

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

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

**10X205**

**School Name:**

**THE FIORELLO H. LAGUARDIA SCHOOL**

**Principal:**

**CAROL ANN ROSADO**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School School Number (DBN): 10X205  
School Type: Public Grades Served: K-5  
School Address: 2475 Southern Boulevard; Bronx, NY 10458  
Phone Number: 718-584-6390 Fax: 718-584-7941  
School Contact Person: Carol Ann Rosado Email Address: Crosado3@schools.nyc.gov  
Principal: Carol Ann Rosado  
UFT Chapter Leader: Sandra Hernandez  
Parents' Association President: Lilybell Vargas/Onyx Burgess  
SLT Chairperson: Jenneth Lagares  
Student Representative(s): N/A

**District Information**

District: 10 Superintendent: Melodie Mashel  
Superintendent's Office Address: 1 Fordham Plaza; 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: Deborah Maldonado  
Network Number: 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:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name                 | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|----------------------|---|-------------------------|
| Carol Ann Rosado     | *Principal or Designee  |                         |
| Sandra Hernandez     | *UFT Chapter Leader or Designee   |                         |
| Lilybell Vargas      | *PA/PTA President or Designated Co-President  |                         |
|                      | DC 37 Representative, if applicable   |                         |
|                      | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                      | CBO Representative, if applicable   |                         |
| Jenneth Lagares      | Member/Chairperson  |                         |
| Indhira Ventura      | Member/ Teacher   |                         |
| Jeanne Marie Rizzuto | Member/Teacher  |                         |
| Aisha Smoak          | Member/ Teacher   |                         |
| Onyx Burgess         | Member/ Parent  |                         |
| Edmond Johnson       | Member/Parent   |                         |
| Zeferino Aguilar     | Member/ Parent  |                         |
| Glenda Delgado       | Member/ Parent  |                         |
| Noemi Reyes          | Member/Parent   |                         |
|                      | Member/   |                         |
|                      | Member/   |                         |

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

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

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

#### **The Capacity Framework and CEP Development**

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



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

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

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

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

- 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.

P.S. 205 has many unique and important characteristics. The school is weaved into the fabric of the Belmont Community. This community is one of the Bronx's most dynamic, multi-ethnic, multicultural communities. All members live side-by-side in an area with a strong sense of neighborhood pride and local grassroots. There is leadership that inspires a feeling of achievement and purpose, as well as hope for the future. The school is viewed as safe, nurturing, and a literate extension of the home that promotes a collaborative environment that capitalizes on the expertise of staff, parents, and CEI-PEA partnerships. The following opportunities are provided for children of varied talents and abilities to achieve excellence through:

The Arts (YANY Residencies)

Technology

Literary publications (The Newline and The P.S. 205 School Yearbook)

Enrichment (Various academic /social/physical activities)

Student Government (P.S. 205's Student Council)

Kiwanis Club (K-Kids)

National Elementary Honor Society

Educational Programs (Bronx Zoo Partnership)

City Squash

The Green Team (Promotes Recycling, Reducing, and Reusing at P.S. 205)

"Chess in the Schools" Program

Fordham University Visits

P.S. 205 has many strengths and accomplishments. A collaborative climate supports our school in a very unique way. This positive environment leads to sharing and skillful planning among all teachers. Teacher teams consist of ICT teams (Special Ed. and General Ed. teachers), Collegial Teams (AIS/EGR providers and classroom teachers), Instructional Leads for Core Curriculum in ELA and Math, RTI Team, PBIS Team, SIT Team, and Grade Level Teams. Creative structuring of teacher teams assures quality planning, precise articulation, and diligent reviewing of data and student work to formulate next steps. Pedagogical teams enable teachers to consistently evaluate their effectiveness and drive instruction. Administrators, coaches, and teacher teams guarantee continuous accountability for effective instruction and student achievement. P.S. 205 has a stability with our teachers and do not have a high turnover rate.

In addition to our unique collaboration of teacher teams, we have programs that enrich our content areas of study. To help support our Social Studies and Science curriculum, we provide trips into our local community. We visit the Belmont Library, local merchants and markets, Bronx Zoo, Fordham University and the local Fire House. In addition, students have the opportunity to go on field trips outside the community. They visit museums and cultural institutions throughout New York City. To further extend our curriculum, students participate in Social Studies and Science Fairs that reflect the grade level curriculum. The Social Studies and Science Fairs include hands on learning opportunities for all students. The rich learning environment experienced by students, parents, and staff members at P.S. 205 fosters academic excellence for every child, thus, exemplifying our school motto, "Learning in a Special Way."

P.S. 205 faces challenges that affect our learning environment. A considerable challenge is the lack of space and the physical structure of the two school buildings which are a block apart. Each building does not have a gym or an auditorium. The "A" building lunchroom is used for group events. Additionally, the physical open plant of the "B" building (no walls) limits activity. Another challenge is overcrowding and our student population is steadily increasing. We are overcrowded in Kindergarten and students had to be relocated to another school. An additional challenge is that

the mobility rate of students has increased. The continuous student mobility interrupts their education. We have noticed a rise in students in temporary housing and families subletting rooms. Another challenge is that our incoming Kindergarten Students have language delays and a large number of these students have not attended Preschool. This reinforces the need for intensive language development instruction in the early grades.

The 2013-2014 School Quality Snapshot reflected that 29% of the students met the State standards on the Math State Test, surpassing the district average of 26%. The Lowest Performing Students showed improvement on the ELA State Test and Math State test. The 2013-2014 NYC School Survey Report indicated that P.S. 205 scored above the Citywide Satisfaction Average for all elementary schools in the categories of Instructional Core, Systems for Improvement and School Culture. The key areas of focus for this year are: creating and implementing rubric-based assessments to increase student performance and providing opportunities for collaborative professional learning.

## 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.

Comprehensive Needs Assessment:

- Quality Review Feedback
- Quality Snapshot
- 2013-14 NYS Assessment Results

Strengths:

- Refinement of ELA and Math Units for the following year
- Redesign pacing calendars to strongly align to the CCLS and embed the ELA and Math Instructional Shifts
- Vertical planning
- Technology is integrated into instruction

Needs to Be Addressed:

- ReadyGen Assessments
- Progress Monitoring
- Differentiated Instruction
- Student Self Assessments

### 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 teachers will create rubric- based assessments aligned with the CCLS to monitor student progress and student self- assessment.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>○ Strategies to increase parent involvement and engagement</li> <li>○ Activities that address the Capacity Framework element of</li> </ul> |  |   |  |

|   |                     |                        |                                       |
|---|---------------------|------------------------|---------------------------------------|
| Trust   |                     |                        |                                       |
| Teacher teams will create/refine ReadyGen assessments aligned to the ELA CCLS in order to plan instruction and refine teacher practice.   | Teachers            | October 2014-June 2015 | Administrators<br>Coaches<br>Teachers |
| Teachers will develop an ongoing progress monitoring system to assess students' academic performance and evaluate the effectiveness of instruction.                             | Teachers            | October 2014-June 2015 | Administrators<br>Coaches<br>Teachers |
| Teachers will design differentiated tasks, products, and activities to accommodate individual learning differences.   | Teachers            | October 2014-June 2015 | Administrators<br>Coaches<br>Teachers |
| Teachers will generate student self-assessments such as checklists, rubrics, exit slips, and hand signals to guide students in monitoring their own understanding and progress. | Teachers<br>Parents | October 2014-June 2015 | Administrators<br>Coaches<br>Teachers |
| Teachers will share students' academic performance and progress with parents during conferences throughout the year.  |                     |                        |                                       |

#### **Part 4 – Resources Needed**

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

Coaches, ReadyGen Program, Go Math Program, i-Ready, Literacy and Math Resource Room materials

#### **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 | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title IIA</b> | X | <b>Title III</b> |  | <b>Grants</b> |
|---|-----------------|---|----------------------|--|------------------|---|------------------|--|---------------|

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.
- By February 2015, teachers will generate rubric-based assessments in Literacy and Math to guide students in monitoring their own understanding and progress. (October 2014 - February 2015)
- By February 2015, teachers will administer rubric-based assessments aligned to the curriculum at specific points throughout the units to enhance student performance. (October 2014 - February 2015)

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

|  |  |     |  |    |
|--|--|-----|--|----|
| ○ Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | 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.

