyday school life in addition to artifacts integrated into our community (Ex. Monday Message, Memos/Emails, Appreciation, Feedback (not solely Advance, variety of methods). Most important to highlight, is the community that shares in this vision, which is evident in the alignment of work done by various teams, vertical and horizontal, common language used by teams, staff, students, and parents, products of teams, professional conversations and learning, student conversations/how they feel about their school/class/work, family feedback and engagement. Our expectations are clear and clearly communicated because they are based on how we believe children learn best and what we most value in an educational setting.
- **Arts/Enrichment Activities**

### **PS 32x Arts Mission Statement**

Our goal is that every student will develop an appreciation of the arts. Through theater, dance, music, playwriting, poetry, and visual arts, students will also broaden their understanding of the content areas. The arts will provide students with the opportunity to share their talents and their achievements with the community. The arts help create well-rounded, engaged students because the arts empower children to be creative and imaginative individuals.

~~~~~

- **Integration:** All arts programming (internal or external) is fully integrated and supports the curriculum. A variety of different arts forms, depending on students grade-level, are used to enhance student learning through current units of study in all content areas (depending on grade-

level. This work reflects what we value as a community and how we believe students learn best.

- Art teacher & room (Internal)
- Music teacher/program & room, including keyboards (Internal): early childhood chorus “Young Voices” and upper grade chorus “Young Voices United”
- Guitar (Internal, Grades 4/5)
- Keyboard (Internal)
- Dance (Internal, Grades 3-5)

Partnerships: Arts

- *Dreamyard*: Dance (2), Theater (2), Drama,
- *LEAP*: Sculpture from Everyday Objects, Dance (Latin & Modern), Mural Making
- *The Leadership Program*: Step (3-5), Percussion (3-5), Music through Movement (K)
- *Bronx Ensemble*: Dance, Drama
- *Dancing Classrooms*: Ballroom Dance (Grade 5 Only)

Enrichment/Programs (Provided by internal staff, during school day, after-school, Saturdays)

- Swimming (pool in building), Dance, Percussion, Chess, Cheerleading, Girls Basketball, Boys Flag Football, Boys Basketball, Student Government, Soccer

○ **School Successes/Progress/Growth Continued**

- 2% increase on 2014-2015 State *English Language Arts Examination*
- 2 % increase on 2014-2015 State *Mathematics Examination*
- Met AYP with *All Students* and *Subgroups* (Highlighted Progress: Black/African American Students; 2012-2013 did not make AYP in *Subgroup*; 2013-2014 met AYP)
- 2013-2014 State Examination Data, *English Language Arts Examination and Mathematics*, competitive compared to students in New York State (NYS 1%-2% higher proficiency).
- 2013-2014 *Learning Environment Survey*

Parents

- 95% satisfied with child’s education, 92% satisfied with courses, activities, services

Teachers

- 90% feel order and discipline maintained, 95% agree leaders place high priority on quality teaching, 94% would recommend school to parents
- Model School: Mayor’s Task Force on Chronic Absenteeism
 - Model school and lab-site for city schools struggling with excessive absenteeism. Systems and structures shared and adopted.
- **Advance/Teacher Evaluation**
 - **2013-2014** only 1 teacher receiving an ineffective rating and 2 teachers received developing ratings. Effective/Highly Effective teachers creating goals aligned to individual instructional needs, city-wide instructional expectations, and school goals.

Additional Strengths, Focus/Needs Chart

	Success	Focus/Need
2013-2014 Quality School Snapshot	Excellent 4/4 <ul style="list-style-type: none"> • Challenging Curriculum • Assessment • Teacher Teams/Collaboration • ELA State Exam Progress (Lowest Performing Students) • Math State Exam Progress (Lowest Performing Students) 	Fair 2/4 <ul style="list-style-type: none"> • Math State Exam Progress (ALL Students) • Movement of students with special needs to less restrictive environments.
	Good 3/4 <ul style="list-style-type: none"> • Effectiveness of Teaching & Learning • ELA State Exam Progress (All Students) 	
	<ul style="list-style-type: none"> • Increase/growth in student independent reading levels, demonstrated by TC Quick 	<ul style="list-style-type: none"> • Increase teacher knowledge and expectation with regard to the integration

<p>School Data & Student Work Products (Expanded details demonstrated in goals below)</p>	<p>Assessments, compared to previous years data (September-January), and baseline to midline tracking (individual, class, grade, school)</p> <ul style="list-style-type: none"> • Increase in the quality of writing K-5 evidenced by movement across the 6+1 Traits Continuum. Evidenced in student work products and reflected in units of study and lesson plans. • Deeper/More meaningful student conversations that led students to think more critically, formulate/discuss/change ideas and thinking, connections made to developments made in tasks and writing. • Deeper work and alignment with the integration of the arts into ELA and content area units of study. • Units of study more thematic and theme based which allows for deeper study/learning. • Increase/Improvement with regard to teacher questioning. Planned questions are scaffolded, strategic, and evident in units and everyday lessons. More evidence of teachers making instructional shifts to more “teacher as facilitator” role. • School assessment is thoroughly integrated into units of study and lesson plans in all content areas. Assessment is meaningful and aligned to instructional goals and outcomes. 	<p>of using scaffolds to increase student’s ability to think more critically around more complex texts. This will also further students writing development across the 6+1 Traits Continuum. (Monday PD Cycle Focus)</p> <ul style="list-style-type: none"> • Consistency in the elaboration of thinking, ideas, and text evidence, in discussions and in writing. • Innate/Natural ability of teacher questioning. Consistency in the natural ability to question students and/or groups of students that truly push their thinking and create opportunities for more impactful learning. (Monday PD Cycle Focus) • Increase the integration of strategies for teachers to check daily for understanding... on the spot quick assessment. (Monday PD Cycle Focus)
<p>Special Education</p>	<ul style="list-style-type: none"> • Quality of writing and IEP development including impact on teacher planning, instruction, and parent communication. • IEP’s reflected in teacher lesson plans. 	<p>SEIS: Report Glitches</p> <ul style="list-style-type: none"> • Inaccurate overdue Annual Review list • Placement Status Report inaccurate • Related Service data not transferring accurately system to system and is currently inaccurate.
<ul style="list-style-type: none"> ○ Quality Review Rubric: Progress/Growth and impact of 1.1 on 1.2, which has directly impacted student achievement through teacher development. (Teacher development strategic and takes many forms, see below). <ul style="list-style-type: none"> ▪ School demonstrates Well Developed qualities/characteristics in all components on the Quality Review Rubric. There is always a focus on teacher development and progress that directly impacts student achievement. 		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Assessment Overview

- Baseline, Midline, End-line: Assessments created and adapted in all content areas, analyzed, and adjustments made to units of study, individual student goals created, grade-level, and school-wide goals. Strengths and next steps determined at each level and evaluated during three points in the school year.
- MOSL: Strengths and next steps support planning and instruction.
- Pre and post assessments in content areas (science/social studies)
- BATs (Benchmark Assessment Tasks) and CATS (Culminating Assessment Tasks) integrated throughout ELA units. Student assessment/work reviewed.
- TC Quick Assessments: Fountas and Pinnell Reading Levels
- Running records: Ongoing assessment and tracking of students’ independent reading levels.
- Math Chapter Performance Tasks
- Chapter assessments and checkpoints: Diagnostic, Formative, Summative
- Extended response questions (K-3): Math
- Critical Area Performance Tasks: Math ~ Aligned to Common Core domains.
- Daily assessment/checking for understanding: (Instructional focus) A variety of strategies used.
- State Examination Data (ELA, Math, Science, NYSESLAT) assists in creating targets and long-term goals for students.
- Student work process/products (student notebooks, folders)
- Checklists, criteria, rubrics
- 6+1 Traits of Writing Continuum and Rubric.

2013-2014 State Examination Data

ELA 2014

Level 4: 5.9% (2013: 3.6%) Level 3: 20.7% (2013: 19.9%) Level 2: 38.7% (2013: 43.9%) Level 1: 34.7% (2013: 32.6%)

MATH 2014

Level 4: 4.2% (2013: 4.1%) Level 3: 22.8% (2013: 19.6%) Level 2: 42.6% (2013: 42.2%) Level 1: 30.4% (2013: 34.1%)

ELA	2013	2014	MATH	2013	2014
Grade 3			Grade 3		
Level 4:	0%	.8%	Level 4:	3.2%	4%
Level 3:	25%	21.2%	Level 3:	16.8%	23.8%
Level 2:	34.7%	36.1%	Level 2:	49.6%	38.9%
Level 1:	40.3%	41%	Level 1:	30.4%	33.3%

Grade 4				Grade 4	
Level 4:	9.9%	10.9%	Level 4:	7.3%	7%
Level 3:	20.7%	17.2%	Level 3:	29.8%	21.7%
Level 2:	44.6%	35.2%	Level 2:	39.5%	34.9%
Level 1:	24.8%	36.7%	Level 1:	23.4%	36.4%
Grade 5				Grade 5	
Level 4:	.9%	5.7%	Level 4:	1.7%	1.6%
Level 3:	13.7%	23%	Level 3:	11.9%	22.8%
Level 2:	53%	45.1%	Level 2:	37.3%	54.5%
Level 1:	32.5%	26.2%	Level 1:	49.2%	21.1%

	Success	Focus/Need
2013-2014 Quality School Snapshot	<p>Excellent 4/4</p> <ul style="list-style-type: none"> Challenging Curriculum Assessment Teacher Teams/Collaboration ELA State Exam Progress (Lowest Performing Students) Math State Exam Progress (Lowest Performing Students) <p>Good 3/4</p> <ul style="list-style-type: none"> Effectiveness of Teaching & Learning ELA State Exam Progress (All Students) 	<p>Fair 2/4</p> <ul style="list-style-type: none"> Math State Exam Progress (ALL Students) Movement of students with special needs to less restrictive environments.
School Data & Student Work Products (Expanded details demonstrated in goals below)	<ul style="list-style-type: none"> Increase/growth in student independent reading levels, demonstrated by TC Quick Assessments, compared to previous years data (September-January), and baseline to midline tracking (individual, class, grade, school) Increase in the quality of writing K-5 evidenced by movement across the 6+1 Traits Continuum. Evidenced in student work products and reflected in units of study and lesson plans. Deeper/More meaningful student conversations that led students to think more critically, formulate/discuss/change ideas and thinking, connections made to developments made in tasks and writing. Deeper work and alignment with the integration of the arts into ELA and content area units of study. Units of study more thematic and theme based which allows for deeper study/learning. Increase/Improvement with regard to teacher questioning. Planned questions are scaffolded, strategic, and evident in units and everyday lessons. More evidence of teachers making instructional shifts to more “teacher 	<ul style="list-style-type: none"> Significant number of students between 1.7-1.9 and 2.7-2.9...Students have been targeted for cycles of interventions and programs. Teachers also target as sub-group within classroom through flexible grouping. (ELA & Mathematics) Consistency in the elaboration of thinking, ideas, and text evidence, in discussions and in writing. Innate/Natural ability of teacher questioning. Consistency in the natural ability to question students and/or groups of students that truly push their thinking and create opportunities for more impactful learning. (Monday PD Cycle Focus) Increase the integration of strategies for teachers to check daily for understanding... on the spot quick assessment. (Monday PD Cycle Focus) Scaffold text/resources in order for students to comprehend and think critically around more complex

	<p>as facilitator” role.</p> <ul style="list-style-type: none"> • School assessment is thoroughly integrated into units of study and lesson plans in all content areas. Assessment is meaningful and aligned to instructional goals and outcomes. <p>Focus State Mathematics Examination Item Skills Analysis Grade 4 Focus Grade 4</p> <ul style="list-style-type: none"> • Operations and Algebraic Thinking 4.OA.1, 4.OA.4 • Number and Operations in Base Ten 4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4 • Number and Operations in Fractions 4.NF.5, 4.NF.4, 4.NF.3abc, 4.NF.2, 4.NF.1 • Measurement and Data (Basic) 	<p>texts/activities/tasks. Evidenced in units of study and lesson plans.</p> <ul style="list-style-type: none"> • Increase teacher knowledge and expectation with regard to the integration of using scaffolds to increase student’s ability to think more critically around more complex texts. This will also further students writing development across the 6+1 Traits Continuum. (Monday PD Cycle Focus) <p>Mathematics School-wide</p> <ul style="list-style-type: none"> • Raise level of thinking around more complex problems that go beyond the basic skills and strategies of mathematics. • 2-3 step word problems • Use and evidence of more sophisticated mathematical language. (Orally and in writing). • Reflecting in writing about how problems are solved. More sophisticated mathematical language used. <p>Focus State Mathematics Examination Item Skills Analysis Grade 4 Focus Grade 4</p> <ul style="list-style-type: none"> • Operations and Algebraic Thinking 4.OA.2, 4.OA.3 • Number and Operations in Base Ten 4.NBT. 3, 4.NBT.4, 4.NBT.5, 4.NBT.6 • Number and Operations in Fractions 4.NF.7, 4.NF.6, 4.NF.3d <p>Measurement and Data (More complex)</p>
--	--	---

Part 2 – Annual Goal

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

By June 2015, 100% of key personnel will have goals and responsibilities and demonstrate evidence that aligns with the NYC Citywide Instructional Expectations and the school’s instructional goals and focus for 2014-2015. Specifically, the school will plan and implement a plan of action, informed by data, and setting goals to meet the needs of all learners. Classroom teachers will also facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards in all grades and content areas to prepare students for college and career readiness. This includes the use of diagnostic, formative, and summative assessments including screening, progress monitoring, interim measures and outcome assessments will be implemented to develop plans that are based on needs and strengths for 100% of students.

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> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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>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>The process of increasing our learning and integrating the Common Core Learning Standards has allowed us to be more reflective and aware of “how” and “what” we are engaging our students in. It has also changed the way we think about our units and teaching by giving deeper thought to how units, lessons, and skills build upon one another and creating more rigorous tasks. We have had to change our way of thinking (planning and practice) to match the instructional shifts of the Common Core Learning Standards. *Note: ELA curriculum is developed by core instructional team and teacher teams.</p> <ul style="list-style-type: none"> • Integrated and comprehensive ELA units of study • CCLS alignment and gap analysis to ensure we are addressing and assessing all standards, including the scaffolding of standards and learning across grades. • Units are developed around an essential question/overall theme: Ensures integration of content, CCLS, skills and strategies. • Text complexity and the Patterned Way of Reading/Close Reading. <i>~Units are designed with text/resources that support unit tasks/activities. The Patterned Way of Reading provides students with strategies that enable their thinking and their ability to comprehend more complex texts.</i> • Multiple entry points provided in the form of supplemental unit texts/resources • Culminating assessment tasks are designed to assess reading and/or writing standards. 	<p>All Students</p> <p>All sub-groups with special attention to: SWD, ELLs</p> <p>Students between 1.7-1.9 and 2.7 and 2.9 on state exam data</p>	<p>August 2014 - June 2014</p>	<p>Core Instructional Team: Administrators Instructional Coaches IEP Teacher/Mentor</p> <p>Curriculum Planning Team</p> <p>Classroom Teachers</p> <p>Grade-level Teacher Teams</p> <p>Special Education Team</p> <p>Bilingual/ESL Team</p> <p>Enhancement Teachers</p>

<ul style="list-style-type: none"> • Benchmark assessment tasks are designed to evaluate student progress throughout the unit and scaffold learning to lead up to the culminating assessment task. • Formative assessments are used throughout the unit. Teacher feedback and student reflections are used to make adjustments and revisions to the curriculum. • Unit plans and lessons are differentiated based on individual class and student needs (All students, with special attention given to ELL's and SWD.) • Process of Inquiry - Teacher teams meet weekly to review student work using predetermined criteria and norming protocols, discuss class strengths and next steps including teaching strategies s which were successful/unsuccessful, and then revise the curriculum. Time allotted in the schedule includes weekly Professional Learning Community meetings, common planning time, Calendar Days, Learning walks/lab sites/ inter-visitations, and Professional Learning Mondays and Tuesdays. • Instructional Materials Review Rubric used to evaluate the coherence and quality of a unit with regard to CCLS. • School-wide curriculum is cohesive and comprehensive. • Curriculum is student-centered and includes rigorous habits and higher order skills. Evidence: Task/activities built into unit, text complexity and scaffolding of texts/resources used, discussion protocols, differentiation, and questioning. • Rotational Reading: A daily 30-45 minute block, which includes sustained reading and guided reading/strategy groups, in addition to the ELA unit. • Core Knowledge: A K – 2 explicit phonics teaching block in addition to the ELA unit. • Mathematics Go Math introduced November/December 2013. Go Math is the vehicle used to support the math standards and curriculum: program unpacked, revised, and supplemented to meet the needs of the community. After observation and reflection of Go Math implementation in classrooms, Core Instructional Team created Go Math Program Layout defining program components and expectations for program resources and actual teaching. Labsites allowed for Instructional Coaches to model what the block should look and sound like. Observations and support continued throughout the school year and adjusts made. • Lesson Plan Template: Created to support the program layout, deeply map lessons out, make it our own, and enable a deeper understanding for teachers. • Strong use of technology and Smart Boards used throughout daily lessons. • Social Studies • NYC Scope and Sequence and Framework used to plan units of study. 			<p>Service Providers</p> <p>Academic Intervention Service Teachers</p>
--	--	--	--

<ul style="list-style-type: none"> • Explicit content area instruction built in three days a week. One day used to integrate current events and conversations, integrated into unit when applicable. • Some themes are integrated into ELA units of study. • Work supported by Enhancement teachers (Cluster teachers). <p>• Science</p> <ul style="list-style-type: none"> • NYC Scope and Sequence and Framework used to plan units of study. • Explicit content area instruction built in two days a week. Content and process skills also integrated into ELA and math units when applicable. • Some themes are integrated into ELA units of study. • Work supported by Enhancement teacher (Cluster teacher). <p>• Social/Emotional</p> <ul style="list-style-type: none"> • RTI Team (see below) • School Assessment Team meetings & support • PBIS: School-wide implementation • Fordham Tremont Mental Health Services (students referrals made through school and are seen during school day) • Curriculum Tool/Method: <i>Connected and Respected</i> • PS 32x <i>Consolidated Plan</i> (NYCDOE) • PS 32x <i>Service in Schools Plan</i> (NYCDOE) • Health <p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> • Comprehensive ELA and Math Units of Study, special attention given to rigor of tasks/activities, text/resources used to scaffold learning for all learners, and student centered activities. How are we engaging students in learning? How are we ensuring rigor and success? How do we modify/adjust units/lessons? • Assessment: Creating and using meaningful assessments, which are truly aligned to CCLS, what is being taught, and has purpose in furthering planning and instruction. Do assessment practices allow me to plan efficiently and move students forward? Where is it evident? What systems are in place to track and organize data allowing it to be most useful? <u>Current focus:</u> Checking for understanding throughout a lesson. <p>Assessment Overview</p> <ul style="list-style-type: none"> • Baseline, Midline, End-line: Assessments created and adapted in all content areas, analyzed, and adjustments made to units of study, individual student goals created, grade-level, and school-wide goals. Strengths and next steps determined at each level and evaluated during three points in the school year. • MOSL: Strengths and next steps support planning and instruction. • Pre and post assessments in content areas (science/social studies) • BATs (Benchmark Assessment Tasks) and CATS (Culminating Assessment Tasks) integrated throughout ELA units. Student assessment/work reviewed. 			
--	--	--	--

<ul style="list-style-type: none"> • TC Quick Assessments: Fountas and Pinnell Reading Levels • Running records: Ongoing assessment and tracking of students' independent reading levels. • Math Chapter Performance Tasks • Chapter assessments and checkpoints: Diagnostic, Formative, Summative • Extended response questions (K-3): Math • Critical Area Performance Tasks: Math ~ Aligned to Common Core domains. • Daily assessment/checking for understanding: (Instructional focus) A variety of strategies used. • State Examination Data (ELA, Math, Science, NYSESLAT) assists in creating targets and long-term goals for students. • Student work process/products (student notebooks, folders) • Checklists, criteria, rubrics • 6+1 Traits of Writing Continuum and Rubric. <ul style="list-style-type: none"> • Questioning: Use of essential and guiding questions to plan for explicit teaching, facilitation of student engagement and conversation, encourage student to student questioning, strategic facilitation, conferring, small group questioning. In addition: scaffolding questions towards more complex thinking/tasks, quality of on the spot teacher questioning, wait time, student time to think/reflect before responding, use of student tools and resources. <u>Current focus:</u> Inquiry into discussion protocols. • Collaborative and comprehensive units of study. Evidence: CCLS alignment in objectives/tasks/assessments. • Differentiation: Multiple entry points and supports for students to ensure all tasks/learning appropriate for all students. Supports evident in unit plans, lesson plans adapted from unit plan, flexible student groups, tools/resources used, tasks/activities, process and products vary for students. <p>Students with Disabilities Team meetings to plan vertically</p> <ul style="list-style-type: none"> • Professional development: • share instructional strategies and resources • successes & challenges/solutions • IEP items and support • Classroom teachers share back with grade-level teacher teams <p>Special Education & Bilingual/ESL Focus Special Education Calendar Days: Special Education Team</p> <ul style="list-style-type: none"> • Goal Setting/Writing • Common Core Standards • Writing IEP's • Tier 1 Strategies • PBIS Strategies • Feedback to Students 			
---	--	--	--

- Differentiation, UDL

Special Education Planning Team (February-June)

- Organized and created supports for teachers in completing and writing quality IEP's.
- Created and organized SESIS support.
- Goal writing supports and templates
- How to Complete Progress Reports
- Created paraprofessionals criteria/expectations with paraprofessional leaders.
- Created goals based on team needs (Ex. Ongoing communication between classroom teachers and service providers).
- Flexible scheduling: reflection, (Increase, deeper conversations begin)
- Individualized programs (Increase, deeper conversations begin)
- Functional Behavior Plans (FBA)
- Behavior Intervention Plans (BIP)
- Vocational Assessments
- Progress Monitoring
- Transition

SEGIS:

- Individual and small group meetings/support with IEP Teacher and Assistant Principal
- Increased means of communication and documentation between supervisors, IEP teacher, service providers, and teachers.
- Increase of use regarding student progress, including anecdotes, goals, strengths, and needs
- Out of classroom teachers trained in SESIS
- **Feedback:** Feedback to teachers provided by IEP teacher and supervisor of special education.
- Increase in feedback to teachers and service providers regarding IEP's.
- Common Core training and writing goals, using Common Core, with service providers.
- Increase in 1:1 meetings with service providers and teachers.
- Use of SESIS to provide feedback in writing.
- Exploring different ICT models and strategies for teachers.
- Paraprofessional support in instructional strategies, particularly small group instruction.
- Intervention programs *READ180*, *iReady*, and *SuccessMaker* implementation.
- Special Education Team Learning Walk: Differentiation/Support Focus

English Language Learners

- Use of *iReady for K-2 bilingual classrooms*, *3-5 ESL Self Contained*
- Use of *Imagine Learning* for selected ESL students and non-English/non-Spanish speaking students in grades K-5.
- All ELL's receive *READ 180* in grades 4 and 5.
- Increased Spanish libraries.
- Planning and more transparent differentiation regarding ELL's

<ul style="list-style-type: none"> • Turn-key Network and DOE meetings and conferences <p>Team meetings to plan vertically:</p> <ul style="list-style-type: none"> • share instructional strategies and resources • successes & challenges/solutions • IEP items and support • LAP: Language Allocation Plan • Title III Plan (Revised after mid-year data) • Q-Tel professional development and implementation of strategies (evident in lesson plans and student work products. • Student work and data. • Classroom teacher and Free Standing ESL teacher share. • ELL Team Learning Walks. • Classroom teachers share back with grade-level teacher teams <p>Parent Engagement</p> <ul style="list-style-type: none"> • Conducting parent-teacher conferences (daily, weekly, monthly) in which the individual child's achievement will be discussed. • Provide materials and training to help parents work with their children to improve their achievement level. • Provide parents with the information and training needed to effectively become involved in planning and decision making regarding school programs and their individual child's learning. • Conduct parent workshops with topics that include: parenting skills, understanding city and state accountability, grade-level curriculum and assessment, content area learning, accessing community and support services, use of technology, helping/supporting students at home. • Provide opportunities for parents to help them understand accountability systems (NYC and State accountability systems, student performance/progress levels, School Report Card, Progress Report, Quality Review Report, Learning Environment Survey. 			
---	--	--	--

Part 4 – Resources Needed

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

Priority: Instructional Coaches, Grade-Level Team Teams, and Enhancement Teacher Team (Clusters)
 Secondary Focus: Special Education Team and Bilingual/ESL Team
 Flexibility in Master Schedule
 Afterschool Programming (Arts, Enrichment Activities)
 Afterschool Programming (January-June ELLs K-5 Only)
 Saturday Programming (Arts, Theme based projects Grades 2-5)
 Saturday (January-May Grades 3-5 Only)
 All program resources, per session activities for teachers including instructional coaches and administrators.
 Bilingual/ESL licensed teachers for ELL academic and NYSESLAT support
 School Leadership Team
 Parent Association

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III	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:

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

Beginning, Mid & End Year Meetings with Assistant Principals and Principal

- Teachers attended meeting with: unit of study binders, lesson plans, assessment binder, conference notes, and student work samples. Conversations around class and individual student data (baseline to midline, focus on performance and progress). Teacher and student goals are revisited and revised. Program additions and/or changes were made. Teachers received copy of conversation notes, which include feedback. Followed-up with classroom visits and informal observations.
 - End-year teacher meetings focus on student and class progress, individual students (special attention to possible holdovers and students of academic concern, and teacher professional goals.
 - January: Mid-year data administered and collected
 - Calendar Days: Analyze current mid-line data (all content areas)
 - Analyze baseline to midline data
 - Determine success of baseline goals, revise student, class, and grade-level goals
 - February 2, 2015 through February 27, 2015: Core Instructional Team (Principal, Assistant Principals, Instructional Coaches) in collaboration/share with the Curriculum & Instruction Team (Key teachers represented from each grade-level/team added to the Core Instructional Team) to revise, create new, and plan strategically. The following tasks are planned for the impact of instruction and programs mid-year check:
 - **Mid-Year Principal & Teacher Meetings**
 - Administrators and Instructional Coaches meet with individual classroom teachers to review student data (performance & progress) and discuss: (Teacher development/growth integrated across bullet points)
 - unit and lesson plans
 - trends, patterns, strengths, and next steps in baseline to midline data
 - individual students,
 - teacher growth, goals, next steps revised/created
 - **3 Plans are created for grades 3-5 only**
- Grade 3-5 Plan: Implications for Instruction
- Revision to previous unit finalized with grade-level teacher teams.
 - Revisions to current unit and the integrated test sophistication unit, which is a separate plan but integrated into one unit.
 - Saturday Academic Program (ELA & Mathematics ~ January-May): Plan is revised, materials/resources revised/organized/ including assessments

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

There continues to be a decrease in the number of students referred to special education (11-12, 12-13, 13-14). The number of students, who receive an initial referral and evaluation, leading to an IEP, will be one determining factor of the goals success.

Quality Review Feedback 2012: Social/Emotional Curriculum Integration

PPO Feedback: Spring 2014: Integrating into units of study based on themes. Lessons chose based on grade-level and/or class need and the evidenced in unit of study and lesson plans.

An increase in RTI referral forms presented by classroom teachers.

Need for more Tier 1 strategies, differentiated options built into units of study and daily lesson plans.

Student’s progress is tracked for a determined amount of time. Duration of intervention/program/strategy(s) will depend on student’s needs and progress or lack of. The ongoing collection of data from each designated team member will allow for progress monitoring and change in intervention if needed. The classroom teacher will also continue with ongoing assessments. Data is shared during a scheduled re-visit of the student, which is reflected in the RTI calendar. Successful strategies are shared and applied to other at-risk students if appropriate.

Need for collaborative collected resources: Creating and building upon a “Toolbox” of resources and strategies for students, parents, and teachers to be used daily. Integration of resources and strategies into daily routines and lesson plans.

Part 2 – Annual Goal

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

By June 2015 the school community will work collaboratively, highlighting staff expertise and strengths to deepen the work of the Response to Intervention (RTI) team by creating shared team goals, objectives, policies, and procedures that support teacher practice and student progress while ensuring interventions are strategically meeting all student needs. 100% of staff will integrate effective Tier I strategies into units of study and lesson plans, which will be evidenced in planning documents, teacher lessons/observations, and student work and data.