#### Comprehensive Needs Assessment:

- The RTI team analyzed the trends and patterns of the past 3 years of RTI protocols and made adjustments to the action plan with a focus on progress monitoring, tiered intervention, and teaming/collaboration.
- As a result of analysis of multiple data points and teacher input, 81 students were referred to the RTI team.
- Data from the NYS ELA and Math Exam
- Teacher observations
- Running records and GO Math Assessments

#### Strengths:

- P.S. 205 implements a PBIS “PAWS” program throughout Grades K-5
- The PBIS team meets bi-monthly to discuss and plan for students needing behavior interventions.
- The team screens universally and monitor student performance and progress continuously.

#### Needs to Be Addressed:

- Construct a library of tier 1 strategies
- Strategy interventions for social and emotional needs

### 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, 100% of students identified by the RTI (Response to Intervention) Team and the PBIS (Positive Behavior Intervention Supports) Team will have an appropriate plan for each individual student and have their needs strategically matched to the academic and behavior services.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>○ Strategies to increase parent involvement and engagement</li> <li>○ Activities that address the Capacity Framework element of Trust</li> </ul> |  |   |  |

|  |                       |                 |  |
|--|-----------------------|-----------------|--|
| The school counselors will visit classrooms and collaborate with teachers to reinforce positive social skills and behaviors and implement modifications where necessary.   | Grades K-5            | 09/2014-06/2015 | Administrators, Classroom Teachers, School Counselors                |
| The RTI team will construct a library of tier 1 strategies to use for each area of need within the general education/daily classroom structure.<br>These Tier 1 strategies will be shared with parents during conferences and workshops. | Grades K-5<br>Parents | 09/2014-06/2015 | Administrators, Coaches, Classroom Teachers, AIS Providers, RTI Team |
| All members of the RTI team will meet regularly and work together to assess the profile of each student referred to the RTI team.<br>Parents will be notified if their children are receiving RTI services.                              | Grades K-5<br>Parents | 09/2014-06/2015 | Administrators, Coaches, Classroom Teachers, AIS Providers, RTI Team |
| The PBIS team will meet to strategize interventions for students with social/emotional and behavioral needs.   | Grades K-5            | 09/2014-06/2015 | Administrators, School Counselors, Classroom Teachers, PBIS Team     |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |
| Administrators, Coaches, Classroom Teachers, AIS Providers, RTI Core Team;<br>Foundations, Great Leaps, Early Success, Soar to Success, Reading Reform, Avenues, Ready Gen, GOMath! |

**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  | <b>Tax Levy</b> | x | <b>Title I Basic</b> | x | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |                 |   |                      |   |                  |  |                  |  |               |
|  |                 |   |                      |   |                  |  |                  |  |               |

**Part 6 – Progress Monitoring**

|  |  |  |     |    |
|--|--|--|-----|----|
| <b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  |  |  |     |    |
| <ul style="list-style-type: none"> <li>○ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>○ Specify a timeframe for mid-point progress monitoring activities.</li> <li>○ By February 2015, the RTI team will have developed a collection of intervention strategies for teachers to utilize across the tiers. (October 2014 - February 2015)</li> <li>○ By February 2015, all Tier 2 and Tier 3 students will be progressed monitored 3 times per cycle with an individualized assessment (running record, rubrics and math tasks) that meets their needs. Student progress will be analyzed after each 4-6 week cycle and RTI/PBIS services will be adjusted accordingly. (October 2014 - February 2015)</li> </ul> |  |  |     |    |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>  |  |  |     |    |
| ○ Did the school meet the mid-point benchmark(s) in the timeframe specified?   |  |  | Yes | No |

o 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**

- 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.

#### Comprehensive Needs Assessment:

- Quality Review Feedback
- 2013-14 NYS Assessment results
- Parent surveys
- Analysis of school-wide classroom data
- Formative Assessments
- Summative Assessments
- Observations Feedback

#### Strengths:

- Analysis of student work
- Teacher Teams/Teacher discussions
- Unit gap analysis
- Santa Cruz Protocol

#### Needs to Be Addressed:

- Professional Development Surveys/Teacher surveys
- Professional Development Feedback
- Differentiated instruction/multiple entry points
- Develop a year long PD Plan

### **Part 2 – Annual Goal**

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

By June 2015, 75% of teachers will improve their practice and help increase student performance by working together as a school community through continuous and frequent professional learning as determined by Advance observations.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>○ Strategies to increase parent involvement and engagement</li> <li>○ Activities that address the Capacity Framework element of Trust</li> </ul> | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| Teacher teams use a variety of protocols for analyzing data to identify the different student subgroups, areas of strengths, areas of critical needs, plan student and teacher next steps, and to reflect on teaching practices.   | Teachers   | October 2014-June 2015                                    | Administrators, Coaches and Teachers   |
| Teachers collaborate with the Professional Development Committee in establishing a year-long PD plan.  | Teachers   | October 2014-June 2015                                    | Administrators, Coaches and Teachers   |
| Teacher teams will implement the CCLS and the instructional shifts by refining units of study and curriculum maps in math and literacy. Mini-lessons and activities will be incorporated to provide multiple entry points for all learners.  | Teachers   | October 2014-June 2015                                    | Administrators, Coaches and Teachers   |
| Teachers will participate in inter-visitations, classroom visits, co-planning, co-teaching and debriefing on best practices.   | Teachers   | October 2014-June 2015                                    | Administrators, Coaches and Teachers   |

**Part 4 – Resources Needed**

| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |
|--|
| <ul style="list-style-type: none"> <li>○ Funding for Coaches</li> <li>○ ReadyGen program</li> <li>○ GoMath! program</li> <li>○ Guided reading books</li> <li>○ Math manipulatives</li> <li>○ Funding for substitute teachers</li> <li>○ Per session funding</li> <li>○ Professional books/research based articles</li> </ul> |

**Part 5 – Budget and Resource Alignment**

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

**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.
- By February 2015, school administrators will analyze data from Advance to track teacher improvement along the Danielson Framework to ensure the needs of all of students, including ELLs, high achieving student and students with disabilities are being met. (September 2014-February 2015)
- By February 2015, teacher teams will have met two times to analyze student work. Teacher teams will use the Santa Cruz protocol to identify areas of strength, areas of critical need and subgroups. They will plan student and teacher next steps, and to reflect on teaching practices. (October 2014-February 2015)

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

- |  |  |     |  |    |
|--|--|-----|--|----|
| ○ Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | 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 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.

#### Comprehensive Needs Assessment:

- Teacher evaluations using the Charlotte Danielson’s Framework
- Observations Feedback
- Professional Development Surveys/Teacher surveys
- School Leadership Team minutes
- Preference Sheets

#### Strengths:

- Teachers reflect and refine practices
- Teacher leaders
- Coaches
- Professional Development Committee

#### Needs to Be Addressed:

- Follow-up on teacher observations feedback and next steps
- Distribute leadership opportunities to different teachers
- Equip parents with tools to support their children
- Widen the pool of constituents involved in the school decision-making process

### 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, 100% of teachers will receive quality teacher led and teacher determined professional development and continual guidance to support leadership roles to build capacity in our school community as determined by professional development teacher surveys.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> </ul> |  |   |  |

|  |                            |                          |  |
|--|----------------------------|--------------------------|--|
| <ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>          |                            |                          |  |
| School leaders will utilize the Danielson Framework to conduct observations and provide teachers with feedback and next steps.   | All Teachers               | September 2014-June 2015 | Principal and Assistant Principal              |
| Leadership opportunities will be offered to different teachers to design and present PD workshops to colleagues based on the findings of the teacher surveys, observations and student data. | All Teacher                | September 2014-June 2015 | Administrators, Coaches, Teachers              |
| Teachers will provide parents with tools and strategies to support the academic and behavioral needs of their children.  | Parents/ Guardians         | September 2014-June 2015 | Teachers, Administrators, Teachers and Parents |
| Teachers in all grades will be invited to become members of school wide teams and participate in the decision-making process.  | Parents/ Teachers/ coaches | October 2014-June 2015   | Administrators, Coaches and Teachers           |