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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student 			

<p>subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Use of more effective interventions and strategies in order to see increased student success and a lower initial special education referral rate. Increase classroom teacher knowledge through developing more effective teaching and management practices in order for students to become more successful in the classroom setting with minimal support services. Create a toolbox of resources and strategies for students, parents, and staff members to use daily. Increase parent involvement throughout the process to build awareness and provide a variety of resources, which can be used in the home. <p>RTI Meeting: RTI Team meets every week for two consecutive periods (90 minutes). Team members have been assigned roles and responsibilities based on positions, strengths, and interests. Clear expectations and team norms have been collaboratively developed and defined for all team members. Agenda's are based on the RTI calendar and previous meeting items which are reflected in meeting minutes. Meeting minutes consist of details of conversations around targeted students, including notes from a teacher(s) presentation of a student(s), next steps, and action plan. The teacher presentation consists of sharing student data (strengths, needs, interests), current work, patterns in work habits and behaviors, and social/emotional information. The team also brings data to the table in preparation for the meeting (attendance/lateness, student history, observations made in the classroom setting, etc.). Team members come prepared with data and assigned tasks related to the student in order to maximize the time of the team.</p> <p>Role of the Classroom Teacher Prior to a classroom teacher submitting a Student Presentation Request, there needs to be evidence of a variety of Tier I strategies attempted in the classroom. Teachers are supported by their teacher teams, administrators, and instructional coaches. If the teacher and student continue to struggle the teacher is assigned a date and time to present a child. The team has knowledge of who is being presented before hand so there is time to collect a variety of data and observe the child in different school settings. During the meeting, the classroom teacher and team paints a picture of the child providing evidence of academic, emotional, and/or social growth or lack of. If applicable a School-Based Anecdotal Form is also shared consisting of detailed student behaviors, teacher behaviors, frequency of occurrences, and patterns/trends in behaviors.</p> <p>Current and/or Previous Interventions and Strategies The team discusses and shares: What interventions has the student received? What steps have already been taken? What strategies have been attempted? How does the teacher differentiate? Account for strengths, learning style, and interests? What has been most</p>	<p>Students at risk socially-emotionally</p> <p>Students who are not making significant progress between units of study and baseline to midline data.</p>	<p>October 2014 - June 2015</p>	<p>RTI Leadership: Principal, assistant principal, school psychologist, social worker, guidance counselor, and instructional coach.</p> <p>RTI Team Members: Principal, assistant principal, instructional coach (2), guidance counselor, social worker (2), psychologist, bilingual speech teacher, speech teacher, SETSS bilingual, SETSS, parent coordinator, AIS teacher, classroom teacher, parent(s), mental health provider (if applicable). Roles and responsibilities are defined in the RTI School Plan.</p>

<p>successful? Student strengths? What has proven to show the most growth? Where is the student mostly struggling? What does the student data and work tell us about the student and their work habits?</p> <p>The RTI School Plan outlines all academic and social/emotional interventions, programs, support's, preventive services, offered as a school community. The plan also includes strategies however we are building upon a "Toolbox" for students, parents, and teachers.</p> <p>Student Action Plan: Student Interventions, Programs, and Instructional/Behavioral Strategies</p> <p>Each team member, being experts in their field, provide support to both teacher and student by sharing ideas for different Tier I, Tier II, and Tier III interventions and strategies. After learning about the student from multiple sources of data and having knowledge of previous/existing interventions, a plan is put into place. Depending on student's needs, students receive new strategies at the classroom level and at-risk services provided by one or more team member. Other school resources are also used for example, mainstreaming, AIS, chorus, the arts, and/or keyboarding. Each staff member is responsible for tracking student's progress to determine if the intervention, strategy, and/or program is appropriate and working. The student is revisited to determine the next course of action.</p>			
---	--	--	--

Part 4 – Resources Needed

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

The resources also provide evidence and will be reflected in the ongoing collection of documentation provided by team members, including classroom teachers. The documentation consists of:

- **RTI School Plan:** Team guiding questions and goals, team members roles and responsibilities, targeted students, team operations, expectations of both team members and classroom teachers, programs and interventions (academic & social/emotional), community role and involvement, additional items/notes. (Plan available upon request).
- **Tier II Intervention Plan**
- **RTI meeting agendas and minutes**
- **Network/DOE RTI training turn-keyed by RTI leadership and implementation of new ideas & information.**
- **Calendar:** Provides teacher presentations and students to be targeted both initials and re-visits.
- **Teacher Request Form:** Consists of student data and information, Tier I and Tier II strategies/programs already attempted and/or currently in progress, student data (strengths/needs), student goals
- **Student Action Plan:** Consists of team ideas, strategies, and interventions to be put in place for child. Staff assigned and includes duration of specific programs/interventions.
- **Student Tracking Sheet:** Tracks student current levels and progress and/or lack of.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
---	----------	---	---------------	--	-----------	--	-----------	---	--------

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:

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

Descriptions above in resources needed:

- **RTI School Plan:** Re-visited 3 times per year for revisions and team strategies and documents revised if applicable.
- **Tier II Intervention Plan:** All intervention programs are evaluated based on student data reports. These reports are generated depending on program and frequency. At-risk students are evaluated within a program taken from the action plan created during the RTI meeting...progress or lack of success/impact on child's progress. If progress is not sufficient other at-risk services, intervention programs, supports will be attempted for another cycle.
- **Network/DOE RTI training turn-keyed by RTI leadership and implementation of new ideas & information:** Follow-up ensuring success strategies and learning shared with RTI Team and greater school community.
- **RTI Calendar:** Calendar allows us
- **Student Action Plan:** Consists of team ideas, strategies, and interventions to be put in place for child. Staff assigned and includes duration of specific programs/interventions.
- **Student Tracking Sheet:** Tracks student current levels and progress and/or lack of.

January-February (Throughout mid-year data and conversations with individual teachers, grade-level teams, and other school-wide teams including RTI. Effectiveness measured based on student progress rates and special education referral data.

Student Progress Monitoring: 6-8 weeks depending on plan

At-risk services and program assessment data is ongoing and also measured more extensively at three points in the year. Student groups and services may end and/or change depending on progress/lack of progress.

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> ▪ 2013-2014 Advance Data ▪ 2013-2014 Advance Reports ▪ Teacher observation trends and patterns ▪ Teacher Goals ▪ School-wide Data (Above)

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015 teacher effectiveness and impact will increase by clearly communicating expectations, outlined by a clear set of criteria (Danielson), and improving instructional quality through providing ongoing feedback, while closely monitoring teacher practice and growth. 100% of staff will engage in the process of observation (administrator, instructional coach, peer to peer, teams) and be provided with protocols for providing feedback (Resources: IPC, Teacher Goals, Observations, Feedback/Next Steps, Follow-Up, Support/Professional Learning, Teacher Team Meetings/Protocols for looking at student work, Student Work/Data)</p>

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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 	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>
<p>Teacher Teams and Work of Inquiry The Work of Teacher Teams, Including Inquiry Team Process and Work School-wide data in student progress has led us to focus on units of study, specifically ELA units and Rotational Reading (guided reading/strategy groups), and daily monitoring of student understanding through ongoing checking for understanding. Skills targeted depend on grade-level data collected and analyzed at the start of the school year. Each grade-level team represents a Teacher Team engaged in the Inquiry process. Teacher Teams have many</p>	<p>First Year Teachers</p> <p>Second Year Teachers & Developing Teachers</p> <p>Ineffective Teachers</p>	<p>September 2014 - June 2015</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Instructional Coaches</p> <p>Curriculum Team</p> <p>All individual</p>

<p>opportunities to meet, reflect, analyze data including student work, and plan during the course of the week. Conversations around teaching and learning have deepened as a result of looking at student work and assessments, developing a common understanding of quality planning and instruction, use of research-based practices, and facilitated sessions. Although each learning opportunity may serve a different function or focus, they are all interconnected. The work of Inquiry is integrated into all we do and vice versa.</p> <p>PLC (Professional Learning Communities): PLC is considered the “grade meeting” and occurs once a week with the potential of meeting for the 3 consecutive periods (prep, prep, lunch). PLC’s vary depending on grade-level focus, data, and needs. PLC content varies but are commonly used for CCLS integration and task creation/adaption, unpacking and revising units of study, daily lessons, looking at data and student work, planning, and other specific grade-level needs.</p> <p>Common Planning: Common planning refers to the common period/prep shared on a grade-level each day (for some 3-4 days a week) in which teachers engage in conversation, reflection, and/or revision of units of study and/or daily lesson plans. This time can be both formal and informal, including lunch-time conversations. The focus is generally around planning, including sharing ideas, resources, etc.</p> <p>Calendar Days: Each grade-level and/or teams in community, have Calendar Days based on need. Calendar Days are scheduled for grade-level teams, lead teachers, and the special education team. Calendar Days this school year have focused on:</p> <ul style="list-style-type: none"> • Looking at Student Work • Baseline data analysis, planning for instruction, unit/lesson revisions • Development of grade-level, teacher, and student goals • Unit Process/Products: Looking at student work, “norming” work using rubric and exemplars, highlighting strengths and next steps, revising current and future units of study. • Data analysis, goal revisions, planning accordingly, unit/lesson revision <p>Learning Walks</p> <ul style="list-style-type: none"> • Environment: Team effort, followed up by administrator meeting, grade-level feedback letter and teacher self-reflection • Feedback, Part 1 (To be continued however followed up during PLC’s, meetings with coaches and administrators, feedback from coaches and administrators) • Instruction: What do tasks/activities look and sound like in the classroom? Identifying depth and rigor in the execution of lessons and tasks we are engaging students in. <p>Lab-sites/Inter-visitations</p>	<p>Enhancement Teachers</p> <p>Special Education Teachers</p> <p>Bilingual/ESL Teachers</p> <p>RTI: AIS, Service Providers, including all guidance and social workers</p>	<p>teachers/staff</p> <p>Teachers as part of team(s)</p> <p>RTI Team</p>
--	---	--

- Guided Reading/Strategy Groups
- Conference notes/conferring with students
- Mini-Lesson Support
- Discussion Protocols/Fish-bowling
- Go Math

Professional Learning Mondays and Tuesdays

- Unpack units of study
- Teams review and analyze individual class and grade data.
- Teams create individual student goals and grade goals.
- Questioning: improving the quality and rigor
- Cycle 1: Discussion Protocols became an instructional focus based on observations, teacher team discussions and feedback/input considered, and data (see PD Plan).
Checking for understanding

Study Groups

- Topics determined by teacher’s interests and needs; focus directly impacts their teaching and student learning
- Opportunities to implement strategies discussed
- Individual and group reflection on implementation

New Teacher Meetings

- Topics determined by teacher’s interests and needs; focus directly impacts their teaching and student learning.

Enhancement Teacher Meetings

- Meet monthly to discuss current units of study and how they can enhance and support units of study.
- Included in Mondays and Tuesdays Professional Learning.
- Discuss and create monthly newsletter for staff.

Differentiated Professional Learning

- One-to-one teacher development/small group provided by administration, instructional coaches, and mentor depending on need (model lesson, teacher-teacher observation and feedback, inter-visitations, lab sites). This work is vertical and horizontal.
- One-to-one meetings with IEP teacher to ensure quality in student’s IEPs, including the impact in classrooms on student learning. Special Education team professional development follow-ups are also addressed/ discussed. Opportunities for mentor to observe classroom practices.

Researched-Based Framework: Improving Teacher Practice and Student Learning

Our instructional practices have been most influenced by the work and research of Charlotte Danielson (Evaluation Rubric), Lucy Calkins, Carl Anderson, Fountas & Pinnell, Ruth Culham (6+1 Traits of Writing), Benjamin Bloom (Bloom’s Taxonomy), Norman Webb (Depth of Knowledge), LCI (Learning Center Initiative), UDL

(Universal Design for Learning), and Teacher’s College Reading & Writing Project.

The work and research is embedded throughout units of study, daily lessons, and assessment, teacher & student support resources/tools, observations including feedback provided to teams and teachers, and professional learning.

There has been three specific areas/domains of focus:

- 3b: Using Questioning and Discussion Techniques (Quality of Questions/Prompts ~ Discussion Techniques ~ Student Participation/Conversations)
- 3c: Engaging Students in Learning (Activities and Assignments, Grouping of Students, Instructional Materials and Resources, Structure, Pacing)
- 3d: Using Assessment in Instruction (Diagnostic, Formative (formal/informal), Summative): Checking for Understanding

The Danielson framework provides specific criteria regarding instructional practices. The research has influenced and changed how we engage in conversations with teachers and teams, and given us descriptive and common language used in the development of teacher learning which will directly impact student learning and progress. Before the implementation of the rubrics, for teacher development, it was important for our learning community to become familiar with the ideas and language of the rubrics, which have been used in providing feedback, both orally and in writing.

**Our Beliefs of How Students Learn Best and
How We Define Rigor**

Teacher Practice and Student Engagement

- Planning with students at center, differentiation (making smart decisions, when, where & how)
- Communicating purpose, “why” they are learning what they are learning: student awareness of goals/objectives and learning targets.
- Student understanding the purpose of their learning/tasks
- Student centered: Student-to-student interaction, teacher as facilitator
- Making connections, building on/developing prior knowledge
- Student engaged in conversations, questioning, and reflection: protocol, criteria, and rubrics evident.
- Use of clear criteria, exemplars, rubrics. Consistent checking for understanding techniques, assessment throughout units, culminating assessment tasks (aligned to teaching and CCLS).
- Students communicate short-term goals (next steps communicated by teacher), evidenced in work.
- Creative, engaging, relevant tasks that allow for hands-on experiences, use of tools, and manipulatives.
- Explicit, clear modeling: Scaffolding strategies, guided practice, and small group instruction.
- Use of exemplars, models, and mentor text: Set clear expectations and norming work.
- CCLS integration

<ul style="list-style-type: none"> ▪ Teacher reflection on student work/learning ▪ Student reflection on work/learning ▪ Planning for essential and guiding questions ▪ Use of teacher questioning, anticipating student responses/moves and planning accordingly ▪ Evidence of Blooms and DOK, scaffolding and differentiating questioning ▪ Small group instruction, flexible grouping ▪ Conferring ▪ Building vocabulary through tiers (everyday, academic, content/domain specific) ▪ Celebrating student work/projects: Teaching practices leverage use of data, inquiry, strategies, questioning, and discussions that promote higher levels of thinking. <p>Ensuring Instruction for All Students: Knowledge of students</p> <ul style="list-style-type: none"> ▪ Teachers supplement and revise units based on whole class, small group, and individual student needs – this is evident in unit and daily lesson plans. ▪ Learning Style Inventory given at the beginning of the year. Teachers are able to modify and plan lessons based on how students learn best. ▪ Multiple entry points: Supplemental texts/resources, choice in process and product. ▪ Use of data to make decisions, adjust lessons, create flexible groups, identify conference next steps, including student sub-groups. <p>Engagement Strategies Evident in Classroom Practice.</p> <ul style="list-style-type: none"> ▪ Student discussion protocol's and discussions built into units/lessons. ▪ Student to student discussions and questioning. ▪ Development of guided questions throughout unit and lessons. ▪ Task cards, criteria, rubrics used to support individual and groups of students. <p>Parents/Families</p> <p>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 interpretation during meetings and events as needed.</p> <p>Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.</p> <p>Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee.</p> <p>Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.</p>			
---	--	--	--

<p>Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress.</p> <p>Developing and distributing a school newsletter and school website designed to keep parents informed about school activities and student progress.</p> <p>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.</p>			
---	--	--	--

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Priority: Instructional Coaches, Grade-Level Team Teams, and Enhancement Teacher Team (Clusters) Secondary Focus: Special Education Team and Bilingual/ESL Team Flexibility in Master Schedule Per session opportunities for Instructional Coaches and Curriculum Team members School Leadership Team</p> <p>Teachers: Assessment Binder, Units of Study, Lesson Plans All documents, including data/analysis/student work etc., have revisions, which are evident. Alignment and cohesiveness in unit of study process/templates/documents, expectations (gap analysis in order to adjust and revise), expectations around use of technology (iPads, Smart Boards, laptops, desktops, computer lab, library)</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. <p>Learning Opportunities provided by the Network, LCI, Teachers College, UFT, DOE in which staff members were strategically matched based on strengths, needs, and interest. Coaches’ spreadsheet tracks external PD, learning focus, and turn-key information. Teachers held accountable for learning which is evident in unit of study additions and/or revisions and new strategies/tools/resources integrated into daily lessons.</p> <p>Formal and informal observations scheduled. In addition to Advance (eligible/ineligible/observation choices): feedback format varies: rubric, letter to individual teacher or grade-level, written on blank template, checklists, low-inference narratives/transcripts, strengths and next steps communicated. Both administrators and coaches track in writing and communicate weekly to ensure appropriate support.</p> <p>Beginning, Mid & End Year Meetings with Assistant Principals and Principal</p> <ul style="list-style-type: none"> Teachers attended meeting with: unit of study binders, lesson plans, assessment binder, conference notes, and

student work samples. Conversations around class and individual student data (baseline to midline, focus on performance and progress). Teacher and student goals are revisited and revised. Program additions and/or changes were made. Teachers received copy of conversation notes, which include feedback. Followed-up with classroom visits and informal observations.

- End-year teacher meetings focus on student and class progress, individual students (special attention to possible holdovers and students of academic concern, and teacher professional goals.

- January: Mid-year data administered and collected

- Calendar Days: Analyze current mid-line data (all content areas)
- Analyze baseline to midline data
- Determine success of baseline goals, revise student, class, and grade-level goals

- February 2, 2015 through February 27, 2015: Core Instructional Team (Principal, Assistant Principals, Instructional Coaches) in collaboration/share with the Curriculum & Instruction Team (Key teachers represented from each grade-level/team added to the Core Instructional Team) to revise, create new, and plan strategically. The following tasks are planned for the impact of instruction and programs mid-year check:

Mid-Year Principal & Teacher Meetings

- Administrators and Instructional Coaches meet with individual classroom teachers to review student data (performance & progress) and discuss: (Teacher development/growth integrated across bullet points)
 - unit and lesson plans
 - trends, patterns, strengths, and next steps in baseline to midline data
 - individual students,
 - teacher growth, goals, next steps revised/created
 - **3 Plans are created for grades 3-5 only**

Grade 3-5 Plan: Implications for Instruction

- Revision to previous unit finalized with grade-level teacher teams.
- Revisions to current unit and the integrated test sophistication unit, which is a separate plan but integrated into one unit.

Saturday Academic Program (ELA & Mathematics ~ January-May): Plan is revised, materials/resources revised/organized/ including assessments

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As stated in the 2011 Quality Review Report, the school community needed to continue and strengthen already existing programs directly correlated to social-emotional development which in turn supports classroom/school behaviors, positive attitude and work habits towards school and learning, and directly impacts student achievement demonstrated in student work/data.

In addition, the school community needed to seek grant/funding programs to address at-risk students (academically, socially, and emotionally...including student attendance).

This data was also supported by Learning Environment Surveys and student and parent surveys distributed internally with the support of the School Leadership Team and Parent Association.

Part 2 – Annual Goal

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

By June 2015 targeted students, meeting specific grant criteria, will demonstrate a 2% increase in performance as demonstrated on the State English Arts Exam. For targeted students in K-2, the 2% increase will be demonstrated in the 2014-2015 MOSL. The specific grants targeted to develop and support instructional and social-emotional support (before, during, and after-school/week hours) are the following for the 2014-2015 school year:

- Extended-Day Violence Prevention Programs (EDVPP) (In collaboration with LEAP and The Leadership Program)
- 21st Century Learning Grant (In collaboration with BronxWrites and DreamYard Organizations)
- Mayor’s Task Force on Chronic Absenteeism (Success Mentor Grant) (In collaboration with NYCDOE)

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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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>Programing to support instruction and academic behavior, and learning through grants and arts integration (also includes additional sports and enrichment activities) Integration: All arts programming (internal or external) is fully integrated and supports the curriculum. A variety of different arts forms, depending on students grade-level, are used to enhance student learning through current units of study in all content areas (depending on grade-level. This work reflects what we value as a community and how we believe students learn best.</p> <ul style="list-style-type: none"> • Art teacher & room (Internal) • Music teacher/program & room, including keyboards (Internal): early childhood chorus “Young Voices” and upper grade chorus “Young Voices United” • Guitar (Internal, Grades 4/5) • Keyboard (Internal) • Dance (Internal, Grades 3-5) <p>Partnerships: Arts</p> <ul style="list-style-type: none"> • <i>Dreamyard:</i> Dance (2), Theater (2), Drama, • <i>LEAP:</i> Sculpture from Everyday Objects, Dance (Latin & Modern), Mural Making • <i>The Leadership Program:</i> Step (3-5), Percussion (3-5), Music through Movement (K) • <i>Bronx Ensemble:</i> Dance, Drama • <i>Dancing Classrooms:</i> Ballroom Dance (Grade 5 Only) <p>Enrichment/Programs (Provided by internal staff, during school day, after-school, and/or Saturdays)</p> <ul style="list-style-type: none"> • Swimming (pool in building), Dance, Percussion, Chess, Cheerleading, Girls Basketball, Boys Flag Football, Boys Basketball, Student Government, Soccer <p>Model School: Mayor’s Task Force on Chronic Absenteeism</p> <ul style="list-style-type: none"> • Model school and lab-site for city schools struggling with excessive absenteeism. Systems and structures shared and adopted. <p>Parent Engagement</p> <ul style="list-style-type: none"> • Parent workshops provided after-school and Saturdays. • Encourage more parents to become trained school volunteers; • Provide written and verbal progress reports that are periodically given to keep parents informed of their child’s events, celebrations, work, and progress. • Develop and distribute a school newsletter designed to keep parents informed about activities, events, celebrations and student progress. 	<p>Grade 3-5 Academically at-risk students</p> <p>Grade 4 ELLs</p> <p>Grade 4-5 socially-emotionally at-risk</p> <p>Chronically absent students as determined by the NYCDOE</p> <p>K-5 RTI students</p>	<p>September 2014 - June 2015</p>	<p>Administrators are responsible for overseeing all programs including data collection and progress monitoring.</p> <p>Social worker</p> <p>School Aide</p> <p>Teachers who demonstrate passion and strengths in programs offered (aligned with posting criteria(s))</p>

Part 4 – Resources Needed

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

adjustments, etc.

Teachers: Lesson Plans

Ongoing collaboration and planning with teaching artists (organizations), includes ongoing reflection and adjustments
Student work products, celebrations, events, which are evident and impact and are shared with greater school
community including families.

Alignment and cohesiveness in unit of study process/templates/documents, expectations (gap analysis in order to adjust
and revise), expectations around use of technology (iPads, Smart Boards, laptops, desktops, computer lab,
library)Instructional Coaches, Grade-Level Team Teams, and Enhancement Teacher Team (Clusters)

Secondary Focus: Special Education Team and Bilingual/ESL Team

Flexibility in Master Schedule

Programming

Per session

School Leadership Team

Parent workshops provided: Teachers and Social Worker

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
---	----------	--	---------------	--	-----------	--	-----------	---	--------

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:

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

Mid-point checkpoint: End January 2015

Second checkpoint: End March 2015 (Before May culminating event) Note: events and celebrations occur throughout
school year lead up to culminating event in which all programs come together to celebrate. Always includes families.

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

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

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Feedback provided by parents via the school website, PA meetings, parent surveys, and workshops through strategic facilitation and use of planned guided questions, to create an inviting environment while encouraging open and authentic conversations.

Goals set by Parent Association and School Leadership Team

New school programs that involve parents as partners through documentation and tracking of events.

- Increased number of parent volunteers.
- Increased number of parents attending Parent Association meetings.
- Increased number of workshops and learning opportunities.
 - Increase in parent attendance
- Always need to increase community awareness of resources, programs, and events.

Learning Environment Survey (2013-2014)

- Strengths
 - Believes we value learning and have high expectations
 - Communication: Academic, Events/Celebrations, Meetings, Workshops
 - Strong instructional programs
 - Strong enrichment and arts activities
 - Access and feel welcome
 - Response from school staff
 - Feel their child is safe
- Needs/Next Steps
 - More frequent progress reports in writing
 - More workshops around actual content
 - GED courses
- Number of students entering kindergarten with no pre-school, daycare, early intervention

Part 2 – Annual Goal

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

By June 2015 there will be an increase of parent and community involvement by 5% by establishing strong parent leadership through the Parent Association, School Leadership Team, and school programs. School programs will focus on involving and engaging parents in ways to contribute to students’ educational process and prepare them for College and Career Readiness.

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> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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>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>
<ul style="list-style-type: none"> ▪ Parent Workshop Opportunities ▪ Assessment and Goal Setting (Principal) ▪ <i>McGruff/Safety</i> (AP, Parents, CBO) ▪ Arts Integration & Activities (Instructional Coaches, <i>DreamYard</i>) ▪ Reading strategies and support. (Instructional Coaches) ▪ At Home Support for Literacy. (Instructional Coaches) ▪ Middle School Articulation: Process, Choices, Strategies (Guidance & Assistant Principal) ▪ Middle School Visits ▪ Technology: Part 1 - Exploring and using the school website as a resource and means for communication. Part 2 - Using Acuity as a support. Requested another Technology PD in the Spring focusing on educational websites for students and parents, audio books, educational software and supports. (Data Specialist/Tech Teacher) ▪ School Website ▪ Domestic Violence (Guidance) ▪ Social-emotional strategies, Information and support. (Guidance) ▪ Effective Communication with your Child ▪ Cyber Bullying ▪ Summer Activities & Events Around the 5 Boroughs ▪ ELL Conference in NYC (30 parents attended) ▪ Asthma ▪ Healthy Eating ▪ ELA & Math Test Sophistication (For Parents) ▪ “Stress-less” followed by Yoga ▪ Immigration (Guidance, Staff from Senator’s Office) ▪ Understanding Career & College Readiness, CCLS (Principal & Instructional Coaches) <p>Ongoing Grade-level Events</p> <ul style="list-style-type: none"> • Writing celebrations (2-3 per grade level at the completion of a writing unit). • Multicultural Celebration: Students celebrate their cultures which included research and project based work including families cooking dishes or desserts for their class. Parents were invited to share in students learning and celebrate. 	<p>Parents/ Families</p> <p>Chronically absent students</p> <p>Social/emotional at-risk, high need students and families.</p>	<p>September 2014- June 2015</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Parent Association Executive Board</p> <p>School Leadership Team</p> <p>Entire school community including office and custodial staff.</p>

- Science Fair
- Math Madness
- Math Olympics/Circus
- Tie-Dye Event
- TIGER Day
- Fairy Tales Celebration
- Arts Alive Festival (Grade Highlights)
- Awards Night
- Swimming Events (Including Jr Lifeguards): Total: 4

School-wide Events

- Monthly parent/family activities in classrooms. Activities vary per grade-level. Examples: use of the Smart Board (K), use of iMovie (5), cooking following directions/recipes (3), math number stories (1)...activities reflect a theme depending on the current unit of study and/or holiday of the month.
- Movie Night
- 100% Attendance Breakfasts (Students and Parents) (Winter & Spring)
- PTC: Stations established in the cafeteria for parents.
 - Coaches: Reading levels matched to books, skills, and strategies
 - Questions for Coaches
 - Service providers
 - Technology/School Website
 - Belmont Library
 - Scholastic Book Fair
 - Materials/Supplements for Families
- Arts Alive
- Dance Festival
- Family Dance (Upper Grades)
- Family Fun Reading Night: Guest Author: Dan Greenburg, Clifford the Big Red Dog, Barnes & Noble, Literacy Activities, New York Public Library

Fundraising allowed for holiday presents for children/families in need (Shelter/Temporary Housing). Every K and 1st grade child received an age appropriate toy, and in grades 2 through 5 students in shelters and/or temporary housing.

Weekly ESL class for parents, every Tuesday, attendance increased by more than 50%. Attendance weekly includes approximately 25 to 30 parents. Focuses on written and verbal communication in English, reading skills and strategies, community field trips, and supporting students at home. ESL workbooks used to support work.

- Daily and weekly meetings, both formal and informal, with the Executive Leadership of the Parent Association.
- Warm, welcoming Parent Room where parents can meet,

<p>share ideas, learn, and receive support and resources.</p> <ul style="list-style-type: none"> ▪ Parent Coordinator acts as support and liaison between parents and the school community. ▪ Collaborate with community organizations and businesses to establish relationships and support for the school and outside community. ▪ Communication via email between parents, teachers, and administrators. ▪ Parents attend professional development and meeting opportunities provided by DOE and community based organizations. ▪ Parent participation on School Arts Leadership Team. ▪ Workshop ideas also generated based on parents needs and interest. (Examples: GED, ESL, Financial workshops, How to Help Your Child at Home, Healthy Eating, Asthma, Good Questioning & Conversation, Math Games/Activities, Go Math, RTI Process, Common Core Learning Standards, Understanding the State Math & ELA Examinations...). ▪ Collaboration with student government on school-wide events. ▪ Collaboration with the Literacy Specialist to use the Robin Hood Library as a tool for students and parents. (Examples: Books for Breakfast, Open Access Hours on Tuesdays) ▪ Increase parent participation and involvement at scheduled RTI meetings. ▪ Letters/Automated Calls advertising parent supports and events in New York City. ▪ Strong School Leadership Team that engages in conversation and decision-making process around student and community needs. 			
--	--	--	--

Part 4 – Resources Needed

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

- Parent meeting and workshop agendas, minutes and sign-in sheets.
- School Leadership Team agendas, minutes, and sign-in sheets.
- Collaboration and communication between parents and teachers.
- Documented events within the school community.

- Parent feedback.
- Newsletters, letters, flyers, and other community documents distributed to students and parents.
- Parent volunteer attendance and logs.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
---	-----------------	---	----------------------	--	------------------	---	------------------	---	---------------

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

Title I Parent Engagement

Part 6 – Progress Monitoring

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

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

Mid-point benchmark towards meeting goal: February 27, 2015

- Daily communication with PA president. She is truly an active part of our team and community. Daily and weekly communication with Executive Board including a more formal monthly meeting. The Parents Association has provided items based on grade-level needs, for example, thick pencils for K and 1, copy paper, hats and coats for students in need.
- Supports school environment by displaying pictures of activities, workshops, parent involvement.
- Increased attendance at monthly Parent Association meetings.
- Increased collaboration and decision-making during School Leadership Team meetings.
- Bi-Monthly Parent Newsletters: Provided by each grade-level team, completed by classroom teachers, includes unit of study information, supports for parents, highlights of classes and grades, events, celebrations, etc.
- Monthly Parent Calendar: Highlights events, programs, celebrations, reminders
- Assessment of PA collaboration with Student Government
- Parent Room/Resource Center
 - Finalized and organized by centers. Use of technology, criteria charts supporting parenting and instructional techniques, resources for families, upcoming opportunities. Consistent parent volunteers in library, gym, cafeteria, office, parent room.
- Parent Workshop Opportunities: Feedback Sheets
 - Tracking and monitoring workshops and learning opportunities for parents provided by different stakeholders
- School-wide Events/Celebration Reflection & Parent Feedback
 - Tracking and monitoring school, grade, and class events/celebrations

- Parent Feedback
 - Weekly ESL class for parents, every Tuesday, attendance increased by more than 50%. Attendance weekly includes approximately 25 to 30 parents. Focuses on written and verbal communication in English, reading skills and strategies, community field trips, and supporting students at home. ESL workbooks used to support work.