#### **Part 4 – Resources Needed**

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

- Funding for Coaches
- Professional books/research based articles
- Per session funding
- Funding for substitute teachers
- Schedule changes
- Funding for workshop materials

#### **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 | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|

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.
- By February 2015, teachers will increase their effectiveness in the classroom by applying strategies learned through professional development as evidence in teacher observations resulting in higher HEDI ratings in the Advance teacher effectiveness system. (October 2014- February 2015)
- By February 2015, teachers will provide professional development in order to enhance both their professional practice and their ability to provide leadership and support to colleagues. This will be measured by attendance sheets, agendas, and minutes. (October 2014- February 2015)

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

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

## 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.

#### Comprehensive Needs Assessment:

- Parent Survey Results
- NYC School Surveys
- PA Meetings
- SLT Meetings
- Quality Review Feedback
- Quality Snapshot

#### Strengths:

- Programs that enrich our content areas of study
- Parent Coordinator
- Parents Association
- Parent Workshops
- School Messenger
- Parent/Teacher Conferences

#### Needs to Be Addressed:

- Provide parental involvement opportunities
- Provide parents information on parenting skills
- Offer parents evening workshops

### **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, 85% of the families of our students will have attended a minimum of one family/community activity sponsored by the school as determined by attendance sheets from family nights, workshops and conferences.

### **Part 3 – Action Plan**

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

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

#### **Target Group(s)**

*Who will be targeted?*

#### **Timeline**

*What is the start and end date?*

#### **Key Personnel**

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

|   |                       |                           |                                   |
|---|-----------------------|---------------------------|-----------------------------------|
| <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul> |                       |                           |                                   |
| Parents will be provided with learning opportunities to promote math and literacy development at home.  | Parents/<br>Guardians | November 2014- May 2015   | Administrators, Coaches, Teachers |
| Parent Coordinator will facilitate Parent Advocacy Classes to provide information on strategies and tools to enhance parenting skills. Literature will be provided to parents on specific topics  | Parents/<br>Guardians | November 2014- June 2015  | Parent Coordinator                |
| Parents will be invited to celebrations throughout the school year providing a venue for teachers and parents to interact in a social setting (family nights, residencies, and class culminating events)  | Parents/<br>Guardians | September 2015- June 2015 | Administrators, Coaches, Teachers |
| Opportunities will be provided to parents to attend workshops that address assessments, academic programs, and social well-being.   | Parents/<br>Guardians | September 2015- June 2015 | Administrators, Coaches, Teachers |

#### **Part 4 – Resources Needed**

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

Parent Coordinator  
Coaches  
Young Audiences/NY  
ARIS Parent Link  
Parenting Book  
Translated Monthly Parent Calendar-Newsletter  
School Messenger  
Funding for materials (workshops, celebrations, culminating events, etc.)

#### **Part 5 – Budget and Resource Alignment**

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

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

#### **Part 6 – Progress Monitoring**

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

- 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.

- By February 2015, attendance sheets and agendas from parent and family programs, Parent Advocacy Classes, committee meetings and teacher conferences will be reviewed to ensure that families have attended a minimum of one activity sponsored by the school.(October 2014- February 2015)

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

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

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



|  |  |   |   |  |
|--|--|---|---|--|
|  |  | <p><b>Reading A to Z:</b><br/>Leveled reading, phonemic awareness, reading comprehension, fluency, alphabet recognition, vocabulary materials, and lessons are used.</p> <p><b>Imagine Learning English:</b> An interactive program used to support the literacy development of targeted ELL students. It integrates technology and differentiates literacy instruction.</p> <p><b>Good Habits/Great Readers:</b> Focuses on specific reading comprehension and phonic skills through guided reading.</p> <p><b>Fundations:</b> This research based comprehensive multi-sensory program designed for students who struggle with decoding and spelling.</p> <p><b>Strategies:</b><br/>Close Reading<br/>Text Connections<br/>Shared Inquiry<br/>Questioning<br/>Making Predictions<br/>Visualizing<br/>Inferring</p> | <p>Conducted in small groups for Grades K-3.</p> <p>Conducted 4X's a week for 20 minutes for ELL students in grades K-5.</p> <p>Conducted in small groups for Grades K-3, 5X a week for 30 minutes.</p> <p>Conducted in small groups 2X's a week for Grades K-2.</p> <p>Conducted in small groups for Grades K-5, 5X a week for 30 minutes.</p> | <p>This service is provided during the school day.</p> <p>This service is provided during the school da</p> |
|--|--|---|---|--|

|   |  |  |   |   |
|---|--|--|---|---|
| <b>Mathematics</b>  | <ul style="list-style-type: none"> <li>○ NYS Test</li> <li>○ Math Baseline</li> <li>○ MathMidline</li> <li>○ Go Math “<i>Show What You Know</i>” diagnostic assessments</li> <li>○ Chapter Performance Tasks</li> <li>○ GOMath! end of unit chapter tests</li> <li>○ Observations</li> </ul> <p>Teachers will use the above assessment results and observations to determine students who will receive AIS services.</p> | <b>GOMath! Program:</b><br>This is a program to help students achieve fluency, speed and confidence with grade-level concepts. It is aligned to the new Common Core Learning Standards and provides opportunities for ongoing assessments. | Conducted in small groups. A 30-minute block for grades K-5.                  | This service is provided during the school day. |
| <b>Science</b>  | Baseline and Midline tests<br>End of the unit tests<br>Observations  | Integrating Science concepts through non-fiction studies.  | Conducted in small groups lessons in grades K-5.<br>3X a week for 30 minutes. | This service is provided during the school day. |
| <b>Social Studies</b>   | Baseline and Midline tests<br>End of the unit tests<br>Observations  | Integrating Social Studies concepts through non-fiction studies.   | Conducted in small groups lessons in grades K-5.<br>3X a week for 30 minutes  | This service is provided during the school day. |
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Teacher observations (students who exhibit a need for social/emotional support)<br>Parent requests<br>STH<br>Low school attendance<br>SIT/RTI Teams  | Depending on students needs, services may include; conflict resolution, the use of strategic games, team/community building, self-esteem activities and technology use/integration.  | Conducted in one-to-one and in small groups as needed.                        | This service is provided during the school day. |

## 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 Schoolwide 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.

|          |                                 |  |   |  |                    |
|----------|---------------------------------|--|---|--|--------------------|
| <b>X</b> | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |  | <b>Non-Title I</b> |
|----------|---------------------------------|--|---|--|--------------------|

### 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.

- Collaboration with colleges and Universities to recruit student teachers.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Mentors are assigned to support new teachers in the school.
- Coaches are assigned to support new teachers in the school and new teachers to the grade.
- Administrative staff and coaches regularly attend workshops for supporting new teachers.
- Opportunities are provided for professional development to attain required PD hours to ensure highly qualified teachers.
- If necessary pupil personnel secretary will work closely to ensure that non-HQT meet all required documentation and assessment deadlines.