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> • 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)

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)	<p>State Examination Data (ELA, Math, NYSESLAT)</p> <p>Baseline-Midline-End-line assessments</p> <p>IEP information/data</p> <p>Unit of Study formative and summative assessment data</p> <p>Program baseline assessments</p> <p>Unit diagnostics</p>	<p>iReady: CCLS integrated program of assessment and data-driven instruction . The program teaches and assesses all CCLS in Reading and Mathematics, with some Writing/Response Standards addressed throughout. Language, Speaking, and Listening Standards are also integrated throughout.</p> <p>Guided Reading/Strategy Groups: Use of appropriate leveled texts, teacher created guiding questions and activities, encourages student analyzing and conversations around text. Provided in addition to classroom instruction, small group, targets student’s needs.</p> <p>Fundations: Increases phonological/phonemic awareness, phonics and spelling, focuses on sequence skills, print knowledge, alphabet awareness, phonological, phonemic awareness, decoding, fluency, vocabulary, and spelling. Critical thinking, speaking, and listening skills are also addressed through text activities. (Small group instruction)</p>	<p>Included in program descriptions.</p>	<p>Parts of the <i>iReady</i> program will be used during the school day, during rotational reading, and during extended day.</p>

Sounds in Motion:

Targets early literacy improving skills in: listening, phonemic awareness, articulation, and discrimination of speech sounds, auditory processing, and vocabulary development through movement. (Small group instruction)

Avenues: Used to address all four modalities (speaking, listening, reading and writing). This program uses culturally relevant materials, relates to all content areas, and integrates thematic units of study. It emphasizes a multi-sensory approach through songs, stories, poems, rhymes as well as photographs. The program also develops vocabulary, grammar, comprehension while incorporating critical thinking skills. Big books, audio cd's and leveled texts also support students learning. Teachers can take an individual or cooperative learning approach. (Small group instruction)

Imagine Learning:

Imagine Learning is a technology-based program, which is individualized to meet the needs of students according to English Proficiency and student reading levels. Components of Imagine Learning include: vocabulary development, listening comprehension, songs and chants, phonemic

awareness, letter recognition, as well as fluency and comprehension. The program also individualizes learning within groups of students while encouraging students to practice reading and speaking out loud.

(Targets ELL's, technology based, 1:1 program that targets student's needs, including small group component)

SuccessMaker: A balanced, integrated approach to reading, a strong instructional focus on developing phonological awareness, phonics, reading fluency, vocabulary and comprehension skills through a lesson-based format that allows students to practice and apply these skills. (Technology based, 1:1 program, including small group component)

READ 180: A technology based program that delivers effective reading, writing and vocabulary instruction to struggling readers by differentiating instruction according to each individual student's level and needs. *Read 180* has a rich and engaging curriculum and includes a variety of resources for differentiated instruction. In addition to the technology component, students engage in both independent and small

		<p>group learning activities. The individual activities include an independent reading and listening center experience which targets student's needs. (Technology based, 1:1 program, including small group component)</p> <p>Zip Zoom: A program that beginning ELL's with special needs also use. It is also a technology based program which introduces letters to sounds by touching the keys. Zip Zoom also teaches words, word families, vocabulary, read alouds and poems/songs.</p>		
<p>Mathematics</p>	<p>State Examination Data (ELA, Math, NYSESLAT)</p> <p>Baseline-Midline-End-line assessments</p> <p>IEP information/data</p> <p>Unit of Study formative and summative assessment data</p> <p>Program baseline assessments</p> <p>Unit diagnostics</p>	<p>iReady: CCLS integrated program of assessment and data-driven instruction . The program teaches and assesses all CCLS in Reading and Mathematics, with some Writing/Response Standards addressed throughout. Language, Speaking, and Listening Standards are also integrated throughout.</p> <p>Math Steps: Reinforces a strong foundation of mathematical skills and scaffolds students learning. Focus on place value, basic operations, computational skills, and word problems, number and numeration, understanding various concepts, scaffolding of more complex concepts.</p> <p>SuccessMaker: A presentation of</p>	<p>Included in program descriptions</p>	<p>AIS programs are provided during the school day for the exception of <i>iReady</i>, which is provided both during the school day and during extended day.</p>

		<p>problems and consistent areas for answer input let learners focus on how to do math, while developing basic skills and more complex problems depending on student's responses on ongoing assessments. Fun characters and reinforcements keep students engaged and motivated. (Technology based, 1:1 program, including small group component)</p> <p>Guided Math/Strategy Groups: Provided in addition to classroom instruction, small group, targets student's needs.</p>		
Science	<p>Baseline assessment data</p> <p>Unit pre and post-tests</p> <p>Grade 4 State Science, trends & patterns</p>	<p>Measuring Up: NYS Learning Standards (Science, Level), Includes assessments and test practice.</p>	<p>Guided small group instruction on specific grade-level science standards during the school day.</p>	<p>AIS programs are provided during the school day.</p>
Social Studies	<p>Baseline assessment data</p> <p>Unit pre and post-tests</p>	<p>Measuring Up: NYS Learning Standards (Social Studies), Includes assessments and test practice.</p>	<p>Guided small group instruction on specific grade-level science standards during the school day.</p>	<p>AIS programs are provided during the school day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Occurrence reports</p> <p>Anecdotal records</p> <p>Student writing, responses/discussion in response to PBIS work</p> <p>RTI referrals</p> <p>Special Education referrals, IEP's</p> <p>Outside service referrals</p>	<p>Fordham Tremont Mental Health Services (Provided in-house)</p> <p>Social Worker (2) K-2 3-5</p> <p>Counselor (Mandated Service/IEP Students)</p> <p>School Psychologist (School Assessment Team)</p> <p>Social Worker (School Assessment Team)</p>	<p>1:1 and small group, depending on student(s) need(s)</p>	<p>AIS programs are provided during the school day.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	School-wide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
----------	----------------------------------	--	---	--	--------------------

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.

- A focus on teacher growth and support attracts highly qualified teachers through the numerous learning opportunities, collaborative planning, and strong teamwork and development, which provides a nurturing adult learning environment. Instructional coaches, administrators, and lead teachers will engage in professional conversations and professional development supported by Network staff/instructional coach's, Teacher Center initiative, LCI, Teacher's College, and other Network learning opportunities, which will allow them to better support their teachers in clarifying expectations and implementing quality instruction.
- Rigorous team interview and hiring process, including demo lesson.
- Strategic placement of teachers/staff including the dynamic and development of strong teams.

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).

- Monday and Tuesday's professional learning cycles, depending on grade-level/team/staff needs, led by core instructional team, including lead classroom teachers...differentiated, with the expectation of learning being applied which is followed up by reflection, revision, and evidence in student use and product.
- Classroom teachers attend grade-appropriate, workshops depending on areas of need and interest. Learning is then shared during PLC's (Professional Learning Communities) and Teacher Team meetings.
- Administration follows a formal and informal observation protocol, which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals. On-going support and feedback allows teachers to grow in a non-threatening learning community.
- Instructional Coaches, Lead Teachers, and administrators will conduct professional learning activities designed to develop a clear and shared understanding of what effective teaching looks and sounds like in specific areas of focus.
- Teachers engage in the collaborative curriculum development, implementation, and analyze student work reflecting the Common Core aligned tasks/units. The Common Core aligned tasks incorporates more rigorous student work. The student work is assessed to plan for future instruction.

- In addition to support from administrators and instructional coaches, both IEP Teacher and Mentor support non-tenured teachers. Weekly meetings, visits, and feedback, which is then discussed at weekly cabinet meetings.
- Teacher teams have 5 common preparation periods a week. 1 of the 5 allows teachers to meet for 3 consecutive periods. Teachers meet regularly to review data, plan, revise units and daily plans, and share ideas.
- Teacher teams will collaboratively generate units built on sequence and rigor, which are reflected in units of study. Teachers will notice the progression of a task with the same concepts embedded, raising the complexity as they move forward. The importance of the “process” and what students are thinking will drive reflection and conversations.
- Instructional coaches, administrators, and chosen Lead Teachers, from both teams, will participate in Network and city sponsored professional development designed to support the creating of tasks aligned with the Common Core Standards.
- Instructional coaches, administrators, and Lead Teachers will plan for professional development with grade-level Teacher Teams supporting the acquisition of skills and knowledge related to creating and implementing the described tasks and assessments.
- Ongoing visits and collaboration with the Network Instructional CCLS Coach will facilitate and guide school-wide next steps and provide multiple resources depending on needs. (For example, protocols for looking at student work, depth of knowledge resources, sample task bundles.)
- Teacher Team meetings, PLC’s, common planning periods, and Calendar Days will support the creation, implementation, and collaborative understanding of these tasks. In addition, the CCLS planning team has 4 hours per week after-school to continue and deepen the work.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

- Communication with community pre-school programs
- Student/class pre-school visits (Spring) for incoming fall kindergarten students
- June parent orientation meeting for new incoming kindergarten families (Summer supports, school information, curriculum, School Packet)
- School Handbook
- Three day summer program for kindergarten students in August (Parents meet the teachers and students get

accustomed to the school, classroom, teacher, and students.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Multiple forms of formative and summative assessment data are used to guide school, grade-level, class, teacher, and student goals. The most valuable of assessments are the formative; which engages teachers/teams to analyze student work, progress tasks/checks, and unit assessment data in order to revise and adjust current and future units of study. Teacher conference notes are also proven valuable in identifying strengths and next steps which are communicated to students. Unit assessments are both CCLS aligned and aligned to what is specifically being targeted and taught throughout a lesson/unit. The following is a summary regarding assessment within the school community:

- State Examination Data (ELA 3-5, Math 3-5, Science 4, NYSESLAT)
- ELL Interim Assessment
- AIS Program Data K-5 (See Above for list of Intervention Programs, Targeted Students)
- In-House Baseline, Midline, End-line Data K-5 (Reading, Writing, Math, Social Studies, Science)
- TC Quick Assessment Data K-5 (Reading)
- CCLS Student Goals Tracking Sheet K-5
- Unit Assessments (Criteria/Rubrics)
 - Literacy (Pre, BAT's, CAT's)
 - Writing (6+1 Traits Continuum)
 - Math (Pre/Post, Progress Checks, H.O.T/Extended Response)
 - Social Studies (Pre/Post, Progress Checks)
 - Science (Pre/Post, Progress Checks)

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

Directions: All School-wide 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 School-wide Program school must identify in its School-wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School-wide 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 School-wide Program, the amount each program contributes to the consolidated School-wide 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 School- wide 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	47,240.00	X	N/A
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	168,833.00	N/A	N/A

Title III, Part A	Federal	144600.00	X	N/A
Title III, Immigrant	Federal	1464.00	X	N/A
Tax Levy (FSF)	Local	219,822.00	X	N/A

¹**Explanation/Background:**

Title I School-wide 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, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide 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 School-wide 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 School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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 and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact (SPC)

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their

child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child
- 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 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 PIP 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.

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 as well as reduced class-size, and/or push-in services.
 - 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.

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

Part A: School Information	
Name of School: PS 32x, The Belmont School	DBN: 10X032
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 136
Grades to be served by this program (check all that apply):
<input checked="" 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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

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:

Introduction/Overview

Current Number of ELL's: 136 (K: 30, Gr 1: 22, Gr 2: 30, Gr 3: 19, Gr 4: 12, Gr 5: 23)

All students are receiving the required instructional minutes from certified ESL or bilingual teachers during the school day. Based on an analysis of the 2014 NYSESLAT scores we see a need to provide additional supplementary work in reading, writing and listening. ESL teacher, classroom teachers, and The Core Instructional Team of 10X032 has analyzed the ELL data determining school, grade-level, class, and individual student trends, strengths, and areas most in need. The data has impacted units of study, differentiated options/activities, explicit whole group and small group instruction/conferences, ESL programs and instruction, AIS instruction, and extended day/week programs. Goals (short and long-term) include providing students with supplemental guidance and implement strong student supports in order to increase both performance and progress rates.

Targeted Supplemental Programs

Imagine Learning: Although the Imagine Learning program is used throughout the instructional school day, the data provided allows teachers to support and target specific skills/ strategies for direct instruction during the supplemental programs. This data specifically supports decoding, comprehension, fluency, social and academic language, vocabulary development.

Students are grouped first according to overall data collected by multiple sources (NYSESLAT, Computer-based Intervention Programs, State Examination Data, In-house formative and summative assessment data integrated into all content area unit of studies, In-house simulations). Groups are flexible as knowledge of students increase, including analyzing current/new data. Teachers move student groups depending on progress and/or lack of. Grouping may also target specific modalities in addition to targeted skills/strategies.

The extended day/week program for ELLs will begin in January. The after school/week program will target student needs and build skills necessary to show progress in the four modalities. It is aligned and supplemented to the Common Core Learning Standards, Bilingual Education and ESL services required by CR Part 154. The program will develop students comprehension skills and increase their independent reading levels measured by TC Quick Assessment. It also engages students using the Continental's New York ELLs for guided and independent practice to further student learning and strengthen students oral, and social and academic writing skills. The extended day/week program will run three days per week for 1/1.5 hours per day through May 2015 and the Saturday program runs for a three hour block of time. If

Part B: Direct Instruction Supplemental Program Information

additional funding becomes available supplemental support programs will be developed.

After school programming focuses builds on classroom instruction/curriculum. This is in addition to their ESL/ Bilingual programs. These extension and small group activities allow for more targeted and individualized planning and instruction. They work on listening and oral English Language Development modality through the use of picture cards, text illustrations, and student work/illustrations. Teachers will plan mini-lessons to target student's needs in each modality (listening, speaking, reading and writing). Students will use the supplementary material Continental's New York ELLs to provide students with a balance of guided and then independent practice to implement strategies and skills taught. The students will use the illustrations to develop oral language by engaging in storytelling, comprehension of dialogue and information, texts to develop comprehension. Students will generate writing pieces (taken through the writing process and in response to text/resources) that are organized, demonstrate complex understanding of the task/texts and use appropriate vocabulary and sentence structure for the grade level. The 6+1 Traits of Writing (criteria and rubrics) facilitate student learning.

Libraries will also be purchased (Lee & Low) to supplement the program. This will allow for independent practice in both English and Spanish for both students and parents. Libraries will be distributed between targeted classrooms and the Robin Hood Library.

Types of other learning skills and strategies integrated across all content areas:

Predicting, inferring, summarizing, questioning (self & others), self-monitoring, clarifying, visualizing, evaluating by rereading, using key vocabulary, use of mapping/graphic organizers, note taking, highlighting, accountable talk/discussions. After analyzing information/text students will be able to apply knowledge to show deep understanding. Teachers will act as facilitator in addition to providing explicit teaching and provide opportunities for interaction between students, questioning (self & others) for clarification and deeper understanding, group activities/learning, group discussions/projects, and thinking critical through problems with their peers.

The following supplies will be purchased to support Title III programs provided by other funding sources: paper, pencils, folders, markers, chart tablets. The Continental's New York ELLs workbooks, listening center materials (texts on tape/CD), and instructional games are also purchased to support the programs. A Kaplan program is also used in collaboration iReady (Text and Technology based), a CCLS student program support. Imagine Learning and Achieve 3000 are also used. Service providers also provide additional instruction and support. They provide both Tier I and Tier II strategies. ELL's are engaged in Imagine Learning, READ 180, Success Maker, and Avenues. All newcomers are assessed and placed in a program, offering them the at-risk service. Student needs determine who and what program(s). Although these programs are offered throughout the day, the data is used and selected small group tasks/activities are pulled from these programs to support the extended day/week programs throughout the school year.

Part C: Professional Development

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:

Overview Programs/Topics:

-Continental New York ELLs

-Libraries (Lee & Low Books)

-Imagine Learning (Data/planning integration focus) (Note: If applicable and depending on funding)

Continental New York ELLs

Lessons address the speaking, listening, reading, and writing language domains. Professional development will focus on academic content and language aligned with items for the Common Core's emphasis on reading for information. The patterned way of reading is a common instructional practice within our school community. The professional development will focus on a variety of instructional strategies for both teachers and parents. Some topics will include:

- Patterned Way of Reading
- response to graphic information and use of organizers and supports
- responding to short passages/texts
- comprehension of dialogue and information
- picture-based stories
- listening for academic content and language
- writing fact-based essays

Some integrated activities allow for professional development which also focus on grades 3, 4, 5 aligned to the New York State Common Core Learning Standards needed to transition to the NYS Common Core ELA Examination.

Libraries (Lee and Low)

The Bilingual book sets/libraries offered by Lee and Low provide a variety of diverse books featuring a range of cultures. The books/libraries will be divided between the program classrooms and library.

Planned topics for professional development are the following:

- close reading of text

-teaching vocabulary in layers

-choosing texts and vocabulary

The professional development will focus on the best instructional practices for ELLs.

Part C: Professional Development

Imagine Learning (data integration/planning)

Special attention will be paid to the Action Areas Tools which will give teachers intervention skills, strategies, and resources necessary to move each individual student forward. Teachers will analyze data and group students by need for guided and independent practice.

Part D: Parental Engagement Activities

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

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

Begin description here:

Introduction/Overview

PS 32 begins the school year with a professional development plan. This plan reflects NYCDOE Instructional Expectations and Goals, and school-wide goals. The overall goal is to improve teaching and learning, in both English and students Native Language in addition to providing parents/families the opportunity to engage in their child's learning and learning to develop themselves. Our community focuses on parent development and enriching parent engagement in all contant areas. Our parent coordinator, assistant principals and veteran bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL program and Title III student and parent programs. This educates parents on instructional programs and gives the opportunities to meet key staff members and ask questions.

Targeted Parent/Family Professional Development

Parent ESL Classes (offered once a week for one hour)

The parent ESL classes are taught by a licensed ESL teacher in collaboration with our bilingual social worker and parent coordinator. ESL classes target families at the beginner and intermediate levels. The class introduces basic structures of the English language and vocabulary development. Through reading, writing, listening, and speaking, parents learn strategies to develop oral language, pronunciation, and reading skills. They expand oral comprehensibility and write complete sentences and standard paragraphs while acquiring level-appropriate grammar and punctuation skills. The Side by Side text/workbooks compliment the work that students do in their programs. This text/workbook supplements the program. Parents/families also have opportunities to take field trips in the neighborhood for application in addition to parent ELL workshops/conferences offered throughout the city.

Part D: Parental Engagement Activities

Continental's New York ELLs

The supplemental text, Continental's New York ELLs, including workbooks, students use in the program offer some great resource pages that are integrated into the parent ESL class. In addition, two teachers (1 ESL, 1 Bilingual certified), hold a series of three workshops aligned to the student program and their resources. This both develops parent knowledge and also allows them to better support their child at home. Parents have the opportunity to take away a packet mass copied that offers additional work/support for both student and parent.

Library

In addition, our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily for themselves and with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners and families which support the programs and parent development, specifically in literacy. During this Tuesday open access time the licensed ESL teacher who engages parents in the class is also available to support them during this time.

Activities are appropriate for parents of ELL's and we secure the appropriate translation and interpretation services for our families. Funds are also used for Translation Services throughout the school year.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X032 School Name: 32

Cluster: 53 Network: 534

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.

During registration, both parent and child are interviewed to determine the primary language spoken. Parents also complete the Home Language Survey and Emergency Blue Card that identifies parents preferred language of communication (written and oral). Resources such as the school brochure, family guides, parent Bill of Rights, school calendar, school vision and mission statements, discipline code, newsletters, school goals, and school surveys are provided in both English and Spanish. When other languages are determined, for example, French or Albanian there are designated staff members who translate (oral and written) and also use DOE translation services. The Parent Association, in collaboration with the Parent Coordinator also sends out an interest survey/questionnaire which identifies languages spoken within the community.

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.

Based on survey data and family information documents, our findings indicate that the primary languages spoken are English and Spanish. Other languages spoken are: Afrikaans, Albanian, Arabic, Chinese, French, Macedonian, and Romanian. Most parents who speak these other languages also speak, read, and write English. We have three families that speak Afrikaans, six Albanian, two Arabic, two Chinese, 460 English, three French, one Macedonian, one Romanian, and 280 Spanish speaking families. Students home language is entered into the ATS system at the time of enrollment into a New York City school. The Home Language Report (RHLLA) can be accessed in ATS. The school community is informed on these translation and interpretation needs through student and family profile sheets completed each year, surveys, ARIS, and school memos.

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.

Our school provides the following translation services for limited English proficient parents/families whose primary language is Spanish: All notes, school letters and memos, calendars, newsletters, flyers/posters, announcements, educational supports, and instructional expectations are translated into Spanish daily/weekly. Also provided in both English and Spanish (translation) are Parent-Teacher Conferences and meetings, workshops, Parent Association meetings, School Leadership Team meetings, school and classroom celebrations. Other languages in need of translation are provided through the use of websites, phone system support, DOE and State Education websites and links. (Other resources also include: translation unit, over the phone translations and interpretation, oral interpretation services, <http://schools.nyc.gov/parentfamilies/NYCFamilyGuide.htm> and written submission at schools.nyc.gov. are used for translation needs.) When a parent needs interpretation of documents or assistance, other than English or Spanish, our school provides this within one to two school days. On-going translation of Spanish is provided by the Parent Coordinator, three school social workers, bilingual teachers/paraprofessionals, and/or the ESL teacher.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services at our school are provided in-house by a staff member (Parent Coordinator, guidance counselor, social worker, ESL teacher, bilingual teachers) who speaks the parents language. Languages spoken by our staff consist of English, Spanish, Albanian, Portugese, Arabic, and French. Outside resources are also used, such as the translation and interpretation unit and DOE website and links, when the parents primary language is not spoken by any staff member within our school community.

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>.

Our school fulfills Section VII of Chancellor's regulation by providing each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document are given to parents in their primary language that we obtain from <http://schools.nycgov/rules-policies/ParentBillofRights/Parent+Bill+of+Rights+and+Responsibilities.htm>. At our school's entrance parents find a language interpretation poster that specifies the availability of interpretation services. It also states Parent Coordinators and District Family Advocate's (DFA) contact information. This is also located in the main office.

The Parent Coordinator has a Language Access Kit which includes:

- multi-lingual welcome posters (to remind parents we can assist with interpretation services)
- language identification guides
- over the phone information guides
- guides to support school safety agents
- translation and interpretation services on written and over the phone services available
- parent language identification guide to assist visiting limited English proficient parents
- I speak cards distributed to limited English proficient parents in our school

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 032
School Name Belmont School		

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

Principal Adalia Rosamilia	Assistant Principal Rhonda Stigliano
Coach Jessica Caba	Coach Danielle Colangelo
ESL Teacher Elisabete Fernandes	Guidance Counselor Martha Estevez
Teacher/Subject Area Eleana DeLuna/1st Bilingual	Parent Iris Elmore
Teacher/Subject Area Ms. Caceres/ 2nd Bilingual	Parent Coordinator Emma Santana
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other Marie Flanagan

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	806	Total number of ELLs	123	ELLs as share of total student population (%)	15.26%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	95	ELL Students with Disabilities	27
SIFE	0	ELLs receiving service 4-6 years	28	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	56	0	2							56
Dual Language										0
ESL	39	0	15	28		10				67

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	95	0	17	28	0	10	0	0	0	123

Number of ELLs who have an alternate placement paraprofessional: 8

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	21	19	16											56
SELECT ONE														0
SELECT ONE														0
TOTAL	21	19	16	0	56									

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	9	2	14	10	15								61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French					1	1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1										2
TOTAL	11	10	3	15	12	16	0	67						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	3	3	3	5									22
Intermediate(I)	16	5	5	7	8									41
Advanced (A)	33	12	9	1	5									60
Total	57	20	17	11	18	0	123							

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	3			11
4	10	3			13
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		3				1		11
4	9	1	4	2					16
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1	1	10		1	2	16
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Various Assessment tools are used to assess the literacy skills of our ELLs. Some of the assessments used are Lab R, ELL Assessment Kit (Rigby), El Sol, Eclas 2, TC Quick Assessments, ELL Periodic Assessment, Independent Reading Levels, teacher conference notes and observation, technology-based program assessments, and protocols for looking at student work. These assessments identify students

needs, strengths, and next steps, which allow teachers and grade-level teams to plan accordingly.

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

After examining multiple sources of data, trends and instructional plans, the following is concluded.

In grades k-5, 60 students were given the Lab-R. 52 of these students tested are in kindergarten and scored Proficient and Advanced. We have non-English speakers in K, 1 and 2 (K: 2 students, 1: 2 students, 2: 1 student) and a few Beginners.

The general trend on the NYSESLAT is more students are scoring at the Intermediate and Advanced level in grades K-5. In grades K-5 students tend to score higher in Listening and Speaking than in Reading and Writing.

In grades K-5, 7 students moved up a level from Beginning to Intermediate, 9 students went from Intermediate to Advanced, 6 Students went from Beginning to Advanced level.

In grades 3-5 students continue to need support in developing reading and writing skills.

Next steps to assist students with the reading and writing sections of the NYSESLAT are:

- To understand what the question is asking and to make connections to a picture
- Develop conventions, fluency, and a voice in writing
- Re-read and self-monitor for meaning
- Make inferences
- Put items in sequence
- Use correct sentence structure/sentence verb agreement
- Analyze a picture
- Use a graphic organizer: Provide text evidence to back up thinking
- * Use the 6+1 traits in writing
- * Draw concluding orally after reading
- Use appropriate grammar and punctuation

Grade 3 ELA

ELL Student Strengths

- Making predictions, drawing conclusions, making inferences about events and characters
- Summarize main idea and supporting details
- Identifying conclusions that summarize main idea
- Evaluate the content by identifying important and unimportant details.
- Using graphic organizers to record significant details.
- Use knowledge of story structure, story elements, and key vocabulary to interpret stories.

ELL Student Needs & Next Steps

- Reading and understanding written directions.
- While listening to a selection, identifying the elements of character, plot and setting.
- To understand author's message or intent.
- Determining the meaning of unfamiliar words/strategies by using context clues and other resources.
- Evaluate the content by identifying whether events, activities, characters and settings are realistic.

ELL Next Steps & Supports

- 50-minute program (10:1, Teacher-Student Ratio)
- After-school Program (January-May)
- Saturday Program (January-May)
- Small group instruction, strategy groups, guided reading (In addition to classroom instruction, as an intervention).
- Ongoing formative assessments, including daily conferencing and feedback
- Use of children's literature, mentor texts, and touchstone texts
- Testing Fundamentals Program: Test sophistication integrated into reading and writing workshops.
- Use of technology-based programs, for example, Imagine Learning.
- Use of educational sites to reinforce content area skills and strategies, for example, Educational World for Social Studies.
- ELL students with IEP's receive 30-minutes a day of Sound Reading Solutions.

Note: All interventions, programs, and services are tracked for student's strengths, needs, and progress.

Grade 4 ELA

ELL Student Strengths

- Locating information in a text and providing evidence to solve problems.
- Use specific evidence from text to identify main idea and themes.
- Describe characters, their actions and their motivations related to a sequence of events.
- Recognize the difference between fact and opinion.
- Use of graphic organizers to record significant details about character and events in stories.
- Use of note taking skills and strategies.

ELL Student Needs & Next Steps

- Making predictions, drawing conclusions, and making inferences about events and characters in stories/passages.
- Identifying main idea and supporting details in informational texts.
- Evaluating content by identifying the author's purpose.
- Organization and elaboration of ideas orally and in writing.
- Writing conventions and mechanics.

ELL Next Steps & Supports

- 50-minute program (10:1, Teacher-Student Ratio)
- After-school Program (January-May)
- Saturday Program (January-May)
- Small group instruction, strategy groups, guided reading (In addition to classroom instruction, as an intervention)
- Ongoing formative assessments, including daily conferencing
- Use of children's literature, mentor texts, and touchstone texts
- Testing Fundamentals Program: Test sophistication integrated into reading and writing workshops.
- Use of technology-based programs, for example, Imagine Learning, READ 180
- Use of educational sites to reinforce content area skills and strategies, for example, Educational World for Social Studies.
- ELL students with IEP's receive 30-minutes a day of Sound Reading Solutions.

Note: All interventions, programs, and services are tracked for student's strengths, needs, and progress.

Grade 5 ELA

ELL Student Strengths

- Use of note taking skills and strategies.
- Define characteristics of different genres.
- Identifying literary elements such as setting, plot, and characters of different genres.
- Recognize the difference between fact and opinion.
- Describe characters, their actions and their motivations related to a sequence of events.
- Use of graphic organizers to record significant details from informational text.

ELL Student Needs & Next Steps

- Determining meaning of unknown words by using context clues, other resources/strategies.
- Identifying author's purpose.
- Read to collect and interpret data, facts and ideas from multiple sources of text.
- Determining important vs. unimportant details.
- Identify and use metaphors and similes'
- Identify information that is implied rather than directly stated.
- Read and understand written directions.

ELL Next Steps & Supports

- 50-minute program (10:1, Teacher-Student Ratio)
- After-school Program (January-May)
- Saturday Program (January-May)
- Small group instruction, strategy groups, guided reading (In addition to classroom instruction, as an intervention)
- Ongoing formative assessments, including daily conferencing
- Use of children's literature, mentor texts, and touchstone texts
- Testing Fundamentals Program: Test sophistication integrated into reading and writing workshops.
- Use of technology-based programs, for example, Imagine Learning, READ 180
- Use of educational sites to reinforce content area skills and strategies, for example, Educational World for Social Studies.
- ELL students with IEP's receive 30-minutes a day of Sound Reading Solutions.

Note: All interventions, programs, and services are tracked for student's strengths, needs, and progress.

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

RMNR Report is not available.

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

Use of the ELL Periodic Assessment by School Leaders & Teachers

School leaders, including administration, coaches, and lead teachers, plan for Professional Learning Communities, Calendar Days, and common planning periods to allow time for teachers to analyze data and plan for instruction. The ELL Periodic Assessment data is analyzed by each teacher team, grades 3 through 5, and then compared to other sources of summative and formative assessment data. During teacher team meetings strategies and effective teaching strategies are discussed and shared for ELL students. Teachers identify student's strengths, needs, and next steps in addition to making decisions about what is taught to the class as a whole and what can be taught in small groups. The data is used to plan for future units of study, small group instruction, and conferences. This data also guides decisions made for the 50-minute extended day, after-school programs, Saturday programs, and testing sophistication units. Teacher's consistently monitor the progress of their ELL students through the use of specific criteria, rubrics, conferencing, and other sources of formative and summative data.