#### 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).

**On-going staff development will be conducted by the Literacy/Math Coaches and teacher leaders.**

**The following topics will be covered:**

| Group A<br>Topic of Professional Learning/Study<br>"Managing The Literacy Block"  | Group B<br>Topic of Professional Learning/Study<br>"Differentiation for Diverse Learners"  |
|---|--|
| <i><b>Essential Question:</b> How do we implement a new reading program that promotes student thinking and meets the needs of the instructional shifts of the CCLS?</i> | <i><b>Essential Question:</b> How to make teaching ELLs in your subject area less challenging?</i>   |
| <b>Exploring ReadyGen</b> <ul style="list-style-type: none"> <li>○ Review ReadyGen components</li> <li>○ Model "plan aloud" focusing on</li> </ul>                      | <b>Accountable Talk:</b><br><b>How do you relate to ELLs?</b> <ul style="list-style-type: none"> <li>○ Video: <a href="#">The Danger of a Single Story</a> by</li> </ul> |

|  |   |
|--|---|
| <p>flow of the lesson</p> <ul style="list-style-type: none"> <li>○ Distribute Exit Slip and Guided Reading Needs Assessment</li> <li>○ Questions/Comments</li> </ul>   | <p style="text-align: center;">Chimamanda Adichie</p> <p><b>Complete :</b></p> <ul style="list-style-type: none"> <li>○ Self-Check list for a culturally responsive instructional environment</li> <li>○ Learning Style Survey</li> </ul>   |
| <p><b>Sharing Teacher Practices:</b></p> <ul style="list-style-type: none"> <li>○ What do we need to include in a ReadyGen lesson to support the structure?</li> </ul> <p><b>Planning with ReadyGen</b></p> <ul style="list-style-type: none"> <li>○ Grade teachers will plan lesson(s) using “planning” guide</li> <li>○ Teachers will use “routines” to assist with the structure of each lesson</li> </ul>  | <p><b>Basic ELL Strategies for Differentiation</b></p> <ul style="list-style-type: none"> <li>○ Learning Styles (visual, auditory, kinesthetic, tactile)</li> <li>○ Video: Stephen Krashen’s</li> <li>○ <u>Comprehensible Input</u> –Think-Pair-Share</li> <li>○ Addressing Learners’ Needs<br/>By content/process/product<br/>Modeling science differentiated lesson /tasks</li> </ul> |
| <p><b>Working with Small Groups During the Literacy Block</b></p> <ul style="list-style-type: none"> <li>○ Gather ideas for centers, independent, and/or AIS from ReadyGen “Scaffolded Strategies Handbook”, Sleuth</li> <li>○ Introduce/Review components of Guided Reading (levels K-2 &amp; levels 3-5)</li> <li>○ Model Guided Reading Lesson emphasizing <i>questioning</i></li> <li>○ Articles:<br/>“Guided Reading in the Primary Classroom”<br/>“Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching”</li> </ul> | <p><b>Sharing Best Practices for ELLs Differentiation in the Content Areas</b></p> <ul style="list-style-type: none"> <li>○ Model using sample lesson plan ideas</li> </ul> <p>Activity: Teachers modify a lesson to differentiate by using ideas and strategies to increase comprehensible input.</p>  |
| <p><b>Norming Measures of Student Performance Assessment</b></p> <ul style="list-style-type: none"> <li>○ NYC Baseline Performance Task</li> <li>○ Analyze the Rubric</li> <li>○ Examine Annotated Student Work</li> <li>○ Clarify Best Practices for Scoring</li> <li>○ Complete “Task Design Investigation”</li> </ul>   | <p><b>All Staff involved in “Norming Measures of Student Performance Assessment” PD (MOSL)</b></p>  |
| <p><b>Analyze “Go Math” Chapter Test</b></p> <ul style="list-style-type: none"> <li>○ Interpret data</li> <li>○ Implications for classroom practice</li> <li>○ Group Reflection</li> </ul>   | <p><b>What is Differentiation?</b></p> <ul style="list-style-type: none"> <li>○ Content – what they learn</li> <li>○ Process – how they learn</li> <li>○ Product – the end result (assessment)</li> </ul>   |
| <p><b>Evaluating and Adjusting Curricular &amp; Instructional Practices to Align with the</b></p>  | <p><b>Clusters Analyze Work in the Content Area</b></p> <ul style="list-style-type: none"> <li>○ Interpret data</li> </ul>  |

|  |  |
|--|--|
| <p><b>CCLS</b></p> <ul style="list-style-type: none"> <li>○ Collaborate to refine/revise ReadyGen Writing Calendars</li> <li>○ Discuss &amp; Share Best Practices</li> <li>○ Create Next Steps</li> </ul>  | <ul style="list-style-type: none"> <li>○ Analyze subgroup results</li> <li>○ Discuss implications for classroom practices</li> <li>○ Create next steps</li> </ul>  |
| <p><b>Guided Reading:<br/>“Helping Our Students Become Fluent Readers by Bringing Our Thinking to a Higher Level”</b></p> <ul style="list-style-type: none"> <li>○ Model processes and strategies necessary using chapter book and /or magazine article.</li> <li>○ Emphasize critical role teacher plays (planning, teaching, observing, assessing, and supporting).</li> <li>○ Highlight activity and how to bring it up to a higher DOK Level.</li> </ul> <p><b>Activity:</b> Teachers will create a GR lesson with the chapter book or article they are using in their classroom. They will create quality questions &amp; activities.</p> | <p><b>Sharing Best Practices for ELLs</b></p> <ul style="list-style-type: none"> <li>○ Teachers present modified lessons using ESL strategies</li> <li>○ Video: “Inclusion &amp; Differentiation in Movies”</li> </ul> |
| <p><b>Culmination of the Literacy PD – Part 1</b></p> <ul style="list-style-type: none"> <li>○ Model Guided Reading Lesson on an early emergent level for struggling readers. Discuss other strategies.</li> <li>○ Revisit Writing Calendars aligned to ReadyGen, CCLS, and Shifts.</li> <li>○ Continue creating guided reading lesson plans for articles aligned to topics of ReadyGen units.</li> </ul>  | <p><b>All Staff involved in Culmination of Literacy PD – Part 1</b></p>  |
| <p><b>Culmination of the Literacy PD – Part 2</b></p> <ul style="list-style-type: none"> <li>○ Share guided reading lessons, small group instruction and/or scaffolded lessons implemented in classrooms.</li> <li>○ Discuss the revisions to the writing units: refining the PBA, alignment of each scaffolded mini-lesson (leading to DOK 4), taking students through the “writing process”.</li> <li>○ Distribute articles aligned to ReadyGen unit topics with guided reading plan.</li> </ul>   | <p><b>All Staff involved in Culmination of Literacy PD – Part 2</b></p>  |
| <p style="text-align: center;"><b>Group A</b></p> <p style="text-align: center;"><b>Topic of Professional Learning/Study<br/>“Enhancing Mathematical Practices”</b></p>  | <p style="text-align: center;"><b>Group B</b></p> <p style="text-align: center;"><b>Address the Needs of Our Special Education Population</b></p>  |
| <p><b>Essential Question:</b> <i>How do we build</i></p>   | <p><b>Essential Question:</b> <i>How do we address the needs of our</i></p>  |

|  |   |
|--|---|
| <p><i>math fluency in order to increase speed and automaticity?</i></p>  | <p><i>students with disabilities?</i></p>   |
| <p><b>Building Math Fluency</b><br/> What is math fact fluency?</p> <ul style="list-style-type: none"> <li>○ Why is math fact fluency important</li> <li>○ Procedural Fluency vs. Fact Fluency</li> <li>○ When should we teach math fact fluency?</li> <li>○ Video: “Math Fact Fluency: Automaticity and the Brain”</li> <li>○ Provide research-based article: “Mastering the Basic Number Combinations and How to Help Them” by Arthur J. Baroody</li> <li>○ Examples of fluency activities and effective strategies</li> </ul> | <p><b>Speech &amp; Language Strategies for the Classroom</b></p> <ul style="list-style-type: none"> <li>○ Description of Speech &amp; Language disorders and delays</li> <li>○ Effective classroom strategies to address these delays and disorders</li> </ul>  |
| <p><b>Math Fluency Activities</b></p> <ul style="list-style-type: none"> <li>○ Continuum Protocol</li> <li>○ Video: “Math Fact Fluency and Its Effect on Learning in Mathematics”</li> <li>○ Provide over 35 Fluency Building Activities that can be done in your classroom</li> <li>○ Play Some Fluency Building Activities and Complete Sprints</li> </ul>   | <p><b>Autism and Sensory Strategies for the Classroom</b></p> <ul style="list-style-type: none"> <li>○ Overview of ASD</li> <li>○ Strategies that can be utilized in the classroom to help children with ASD work with their peers</li> </ul>   |
| <p><b>Math Fact Fluency Wrap-Up</b></p> <ul style="list-style-type: none"> <li>○ Video: “Math Fact Fluency: A 4-Step Process”</li> <li>○ Path from Acquisition to Automaticity</li> </ul> <p><b>Sharing Teacher Practices:</b></p> <ul style="list-style-type: none"> <li>○ How is math fact fluency addressed in your classroom?</li> <li>○ Share samples/examples of fluency activities</li> </ul> <p><b>Planning Session:</b> Fluency Building Activities for Winter-Spring Units</p>   | <p><b>Overview of the Individualized Education Program</b></p> <ul style="list-style-type: none"> <li>○ Identify components of the IEP (PLOPS, goals, services in the LRE).</li> <li>○ Demonstrate IEP development in SESIS (Special Education Student Information System).</li> <li>○ Discuss Standard Operating Procedures Manual (SOPM): The Referral, Evaluation, and Placement of School of School-Age Students with Disabilities.</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>○ Examine (using handouts) <ul style="list-style-type: none"> <li>Guiding Principles for IEP Development – NYSED IEP Quality Indicator Checklist</li> <li>Least Restrictive Environment: Procedural Checklist</li> </ul> </li> </ul> |
| <p><b>Center &amp; Station Activities</b></p> <ul style="list-style-type: none"> <li>○ What are math centers?</li> <li>○ When/how to use centers</li> <li>○ What are math stations?</li> <li>○ When/how to use math stations</li> <li>○ Provide different center/station ideas</li> <li>○ PD Reflection</li> </ul>   | <p><b>Functional Behavioral Assessments (FBAs) &amp; Behavioral Intervention Plans (BIPs) – Understanding FBA-BIP through NYS Regs and Research-Based Practices</b></p> <ul style="list-style-type: none"> <li>○ Review /learn when an FBA/BIP is required as per State and City Regulations/Guidelines.</li> <li>○ Review/learn the creation of functional behavioral assessment(FBA)</li> <li>○ Review/learn the design and creation of a behavioral</li> </ul>   |

|  |   |
|--|---|
|  | <p>intervention plan (BIP), based on an FBA.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Analyze/Examine Behavior Pathway (Case Study)</li> <li>Steps of FBA-BIP Processes (Key Steps)</li> </ul>   |
| <p><b>Sharing Teacher Practices:</b></p> <ul style="list-style-type: none"> <li>Math Centers in Your Classroom</li> </ul> <p><b>Planning Session:</b> Center /Station Ideas for Winter-Spring Units</p>  | <p><b>SMART Goals (Specific, Measurable, Achievable, Relevant and Time Related)</b></p> <ul style="list-style-type: none"> <li>What is an annual goal?</li> <li>What must be included in an annual goal?</li> <li>What must be included in an annual goal?</li> <li>What are the benchmarks for an annual goal?</li> </ul> <p>Activities:</p> <p>Examine exemplar SMART Goals</p> <p>Create SMART Goals in Reading, Writing, and Math from Student’s PLOPS aligned with CCLS.</p> |
| <p><b>Questioning in Mathematics</b></p> <ul style="list-style-type: none"> <li>DOK/Bloom’s Taxonomy</li> <li>Incorporating high level thinking questions into Go Math lessons</li> </ul>  | <p><b>Sharing Teacher Practices:</b></p> <ul style="list-style-type: none"> <li>Teachers share and discuss experiences with the <b>Individualized Education Program</b></li> <li>Questions/Comments</li> </ul>  |
| <p><b>Sharing Teacher Practices:</b></p> <ul style="list-style-type: none"> <li>Questioning in Mathematics</li> </ul> <p><b>Planning Session:</b> Look through current math unit of study and flag areas in lessons where H.O.T questions can be asked; post questions on post-it notes in appropriate points</p> <p><b>Study Group:</b> Teachers will work in teams reading, discussing and implementing strategies from the book- <b><u>Ask, Don't Tell: Powerful Questioning in the Classroom,</u></b> by Angela Peery, Polly Patrick &amp; Deb Moore</p> | <p><b>Study Group:</b> Teachers will work in teams reading, discussing and implementing strategies from the book- <b><u>Ask, Don't Tell: Powerful Questioning in the Classroom,</u></b> by Angela Peery, Polly Patrick &amp; Deb Moore</p>  |
| <p><b>Staff members will also participate in outside PD and turn-key information to colleagues.</b></p>  |   |

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

•

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

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

## Part 4: SWP Schools Only

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

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

The following plans are used to assist preschool children from early childhood programs to the elementary school program at PS 205:

- Representatives from pre-kindergarten programs are invited to visit the Kindergarten classrooms and meet with the teachers.
- Incoming Kindergarten parents participate in a Parent Orientation. At this meeting, the parents have the opportunity to meet the classroom teachers as well as other school staff. Information is distributed regarding curriculum, Parent Association activities, a variety of parent workshops, homework, CCLS, programs, assessments, etc.
- During registration, parents are given a Kindergarten preparation packet created by teachers in order to help prepare and assist the students during this transitional period.

### **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.

- Teacher teams create grade level ReadyGen reading assessments and rubrics to assess student learning towards meeting the CCLS in literacy and math.
- Teacher teams use a protocol for analyzing student work in order to surface the gaps and identify points of alignment with the CCLS and the Instructional Shifts demanded by the Common Core State Standards in literacy/math.
- Teacher teams use data to make modifications in planning, implementing instructional strategies and designing assessments. They support and monitor the goal setting process as part of ongoing work to improve student engagement and self-assessment.
- Teachers and support staff meet weekly to discuss their practice by establishing clear expectations of what effective teaching looks like and to have a shared language to discuss what is working and what needs to be improved to strengthen their assessments.
- Teacher teams meet monthly to reflect on their instruction, their student progress and their next steps to reach their goals.
- Teachers completed a PD survey indicating their topics of interest.
- Teachers are members of the PD Committee and assisted in structuring the PD plan.
- Teachers participated in selecting MOSL assessments.
- Teachers are members of various teams (SIT, RTI, SLT, PBIS, MOSL, PD) that are included in the decision making process.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and

Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name   | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount:<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '15 school<br>allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that<br>the school has met the intent and purposes<br>of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , page #<br>references where a related program activity<br>has been described in this plan. |                                 |
|--|--|---|--|---------------------------------|
|  |  |   | Column A<br>Verify with an (X)   | Column B<br>Page # Reference(s) |
| Title I Part A (Basic)                                 | Federal  | 954,625   | X  | 10,13,19                        |
| Title I School Improvement<br>1003(a)                  | Federal  |   |  |                                 |
| Title I Priority and Focus<br>School Improvement Funds | Federal  |   |  |                                 |
| Title II, Part A                                       | Federal  | 220,515   | X  | 13                              |
| Title III, Part A                                      | Federal  | 24,772  | X  | 25                              |
| Title III, Immigrant                                   | Federal  | 1,464   | X  | 10                              |
| Tax Levy (FSF)   | Local  | 5,007,474   | X  | 10,13,16,19,22                  |

**<sup>1</sup>Explanation/Background:**

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Fiorello H. LaGuardia 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Fiorello H. LaGuardia 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 the school community;

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

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

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

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

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

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

### School-Parent Compact (SPC)

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

|  |                      |                          |
|--|----------------------|--------------------------|
| District <b>10</b>                       | Borough <b>Bronx</b> | School Number <b>205</b> |
| School Name <b>Fiorello H. LaGuardia</b> |                      |                          |

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

|   |                                       |
|---|---------------------------------------|
| Principal <b>Carol Ann Rosado</b>                 | Assistant Principal <b>Ludy Caba</b>  |
| Coach <b>Julie Seda- Literacy</b>                 | Coach                                 |
| ESL Teacher <b>Lourdes Diaz-Austin</b>            | Guidance Counselor                    |
| Teacher/Subject Area <b>Niurka Infante - ESL</b>  | Parent                                |
| Teacher/Subject Area <b>Esther Garrido - ESL</b>  | Parent Coordinator <b>Ana Lareano</b> |
| Related Service Provider <b>Sandra Hernandez</b>  | Other <b>type here</b>                |
| Network Leader(Only if working with the LAP team) | Other <b>type here</b>                |

### C. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program.           | <b>5</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>1</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>2</b> | Number of certified NLA/foreign language teachers  | <b>0</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>1</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>2</b> | Number of special education teachers with bilingual extensions               | <b>1</b> |