ELL Periodic Assessment

Common Student Needs

- To understand the question and connect to the picture
- Develop a voice in writing
- Re-read for meaning
- Make inferences
- Put items in sequence
- Use correct sentence structure/sentence verb agreement
- Analyze a picture
- Use a graphic organizer
- Use appropriate grammar and punctuation

Developing Student's Native Language

All bilingual and ESL teachers are fluent Spanish speakers, readers, and writers. In all Bilingual classrooms, students receive science and social studies instruction in their Native Language. Students in Bilingual classes engage in reading and writing in NLA and ELA. Students receive small group instruction in math, reading, and writing depending on their needs. Classroom environments consist of English and Spanish libraries, resources, labels, charts, word walls in all content areas, and student work displayed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school engages in four steps to help our ELLs become successful students. The first step is universal screeners that are used to establish a baseline of student performance and identify students who are not making academic progress at expected rates. The Data gathered gives us indication that a student is at risk in a specific domain. The next step is strong core TIER 1 instruction which is delivered to all students in the general education classroom by qualified educators. The Data collected will help focus on areas of need to guide lesson planning. Step three is Intensive Tailored Instruction which provides support for ELLs who are not showing sufficient progress in skills. The last step is Progress Monitoring to inform how at-risk students are responding to instruction. The Data collected will be used to make educational decisions about changes in goals, instruction and services for the student. All of the Data collected during this process will also be used to focus on strategies, plan future units and next steps.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Students second language development is considered when scaffolding lessons, building on students prior knowledge and focusing on students needs in the four modalities in order to give all students the opportunity to engage in challenging tasks. During the school

day students engage in classroom tasks and computer based programs (I- Ready/ Imagine Learning) to help develop and acquire new vocabulary and skills.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- N/A

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The PS 32 school community takes a series of steps to accurately identify students that fall into the ELL sub-group. We identify our ELL's through:
 - Administer the Home Language Survey to parents during registration, to first time admits, by the ESL teacher Elisabete Melo-Fernandes. Rhonda Stigliano, assistant principal, also assists in this process. The HLIS is given in the parents preferred language.
 - Conduct formal interviews, both student and parent, to determine the language spoken in the home.
 - If a language other than English is spoken in the home, the Language Assessment Battery (LAB-R) is administered within the first ten days of initial enrollment.
 - The Spanish LAB is administered to students who score less than proficient on the LAB-R and speak Spanish in the home.

These steps are conducted by the certified ESL Teacher, Bilingual Pedagogues, and an assistant principal oversees the process to ensure its accuracy.

Our school sends the ELL entitlement letter to parents informing them of their child's entitlement to ELL services and the parents right to choose one of the three programs offered in NYC schools. Parents of entitled students also receive invitation letters to attend the parent orientation session in order to present valuable information and all three programs available for ELLs.

English Language Learners are assessed both formally and informally throughout the school year. A variety of assessments are used depending on the students grade-level. Progress is also monitored using the New York State English as a Second Language Achievement Test (NYSESLAT). The data is analyzed and interpreted in order to group students according to their needs and/or levels. Ongoing assessment also allows us to plan accordingly and teach to students needs while building on their interests and strengths.

- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
After the initial assessments are complete, a Parent Orientation is held for parents of new admits whose home language is other than English. A description of the three programs available for English Language Learners are discussed and a video is shown which describes each program in more detail. The video is viewed in the parent's dominate language. Parents are provided with Program Selection Information including: Parent Surveys and Program Selection Forms to assist parents in making a choice of which program would best meet the needs of their child. The ESL teacher, Bilingual Pedagogues, and Parent Coordinator are available to answer any questions and/or concerns.

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

Parents complete the necessary information during the Parent Orientation. If a parent cannot attend the meeting, they are given the opportunity to have a one-to-one meeting with the ESL Teacher, Bilingual Pedagogue, and/or Parent Coordinator. Once a program has been selected to best meet the needs of a child, the parent receives a placement letter stating the program their child is enrolled in.

Parents also receive a placement letter that specifies the program their child will be enrolled in for the 2013-2014 school year. Entitlement letters for current ELLs and non entitlement letters for students who scored proficient on the NYSESLAT are also provided to parents. A copy of the letter(s) is filed for school records, in addition to the copy provided to the parent.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Parents are informed of data gathered on each student. Parents choice, coupled with program availability determines program placement for ELLs. If parents native language is spanish the ESL teacher is able to communicate with them. If there is a need for translation in other languages other staff members would be used. We have staff members that speak several languages such as Albanian and Italian. If a parents home language is not spoken by any staff member in the school we have translation resources that we use in order to ensure parents understand the procedures that are followed to identify and place their child in the appropriate program.

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

The NYSESLAT is given within the designated time frame. The ATS reports RLAT and RLER are printed to identify all ELLs eligible for the NYSESLAT exam currently in our school. The same procedures and school environment that are in place for the ELA are also followed during the administration of the NYSESLAT. Some of these procedures include setting aside designated areas for testing and proctors, no school announcements during testing, placing quiet signs around the building, hall monitors to ensure quiet in the building. Students also receive mandated test accommodations as per IEPs.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After analyzing trends from the Parent Survey's and Parent Selection Forms for the past three years the following has been determined. Program choices that parents have requested differ in grades K-3 than in grades 4-5. In grades K-3 the trend is a Transitional Bilingual Education (TBE). In grades 4-5 the trend is Freestanding English as a Second Language (ESL). This is shown in the chart below, which provides information from past several years.

Year		Total Entitled	Bilingual	ESL
2013-2014	K-3	95	56	39
2011-2012	K-3	72	31	41
2010-2011	K-3	96	52	44
2009-2010	K-3	130	72	58
2008-2009	K-3	101	67	34
2007-2008	K-3	78	48	30
2006-2007	K-3	97	55	42
2013-2014	4-5	28	0	28
2011-2012	4-5	28	0	28
2010-2011	4-5	49	0	49
2009-2010	4-5	58	29	29
2008-2009	4-5	50	23	27
2007-2008	4-5	28	0	28
2006-2007	4-5	32	0	32

The program models offered at PS 32, Transitional Bilingual Education and English as a Second Language, are aligned with parent

requests. In grades three to five parents request the ESL program for their children.

Part V: ELL Programming

A. Programming and Scheduling Information

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

We have ELL students in Transitional Bilingual Classes. Students receive instruction in Native Language Arts as well as ESL.

Transitional Bilingual Programs

Level	Beginning	Intermediate	Advanced
Grades K – 5	360 minutes ESL 225 minutes NLA	360 minutes ESL 225 minutes NLA	180 minutes ESL 225 minutes NLA
Kindergarten	60/40 model 60% (native language) and 40% (English)		
Grades 1-2	Level, 50/50 model 50% (native language) and 50% (English)		
Grades 3-5	25/75 model 25% (native language) and 75% (English)		

All of our classes, including bilingual classes, are taught by certified bilingual teachers. Our bilingual students are grouped by grade level. All teachers participate in a balanced literacy program including oral language development, reading and writing workshop and word study in NLA and ELA. Students will also engage in a computer based program called I-Ready that targets reading and math. In the reading component the program helps students develop comprehension, letter fluency, phonics. In math the focus is on number sentences, word problems, number identification which is common core aligned skill based lessons. Small group instruction (SGI) provided by the classroom teacher is strategic and flexible. SGI is driven by ongoing assessment data, targets student's needs, and includes various ESL strategies. Our bilingual classes develop the Spanish language through Native Language Arts instruction. Our mathematics program is Go Math and we use Math Steps as a supplement resource in every classroom. Classrooms contain these resources in both English and Spanish. All bilingual classes also receive science and social studies instruction in their Native Language (Spanish). Certified bilingual teachers provide Academic Intervention Services (AIS) with supplementary instruction three times per week from September to June to academically at-risk students. This intervention may vary depending on students needs and progress. PS 32 is a School Wide Program school, all students, including our ELLs, benefit from Title 1 services. Saturday Academy, 50-minute extended-day, and after-school programs also provide additional support. We also use our Title III funding for extra resources for the ELLs. Students selected for AIS are based on a variety of data sources. Some of the data sources include: student work, standardized exams (LAB R, NYSESLAT, ELA, and ELE), portfolio review, El Sol, Teachers College Reading Quick Assessment, Predictive and ITA Assessments, and teacher conference notes. Students are matched to programs based on their needs. The language of instruction and resources also vary depending on the students being serviced. The service providers are proficient in both languages.

Free Standing ESL:

We also offer a free standing ESL pull-out program. The pull-out ESL program is taught by certified ESL teacher. These students receive ESL services until they receive a level of "Proficiency" on the NYSESLAT examination in order to meet the requirements as per CR Part 154. Advanced ELL students receive 180 minutes per week. Beginner and Intermediate ELL students receive 360 minutes per week.

Imagine Learning was added to our school during the 2008-2009 school year and continues for the 2013 and 2014 school year. This is a computer-based program used in the ESL program. This program focuses on individual needs as well as vocabulary development and oral language in all content areas. Imagine Learning also helps students develop reading fluency and comprehension.

Self- Contained ESL:

In the fifth grade we have a self - contained ESL classroom that is taught by certified ESL teacher. Instruction is delivered with ESL

methodology and strategies aligned with Common Core. The students in this classroom also engage in Imagine Learning to develop in the four modalities.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

	Beginning	Intermediate	Advanced
ESL Instruction for all ELL's as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA Instruction for all ELL's as required under CR Part 154			180 minutes per week

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

One of the programs used in ESL is the computer based program Imagine Learning. Imagine Learning is built specifically to address Common Core State Standards. Students are introduced to a diverse array of critical content. The program features activities designed to help students broaden their foundational, language and speaking/ listening skills, while interacting with a variety of informational and literary texts. Students are exposed to literature and direct instruction in reading, speaking and listening skills. In this program students are exposed to and acquire new vocabulary that they will encounter in language arts, science, math, and social studies. There are also built in instructional supports and activities to assist students in developing language skills, reading fluency, and writing.

We emphasize language acquisition and will continue to build on programs such as Read 180, Zip Zoom, Imagine Learning and Readers Theatre. Other supports addressing literacy based skills and strategies are: drama, visual arts, Dreamyard, music, movement, instructional games that enhance phonemic awareness, phonetic instruction, vocabulary building, comprehension strategies and storytelling to help our bilingual students enhance vocabulary and comprehension. Read alouds and Accountable Talk are also used in all content areas to enhance instruction and assist in developing oral language. In addition, read alouds, shared reading, and guided reading provide a direct channel for synopsis, language, and academic vocabulary. Children's literature, criteria charts/checklists, and graphic organizers are also created for building background and prior knowledge, as well as language and academic vocabulary. There are also supports and additional resource for students. The 6+1 Traits of Writing (Ideas, Organization, Sentence Fluency, Voice, Word Choice, Conventions, and Presentation) are used to develop and assess student's writing. Criteria and rubrics developed for each trait supports and assists in tracking student progress and levels. SIOp strategies are also used through out all instruction. Some SIOp Strategies used are: using books on tape to develop oral language, listening center activities, scaffolding which includes verbal paraphrasing, explicit teaching and modeling, predicting, inferring and self-monitoring, cognitive strategies such as rereading, highlighting, note-taking, using graphic organizers and identifying key vocabulary to support students in the areas of reading, writing and speaking.

In our Transitional Bilingual Program instruction is delivered according to CRPart 154. Students engage in Oral language, reading and writing workshop in NLA and ELA. Students in our bilingual classes receive science and social studies in native language. There are supplemental resources available in Spanish and English to help students develop comprehension and make content meaningful. Students also have the opportunity to work on the computer based program I- Ready to develop the four modalities in all content areas.

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

We begin to assess students as soon as they enter our school. When a child is entering the NYC school system for the first time the home language survey is completed. If it is determined that the child speaks another language besides English we begin assessment with an Interview and by administering the Lab-R. If the students home language is Spanish, the student will also be assessed with the Spanish LAB . During the school year student's progress will be monitored using the El Sol, running records, student work, portfolio review, and teacher observation.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 During the school year, the child is assessed in the four modalities (listening, speaking, reading, and writing) to track and monitor the students progress. Assessments determine programs, interventions, and instruction. The bilingual classes use the El Sol kit, running records (Spanish and/or English), student work, portfolio review, Teachers College Quick Assessment, Interim Assessments, Predictive Assessments, ITA Assessments, ELL Periodic Assessment teacher's conference notes, teacher observation, practice exams, ELE and NYSESLAT to monitor students progress.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Students with Interrupted Formal Education (SIFE)

Currently there are no SIFE Students attending PS 32. If any are admitted, they will be welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed on an annual basis. AIS services in literacy and Mathematics would be provided. An orientation for the parents would also be provided.

Newcomers (0-3 years/Bilingual):

New arrivals to the country are welcomed and given classroom buddies. They are screened in both English and Spanish. The proficiency in each language is examined and an educational plan is developed. The RTI Team assists in this process. AIS services in literacy and mathematics are provided by Title I to support our new arrivals as well as our students who are considered long term ELL's. An orientation for parents of the newly registered Bilingual kindergarten students takes place in August each year. The parents and students come to the school to meet the teacher and have the opportunity to familiarize themselves with the building, the classroom, and the curriculum. The Principal and the Parent Coordinator, along with teachers, organize this very successful event.

For all new arrivals there is a focus on interventions that assist them in developing reading skills to prevent these children from becoming long-term ELLs.

Imagine Learning is used in the grades K-3 for beginning, intermediate and advanced ELLs. Imagine Learning is an interactive program used to strengthen literacy skills. Imagine Learning provides students with the skills to build listening and speaking skills, as well as vocabulary development. Imagine Learning also develops student's Native Language skills.

Sounds in Motion is a program also used for new comers that focuses on improving skills in listening, phonemic awareness, articulation, discrimination of speech sounds, auditory processing and vocabulary. The purpose of this program is to improve listening skills by introducing the concepts of whole body listening by completing activities that would focus on auditory perception and discrimination of consonants that are often misarticulated. Body movement is now incorporated into this program to assist children in perceiving and producing specific phoneme sounds.

Selected students also have the opportunity to work on an additional technology based program called Zip-Zoom. This program is used to develop language, literacy, and content knowledge to build on academic growth.

Foundations is a program that is also used to help students develop skills in reading. It is incorporated as a 30 minute daily lesson into the language arts classroom instruction. Foundations lessons focus on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during read alouds, shared and guided experiences, and independent activities.