### D. Student Demographics

|  |             |                      |            |   |               |
|--|-------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>1024</b> | Total number of ELLs | <b>217</b> | ELLs as share of total student population (%) | <b>21.19%</b> |
|--|-------------|----------------------|------------|---|---------------|

# 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 #     |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> | 1        | 1        |          |          |          |          |          |          |          |          |          |          |          | 2         |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>Freestanding ESL</b>   |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
| self-contained  |          |          | 1        | 1        |          |          |          |          |          |          |          |          |          | 2         |
| Pull-out  | 3        | 2        | 2        | 1        | 3        | 4        |          |          |          |          |          |          |          | 11        |
| <b>Total</b>  | <b>4</b> | <b>3</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>0</b> | <b>15</b> |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                                |    |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs                    | 217 | Newcomers (ELLs receiving service 0-3 years) | 186 | ELL Students with Disabilities | 31 |
| SIFE                        | 1   | ELLs receiving service 4-6 years             | 32  | Long-Term (completed 6+ years) | 0  |

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

|               | ELLs by Subgroups |      |     |                  |      |     |                                    |      |     | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
|               | ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     |       |
|               | All               | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |
| TBE           | 53                | 0    | 8   | 0                | 0    | 0   |                                    |      |     | 53    |
| Dual Language | 0                 | 0    | 0   | 0                | 0    | 0   |                                    |      |     | 0     |
| ESL           | 133               | 1    |     | 31               | 0    |     |                                    |      | 1   | 164   |

| ELLs by Subgroups  |            |          |                  |           |          |                                    |          |          |          |            |
|--|------------|----------|------------------|-----------|----------|------------------------------------|----------|----------|----------|------------|
| ELLs (0-3 years)   |            |          | ELLs (4-6 years) |           |          | Long-Term ELLs (completed 6 years) |          |          | Total    |            |
| All  | SIFE       | SWD      | All              | SIFE      | SWD      | All                                | SIFE     | SWD      |          |            |
| <b>Total</b>   | <b>186</b> | <b>1</b> | <b>8</b>         | <b>31</b> | <b>0</b> | <b>0</b>                           | <b>0</b> | <b>0</b> | <b>1</b> | <b>217</b> |
| Number of ELLs who have an alternate placement paraprofessional: _____ |            |          |                  |           |          |                                    |          |          |          |            |

**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  | 25        | 28        |          |          |          |          |          |          |          |          |          |          |          | 53        |
| SELECT ONE                                     |           |           |          |          |          |          |          |          |          |          |          |          |          | 0         |
| SELECT ONE                                     |           |           |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>TOTAL</b>                                   | <b>25</b> | <b>28</b> | <b>0</b> | <b>53</b> |

\*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        |
| <b>TOTAL</b>                                   | <b>0</b> |

| 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        |  |
| <b>TOTAL</b>                                   | <b>0</b> |  |

**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      | 14        | 21        | 47        | 23        | 32        | 15        |          |          |          |          |          |          |          | 152        |
| Chinese      |           |           |           |           |           | 1         |          |          |          |          |          |          |          | 1          |
| Russian      |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Bengali      |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Urdu         |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Arabic       | 1         | 1         | 1         |           | 2         |           |          |          |          |          |          |          |          | 5          |
| Haitian      |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| French       |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Korean       |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Punjabi      |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Polish       |           |           |           |           |           |           |          |          |          |          |          |          |          | 0          |
| Albanian     | 1         | 1         | 1         |           | 1         |           |          |          |          |          |          |          |          | 4          |
| Other        | 1         |           |           | 1         |           |           |          |          |          |          |          |          |          | 2          |
| <b>TOTAL</b> | <b>17</b> | <b>23</b> | <b>49</b> | <b>24</b> | <b>35</b> | <b>16</b> | <b>0</b> | <b>164</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

|                 | K         | 1         | 2         | 3         | 4         | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL      |
|-----------------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Beginner(B)     | 35        | 6         | 8         | 8         | 2         |          |          |          |          |          |          |          |          | 59         |
| Intermediate(I) | 29        | 19        | 2         | 8         | 4         |          |          |          |          |          |          |          |          | 62         |
| Advanced (A)    | 25        | 26        | 14        | 21        | 10        |          |          |          |          |          |          |          |          | 96         |
| Total           | <b>89</b> | <b>51</b> | <b>24</b> | <b>37</b> | <b>16</b> | <b>0</b> | <b>217</b> |

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3                     | 14      | 15      | 2       | 0       | !Und  |
| 4                     | 18      | 7       | 0       | 0       |       |
| 5                     |         |         |         |         |       |
| 6                     |         |         |         |         |       |
| 7                     |         |         |         |         |       |
| 8                     |         |         |         |         |       |
| NYSAA Bilingual (SWD) |         |         |         |         |       |

**NYS Math**

| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     | 25      |    | 10      |    | 4       |    | 1       |    |       |
| 4                     | 11      |    | 11      |    | 3       |    | 0       |    |       |
| 5                     |         |    |         |    |         |    |         |    |       |
| 6                     |         |    |         |    |         |    |         |    |       |
| 7                     |         |    |         |    |         |    |         |    |       |
| 8                     |         |    |         |    |         |    |         |    |       |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    |       |

**NYS Science**

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

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

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

| Native Language Tests      |   |                        |                        |                        |   |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

1. ASSESSMENT TOOLS:

Research-based tools are currently used in our school to assess early literacy skills. The LAB-R and the LAB are administered as an

entrance and placement exam, which determines the child's proficiency level in English and/or the native language (Spanish). The DRA is a formal assessment administered quarterly, while the Fountas and Pinell (running record) is an ongoing assessment, which demonstrate the child's fluency and comprehension level in reading. Unit tests, baselines, rubrics and other assessment tools in Avenues and the Imagine Learning programs are used to track students' progress in all modalities.

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

The data patterns reveal that across the grades, 44% of our current ELLs are Advanced, 29% are Intermediate and 27% are Beginners.

Out of 89 students tested in the Kindergarten Grade band:

|              |     |
|--------------|-----|
| Proficient   | 4%  |
| Advanced     | 28% |
| Intermediate | 33% |
| Beginner     | 39% |

Out of 51 students tested in the 1-2 Grade band:

1<sup>st</sup> grade

|              |     |
|--------------|-----|
| Proficient   | 13% |
| Advanced     | 51% |
| Intermediate | 37% |
| Beginner     | 12% |

2<sup>nd</sup> grade

|              |     |
|--------------|-----|
| Proficient   | 37% |
| Advanced     | 58% |
| Intermediate | 8%  |
| Beginner     | 33% |

Out of 37 students tested in the 3-4 Grade band:

3<sup>rd</sup> grade

|              |     |
|--------------|-----|
| Proficient   | 20% |
| Advanced     | 57% |
| Intermediate | 22% |
| Beginner     | 22% |

4<sup>th</sup> grade

|              |     |
|--------------|-----|
| Proficient   | 24% |
| Advanced     | 63% |
| Intermediate | 25% |
| Beginner     | 13% |

Based on the NYSESLAT data, ELLs in the Advanced proficiency have demonstrated significant growth in the reading modality, despite it being common core ready. However, there was a decrease in the writing, being that it was indeed more rigorous than the previous tests.

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

Patterns across NYSESLAT modalities affect instructional decisions in that we can pinpoint weak areas and use different strategies and modalities to strengthen those areas in different content and scenarios. The areas which the data deem proficient, we challenge with extended and more rigorous activities. For example, if they scored a 3 in the writing, how can we transition to a high four? Perhaps, working on better choice words, increasing intensity of adjectives and the usage of adverbs. Also, promoting more sentence variety and elaborating on conclusions.

Our school uses our tailored made AMAO data by disaggregating the NYSESLAT exam into the four modalities and their raw scores; facilitating functionality when analyzing. We discuss by how many points did the student miss the cut score and rationalize the

reasons why as well as next steps. We address our predicted "met" number to achieve AMAO and the actual number, which has surpassed in subsequent years .

4. For each program, answer the following:

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

4a. Based on the 2013 NYSESLAT data, ELLs in the Advanced proficiency have demonstrated significant growth in the reading modality, despite it being new common core ready. We noticed a decrease in the writing , being that it was indeed more rigorous than the previous tests.

o Grades 3-5 will be targeted for literacy and math interventions, as well as more responsive test preparation ( i.e. item analysis and targeted skill areas). Item analysis will be used to highlight specific skill areas in need of improvement. The ESL Team will more closely analyze interventions like Imagine Learning English to determine next steps for expanding use of this software program.

o Grades 3-5 need additional literacy interventions to ensure that they make additional progress in ELA as well as additional math intervention. Students will practice content specific vocabulary to facilitate problem solving skills and explaining the process taken, to reach the correct answer. The Imagine Learning English software may also be a good tool to scaffold reading and writing for these students.

#### 4b. PERIODIC ASSESSMENTS:

In October, ELL students take an ELL Periodic Assessment which is used to drive instruction and facilitates student grouping. Students are formally assessed again in March. Results for both will be instantly available for analyzing since the students will be using the Senteo SMART Response LE clickers to record their responses. This a step towards computerized testing which will be a reality for our students in 2015.

NYSESLAT End-Term Assessment: Each Spring, students take the NYSESLAT, used to measure Annual Yearly Progress (AYP) in the English language.

Formative Assessment: Throughout the year student progress will be tracked with ongoing assessment tools, using a variety of benchmarks, including the Avenues objectives tracker. Other individualized assessments include those derived from the Imagine Learning English program.

Student Portfolios: All student work, conferencing notes, long and short term goals, and rubrics will be included for each student in their individual portfolio to showcase their language development.

Individual student goals: All students have differentiated goals for each of the four modalities, listening/speaking, and reading/writing.

4c.

The data analyzed from the Periodic Assessment allows the school to:

- monitor student performance and progress
- plan and set goals for accelerating the progress of each student
- review student progress during parent-teacher conferences
- identify strength and weakness in order to drive instruction

According to the latest city and state assessment data for P.S. 205's ELLs, gains have been made in science, math, and language arts. However, due to the new common core state exams, the majority of ELLs in grades 3 through 5 scored at levels 1 and 2. Native language arts instruction, Imagine Learning English, and other literacy interventions will be used to further support our ELL's achievement. Through collaborative inquiry, teachers and coaches will continue to monitor student progress using each intervention's tracking tools.

6. The success of the ELL program is evaluated by consistently tracking and monitoring the effectiveness of ELL interventions and strategies. Ongoing assessments throughout the year and a variety of benchmarks; including Avenues, Imagine Learning, ELL Periodic Assessment, student portfolios and individual student goals are also used to further evaluate the success of our program.

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](#).)

P.S.205 uses data to guide instruction for ELLs within the RTI framework by focusing on Tier 2 and Tier 3 students. They will be progress monitored every 3-4 weeks with an assessment that meets their individual needs. They will be assessed by the service provided at the beginning, middle and end of a 6-8 week cycle of intervention. Student progress will be revisited after each 6-8

week cycle. At this time instructional changes will be made if necessary.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
A child's second language development will be considered in instructional decisions by differentiating tasks, scaffolding instruction, using multi-modal approaches in learning and providing opportunities ample opportunities for choices. Our content area teachers teach in such a scaffolded way that they build the necessary English language skills. Individual students needs are discussed and met during teacher led discussions, grade conferences and monthly RTI meetings.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
8. The success of the ELL program is evaluated by consistently tracking and monitoring the effectiveness of ELL interventions and strategies. Ongoing assessments throughout the year and a variety of benchmarks; including Avenues, Imagine Learning, ELL Periodic Assessment, student portfolios and individual student goals are also used to further evaluate the success of our program.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. A meeting with the Parent Coordinator, A. Laureano, begins the registration process. The Parent Coordinator then informs a certified ESL teacher (all Spanish speaking), A. Austin or N. Infante for building A(grades 3-5) or E. Garrido for building B( grades k-1), that a new student is registering into the school. The certified ESL teacher conducts an oral interview that facilitates the completion of the Home Language Identification Survey (HLIS) as an initial screening for languages other than English spoken at home. At this time the parent is also given a one to one Parent Orientation (by a certified teacher) where the parent is informed of all available program options in the district, for ELL students. The informed parent is given a Parent Option Form to choose their child's program placement. Subsequently, an ESL teacher administers the LAB-R to the newly entitled student (within 10 days after the initial registration date). Beginning February 2014, ESL pedagogues will administer the NYSITELL (Lab-R replacement). If the student scores "Proficient", the parent is informed in writing, that their student is not entitled to ESL services and is placed accordingly. However, if the student scores either "Beginning/Intermediate" or "Intermediate/Advanced," the new student is identified as a new ELL student, and the student's parent is informed in writing, that their child is entitled to ESL program services and is placed accordingly. Transfer students (from other NYCDOE schools) are checked for ELL entitlement through ATS exam history for proper placement. Additionally, all other relevant academic baseline assessments are administered in order to facilitate appropriate academic programming and placement (e.g., mainstream, bilingual, or free-standing ESL). Parents are always informed of the results and students are placed according to the parent's option.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  2. Parents are invited to a group Parent Orientation meeting, which is presented by our ESL certified staff and our Parent Coordinator. This workshop is held to reintroduce parents to the ESL and Bilingual programs presented to them at registration. Parents then have an opportunity to watch a video which provides intricate/explicit information about each program option. The video is followed by a discussion, which facilitates parents' understanding of the Bilingual and ESL programs; an opportunity is available to address concerns and questions. The video and handouts are available in English, Spanish and all languages relevant to our student population. The ESL staff then assists the parents in completing the parent selection form and the entitlement letter to ensure proper placement for each student.
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 [\[see tool kit\]](#).)

3. Throughout the year, teachers communicate with parents to track students progress, problem solve, and collaborate in creating a comprehensive and rigorous academic program for each student. The Parent Coordinator follows up with parents to ensure that all option letters are returned and that support is available to foster learning at home. For those few parents who do not return the option letter, a list of names is given to the classroom teachers for their ELLs. Classroom teachers are directed to hold the report cards during Parent Teacher Conferences, providing parents an opportunity to visit the ESL teacher in order to read and sign the Parent Option letter.

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.

4. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades. The option for ESL placement has increased in the upper grades. Programs are always aligned with the parents' choices for program placement. If parents do opt for a bilingual program for students in grades two through five, the student's name will be placed on a waiting list. When 15 students in the same grade are on the Transitional Bilingual waiting list, a Transitional Bilingual class will be formed. One of our dual licensed Bilingual teachers would be assigned to the newly formed class. In the interim those students will receive the mandated ESL.

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.

5. In preparation for the NYSESLAT, we first run an ATS RLAT report, in which all eligible ELLs are listed. Next, we run the RLER so that newly admitted student LAB-R'ed are not excluded. We generate a testing memo with students' names, classes, grades, and IEP modifications. Information about the NYSESLAT test and dates is made available for all teachers and staff via our school newsletter. We communicate with classroom teachers and plan for testing in selected rooms at designated times. We also communicate with administration and office staff to avoid interruptions via the intercom. We adhere to the official NYSESLAT calendar from the office of OELL(modalities, time frame) and treat this test with the same importance as the ELA and Math state exams.

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. [①](#)

6. As evidenced by our data in the ELL demographics below as well as our BESIS data, parents have demonstrated a preference for the TBE program in the early grades. The option for ESL only placement has increased in the upper grades. We currently have only 5 students who are on a waiting list for TBE. They are currently in the ESL program. Our programs are always aligned with the parents' choices for program placement.

## A. Programming and Scheduling Information

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

### 1a. Organizational Models:

Currently, the school provides two language models: Transitional Bilingual/Early Exit Bilingual education (Cloud & Genesee et al, 2000) and Free-Standing ESL (self-contained and push-in/pull-out), to provide the most comprehensible learning environment for the ELL students.

### b. Program Models:

Each program model is heterogeneously grouped, addressing the three language proficiencies; Beginning, Intermediate and Advanced.