Long-Term ELLs 4-6 years with the Extension of Services:

Students who are Long Term ELL's receive a variety of services to support their learning. Imagine learning is used to develop fluency and comprehension, review and acquire new vocabulary in all content areas. AIS provides supplementary instruction three times per week during Extended Day or Extended Week Programs and these services are provided by a certified bilingual or ESL teacher. Student selection for these AIS groups is based on a variety of data sources. Some of the data sources include: standardized exams (LAB R, NYSESLAT, ELL predictives, ELA, and ELE), portfolio review, El Sol, Teachers College Reading Quick Assessment, Predictive and ITA Assessments, and teacher conference notes. The language of instruction varies according to the group being serviced by providers who are

proficient in both languages.

Students also have the opportunity to engage in an individualistic computer program called Success Maker. Success Maker targets students specific needs to strengthen vocabulary and comprehension skills in all content areas.

Read 180 is used as an intervention for the long term ELLs. Read 180 is a pull-out program which enhances reading, writing and vocabulary instruction to struggling learners using technology. Read 180 has a rich and engaging curriculum and a variety of resources are used in order to differentiate instruction. Read 180 is used to support students whose area of weakness is Reading.

'Getting Ready for the NYSESLAT' is a program that is used to assist in incorporating and implementing strategies for ELLs on building English Language proficiency across all modalities: listening, speaking, reading and writing. This is aligned with the NYS ESL Standards. Students engage in activities in which they practice using strategies learned in the four modalities. Students read informational, literary, and functional passages to develop comprehension.

Former ELLs:

Continued transitional support for students reaching proficiency on the NYSESLAT is provided by a Bilingual F status and/or AIS Teacher/ESL Teacher during pull-out programs, before and/or after-school. Read 180 is also used to support Former ELLs. Read 180 is used as a pull- out program which enhances reading, writing, and vocabulary instruction. Read 180 has a rich and engaging curriculum and uses a variety of resources for differentiation of instruction. Students will also continue to receive testing accommodations when taking exams.

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

During the school day students engage in a variety of instructional strategies across content areas, to develop both communicative and academic proficiency in English. Students engage in comprehension skills and strategies such as strategies for beginning language learners (using illustrations to interact with text, frame sentences, summary with illustrations), meta-cognitive strategies (think alouds, QAR- Question Answer Relationships, GIST- Generating Interaction between Schemata and Text, previewing text), cognitive strategies (coding text, mapping, graphic organizers and signal words, question- research-outline-write), socio-affective strategies (reciprocal teaching, request procedure, peer tutoring, think-pair-share, jigsaw, collaborative reading). Students also create their own word banks to develop social and academic language in all content areas. Each classroom also has a SMART board in which students cognitively engaged in interactive lessons.

Students also use grade level materials such as glossaries, Words their Way, Foundations, Avenues, Getting Ready for the NYSESLAT ESL/ELL, Read 180, Imagine Learning, Zip Zoom, Success Maker, Kaplan Advantage (ELA and Math), guided reading books (independent instructional levels) in English and Spanish and 6+1 Traits of Writing to help achieve personal and grade level goals.

During the school day students rotate in groups and centers to produce work exemplars and discussions that reflect high levels of student thinking, participation and ownership.

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

Based on baseline and ongoing assessment data we identify students strengths, needs and next steps allowing us to create individual instructional plans that target students diverse needs by building on their strengths and interests.

Some of our ELL's receive mandated support services as stated on their IEP's. These mandated services may include class assignments to a monolingual class with ESL services; SETTS (push in/ pull out); Bilingual Speech Services; and/or Bilingual Guidance Services. Our teachers receive professional development in esl and special education. Teachers are also encouraged to speak to our Response to Intervention Team when they have concerns about students social and academic progress. Our Response to Intervention Team consists of multiple experts and staff members: administrators, related service providers, teachers, guidance, psychologist, parent coordinator, and instructional coaches. Parents are also included in this process. The Response to Intervention Team meets with classroom teachers to discuss students for whom they have academic, social and/or behavioral concerns. Strategies and programs are suggested and recommended. The classroom teacher then meets with the Response to Intervention Team again to re-assess Tier 1 skills and strategies used and services that have been attempted. Tier 2 is provided at this time. If strategies/programs did not work, others are suggested and further strategies/programs are provided. Students are re-assessed

at this time and an at-risk service(s) may be provided. More strategies are also provided to the classroom teacher. Suggestions are given to parents in regards to how to work with their child at home. If a need persists, a formal CSE evaluation begins. The School Assessment Team (SAT) members evaluate the child, confer with the parent and may recommend that a student receives one or more of the mandated services on an Individualized Educational Plan (IEP).

Read 180 is also used as an intervention for ELLs with special needs. Read 180 is a pull-out program which enhances reading, writing, and vocabulary instruction for struggling readers. Read 180 has a rich and engaging curriculum and includes a variety of resources for differentiated instruction. Beginning ELLs with special needs also use a technology based program called Zip-Zoom which introduces letters to sounds by touching the keys, Zip Zoom also teaches words, word families, vocabulary, read alouds and poems/songs.

Some of our ELL students receive Academic Intervention Services, which are provided if needed. Teachers and supervisors examine a variety of data (formative and summative) and determine intervention programs and strategies which will support classroom instruction and academic growth. AIS may be provided during the school day and/or in an extended-day program by a certified Bilingual or ESL teacher. Some Bilingual students also receive Bilingual guidance services on a 1-1 basis or in a group from one of our non mandated guidance counselors.

Courses Taught in Languages Other than English

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

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

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

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

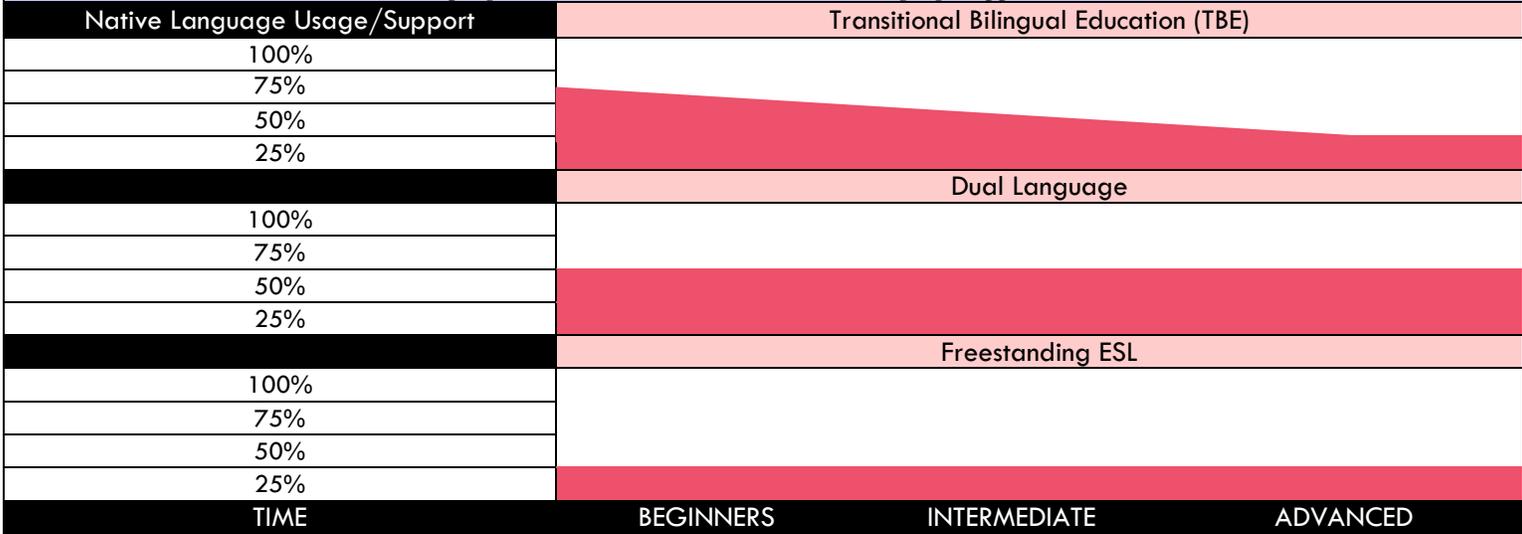
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our ELLs also receive additional support in the content areas by working in small groups with teacher assistance and guidance when needed. This also includes individual and small group conferencing in all content areas. Teachers work with our instructional coaches in the various content areas to incorporate different strategies that will help make material more comprehensible for our ELL students. Students are able to work in small groups, strategy groups, use technology-based programs and after-school program. Students engage in various activities to develop their ability to make predictions, draw conclusions, identify main idea and supporting details, and develop other areas of comprehension. Students are also encouraged to use manipulatives, materials and tools in the classroom and strategies learned. Student supports and tools are also provided in notebooks, folders, and at times taped to students desks. Students will also continue to engage in technology programs such as Read 180, Zip-Zoom, Success Maker and Imagine Learning.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We will continue to support our students to develop language and content knowledge by continuing to engage them in challenging tasks and programs such as Read 180, Zip Zoom, Imagine Learning. Students will continue to receive quality small group instruction, AIS, and other resources named to assist them in becoming fluent speakers, readers, and writers. ELL students will also have the opportunity to engage in an interactive program called Success Maker. The use of the Smart Board will also engage students in interactive learning, hands-on lessons and activities, and visual supports.
11. What new programs or improvements will be considered for the upcoming school year?
- Our school is going to continue to develop units of study, daily lessons, and programs that meet the needs of our students. Our students will engage in an Enrichment Program that allows students to engage in project-based learning while incorporating students interests and strengths. Also new this school year is I-Ready, a technology based program that will be used by our ELLs.
- Sound Reading, a technology-based program targeting mostly ELL students with IEP's. Students engage in the program for 20 minutes a day during an extended literacy block.
12. What programs/services for ELLs will be discontinued and why?
- We do not have any programs that will be discontinued for this school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL students are afforded equal access to all school programs. Students are selected for the various programs based on their needs and strengths. Students are given the opportunity to work in one or more programs including before and after-school such as small group instruction, AIS, Zip-Zoom, NYSESLAT practice and Read 180 that will help students overcome obstacles and give them tools and strategies that they will need to become more successful.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELL students also receive additional support by using classroom materials such as mentor texts, textbooks, English/Spanish/picture dictionaries, thesaurus, supplementary materials that are level appropriate for students, computer software programs, Smart Board accesability, language/grammar development games, and books on tape in the listening center.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support is delivered according to CR-Part 154 requirements in conjunction with tools and strategies previously mentioned. Students also have access to Literature in their Native Language and glossaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELL services and resources correspond to student's current levels, needs, age and grade-level. The RTI team meets with classroom teachers and support service personnel to monitor students progress and make changes to programs and/or interventions if needed.

Our ELLs also receive supplemental resources that are grade and age appropriate to make content more comprehensible and meaningful.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs have the opportunity to visit and familiarize themselves with our school before the beginning of the school year. Parents of new students entering kindergarten have the opportunity to attend our kindergarten Parent Orientation. In addition, the students are encouraged to attend the Early Kindergarten Program that takes place one week prior to the beginning of the school year. It allows students to attend school a couple of hours a day and meet the teacher and peers in a calm, friendly environment. New admits to other grades have the opportunity to come in with parents to meet the teacher and familiarize themselves with our school. Students are also given classroom buddies to help them adjust and become comfortable in our school. Parents and teachers talk and meet regularly, both formally and informally, depending on students needs. Parents request this time a few days in advance.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

Professional Learning Community Meetings, ELL meetings, Calendar Days, and common planning periods are used for consultants, administrators, instructional coaches, and Lead Teachers. Agenda's are based on school and grade-level data in addition to student and teacher needs. Goals are publicized with expectations and are communicated to all students. Grade-wide goals, teacher goals, and student goals are all aligned and reflect school data and goals. Student goals are discussed in class and are revisited on a regular basis. All grade goals are kept in work folders and portfolios.

There are English Language Learners in most of the monolingual classes at PS 32. Professional development in using ESL strategies is provided for both Bilingual and Monolingual teachers in regards to the Jose P mandates by the Certified ESL Teacher. Strategies are also infused into the professional development weekly by our literacy and mathematics coaches. Our Bilingual Team meets monthly and will continue to look at how instruction and tasks address the needs of our ELL population. The team will continue to examine the expectations and quality of classroom instruction, rigor, environments, differentiated instruction, academic rigor and assessment. All Bilingual Classroom Teachers analyze NYSESLAT data in addition to ongoing assessment data. They are involved in the grade level planning for units of study and planning daily lessons with instructional coaches. Time to reflect on best practices and collaborative planning happens weekly. All Bilingual Educators have had and will continue to have the opportunity to share ideas, materials, and discuss the need for additional resources. Professional development opportunities were also presented when teachers attended professional development at BETAC / QTEL and shared information learned with the rest of the team.

Professional development will be provided by our literacy/social studies and math/science instructional coaches, by our consultants, through participation in workshops, in other venues and through turn-key sessions presented by bilingual/ESL staff members and consultants.

Included in the Professional Development Workshops for 2013-2014 topics will be:

- Analyzing NYSESLAT data as well as ELL Interim Assessment Data
- Using ARIS
- Analyzing student work and data, planning for instruction based on data
- Developing small group and individual instructional plans based on data
- Looking at Common Core Standards and Other Standards: ESL, ELA and NLA
- Developing oral language
- Examining and revising the curriculum calendars and units of study, looking at how to differentiate instruction for ELL's
- Planning lessons that incorporate language content/skills and integrating ESL Strategies into all content areas
- Demanding rigor in our genre studies in reading and writing
- Looking at student work (writing) in ESL and ELA
- * Using the 6+1 traits of writing in ESI and ELA
- Using the science kits which are hands on using TPR (Total Physical Response)
- Participate in Learning Walks and Labsites
- Involving parents in the work
- * Study Group focusing on current research
- * Using SESIS

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our Parent Coordinator, Bilingual Coordinator, Assistant Principals and veteran Bilingual team members assist in the presentation of our yearly Bilingual Parent Orientation. The orientation focuses on our bilingual classroom and instructional programs in addition to our ESL program this allows parents to address questions and concerns. It also includes regulations pertaining to ELL students in regards to our Accountability Systems and No Child Left Behind Act. The Parent Coordinator, Coaches, Assistant Principals and outside consultants provide ongoing workshops that educate parents on ways to support their children at home. Workshop topics range from standards, goal setting, expectations, technology, nutrition, Asthma, children's literature, homework help, online resources, available community resources, test sophistication units, test support, and math/reading strategies to assist their child's learning. An ESL Program for adults is also facilitated by our Parent Coordinator and ESL Teacher. The Bilingual Parent Coordinator is easily accessible during arrivals, dismissals, school celebrations and events. She also distributes and is available to translate and explain calendars, flyers, and information weekly to parents in addition to being a liaison between parents and many community organizations. She is always available to translate during Parent Association meetings and planned workshops. She translates all newsletters and parent information into Spanish. In addition, our Robin Hood Library is the hub of many of our educational programs. These programs are designed to support parents in fostering good reading habits. Parents are encouraged to read daily with their child reinforcing skills and strategies learned in the classroom and in these programs. The library has a variety of material geared towards our English Language Learners which also support these programs. ARIS Parent Link is a program parents can use to look at their child's academic history and tasks are assigned by classroom teachers. Parents are then able to meet with their child's teacher three times a year to review progress, growth, and promotion criteria for their child. Meetings happen more regularly at the parent and teachers request.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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