Transitional Bilingual Program (Spanish/English) – Based on our students' level of English Language and Academic Proficiency, the following program requirements are provided:

- Native Language Arts (NLA) instruction for students in Bilingual K-1 classes, according to the CR-Part 154, the minimum required minutes of study are as follows:

#### NLA for Bilingual:

- Beginning/Intermediate – 180 minutes per week
- Advanced – 180 minutes per week
- 60/40 (Spanish/English) model for Beginners, 50/50 Intermediate, and 25/75 for the advanced (providing 1 unit of ELA/1 unit of ESL) in the early grades (K-1)

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)?

### 2. Organization of Staff:

Programs are always aligned with the parents' choices for program placement. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades and ESL only in the upper grades. As a result, the option for ESL placement has increased in the upper grades.

In the primary grades, Kindergarten and First are assigned certified and fully qualified Bilingual and ESL teachers. Accordingly, the mandated number of instructional minutes is provided in the TBE and Free-standing ESL models according to proficiency levels cited in the Learning Standards for English as a Second Language resource from the New York State Education Department (NYSED). Explicit ESL, ELA and NLA instruction is delivered according to the CR Part 154.

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.

3. Students are grouped heterogeneously across the grades in our TBE, and Freestanding ESL models. Literacy groups in grades K-5<sup>th</sup> are differentiated using DRA, Running Records, NYSESLAT proficiency levels and modality raw scores (listening, speaking, reading, writing), and the Periodic ELL Interim Assessment (grades 3-5). For each instructional unit and individual lesson, teachers target students' specific instructional needs in listening, speaking, reading and writing (by establishing Long-term and Short-term SMART goals).

Content area instruction in the TBE classes are taught in their Native Language, in accordance with CR-Part 154. The other model uses English with L1 (native language) support, TPR, and multi-sensory approaches targeting different learning styles and entry points to increase comprehensible input and ensure equal opportunity for learning.

ELLs bring many resources such as L1 (native language) and skills to boost L2 (English language), talent and cultural practice and perspectives, which we build upon by implementing sheltered instruction strategies:

- allotting additional time, practice and repetition
- making instruction and expectations clear, focused and systematic
- addressing both language and content objectives in all lessons
- building background knowledge and scaffold instruction
- use cognates for vocabulary instruction
- allowing opportunity for discourse and interaction; where language usage becomes a resource for communication, thinking and reasoning

It is imperative that we immerse our ELLs in a literacy-rich environment with a variety of language experiences, using formal register and domain specific vocabulary, in which students use academic language essential for high levels of achievement in the content areas.

Academic Intervention Services (AIS) certified teachers/instructors provide support for all classes during the literacy and math blocks. Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

Free Standing-ESL – Based on students' level of English language and academic proficiency, the following program is implemented across the content areas:

- |                              |                      |
|------------------------------|----------------------|
| • ESL Beginning/Intermediate | 360 minutes per week |
| • ESL Advanced               | 180 minutes per week |
| • NLA                        | As appropriate       |

Each model is instructed by a licensed ESL teacher. A Balanced Literacy Framework is implemented in the classroom. The Sheltered Instruction Observation Protocol (S.I.O.P.) is used in the Freestanding push-in/pull-out model to structure lessons, in conjunction with the Quality Teaching for English Learners (QTELL) strategies, to support academic language.

Differentiated Instructional techniques along with Higher Order Thinking Skills (H.O.T.S.) are also incorporated across the content areas (in both language models) to make it accessible and comprehensible, while at the same time rigorous for ELLs. ESL and Bilingual teachers are encouraged to provide many hands-on activities that will provide and expose ELL students to a myriad of learning experiences that are communicative and purposeful, increasing comprehensible output – language use and development in English.

The diverse needs of ELL-SWDs curricular, instructional and scheduling flexibility is always determined by the student's IEP. Content area instruction is delivered in each program model.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. To ensure that ELLs are appropriately evaluated in their native languages students are exposed to simulated math and science practice tests in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, we use the new CCSS, Continental's New York ELLs Practice Book and their respective rubrics, as well as the Imagine Learning English software program; an interactive, individualized program which allows students to practice skills in all four modalities, repeat if necessary and assess for mastery. Imagine Learning English assesses the ELLs with a placement test and a post test yearly. In addition, we informally assess our ELL students on a daily basis in speaking and listening when discussing, sharing or working collaboratively.
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).

6. ELL academic learning is ensured by following the New York CCSS, as well as The Teaching of Language Arts to Limited English Proficient/English Language Learners.

a. SIFE

According to the data we currently have one SIFE (Students with Interrupted Formal Education) student recently transferred from another NYC school. We understand that SIFE students require special attention to facilitate their transition to formal schooling and

help decrease the educational gap.

The following interventions are in place for SIFE students:

- Individualized instruction on a daily basis
- Review of interim assessments to track progress (i.e., benchmarks) in target areas and to differentiate instruction
- Continuous assessment of Long-term and Short-term goals to monitor progress and meeting benchmarks
- Extended day to provide reinforcement of essential skills
- Daily AIS to support literacy and content-area learning
- Native Language Arts (Spanish) support as needed
- Counseling services and/or support as needed

b. NEWCOMERS

Newcomers entering P.S. 205 in the early grades have the option of selecting the Transitional Bilingual programs, which are offered in grades K-1. Newcomers entering the school in the second and third grades are offered a Self-Contained ESL class with a licensed ESL teacher. Our Self-Contained ESL also incorporates NLA (Spanish ) in the curriculum to support language development. An F-status bilingual pedagogue provides the NLA support. ELLs entering in the third, fourth and fifth grades currently receive Freestanding ESL (Push-In and Pull-Out), which is designed to support academic learning in mainstream classes. In addition, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction during the regular school hours.

The following interventions are offered for newcomers in grades K through 5:

- Extended day program provides targeted, small group instruction
- ESL strategies incorporated to scaffold language development across the modalities
- Our school's parent coordinator provides ongoing support for the parents as they adapt to the school and their new neighborhood.
- Native language support is provided by a highly qualified and certified Bilingual (Spanish) F-status teacher who Pushes-In to provide these services as needed.

c. ELL STUDENTS (4-6 years)

According to the analysis of the data we currently have thirty one ELL students with 4-6 years in our fourth and fifth grade classes. In order to ensure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP), teachers and support staff collaborate to create responsive language, literacy and content-area instruction. It is essential that content-area material be readily accessible to our ELLs to ensure their success on the ELA, mathematics, and science exams.

ESL teachers, classroom teachers, and support staff provide the following services for our fourth and fifth-graders:

- Differentiated instruction on a daily basis
- Review of interim assessments to plan individualized instruction
- Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
- Extended day programs to provide tutoring and academic enrichment
- Academic Intervention Services (AIS) support

d. LONG -TERM ELLs (completed 6 years)

According to the data, we currently have no long term English Language Learners enrolled.

The following interventions are in place for Long-Term students:

- Individualized instruction on a daily basis with certified and highly qualified Bilingual and ESL teachers
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
- Academic Intervention Services (AIS) to support literacy and content-area learning.

e. Former ELLs (1 and 2 years after testing proficient)

According to the data, we currently have \_\_\_\_\_ proficient ELLs, in the 1-2 years after testing proficient.

The following interventions are in place for Former ELLs:

- Testing modification(extended time and separate location)
- Continuous assessment of Long-term and Short-term SMART goals to monitor progress and meeting benchmarks
- Extended day programs to provide tutoring and academic enrichment
- Junior Great books- Students practice and apply critical thinking comprehension skills by using the Close Reading Process and SID's(shared inquiry discussions).

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?

7. A research based program Imagine Learning English is used for ELL-SWDs. The specialized program provides both access to academic content areas and helps in the acceleration of English language development.

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?

8. The diverse needs of ELL-SWDs curricular, instructional and scheduling flexibility is always determined by the student's IEP.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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



## 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.

### 8. INSTRUCTIONAL PROGRAMS AND TARGETED INTERVENTIONS FOR ELLS:

- **Avenues (Appropriate for all ELL Sub-groups)**

Quality instruction is provided on a daily basis using a variety of instructional resources. The primary instructional materials for the ESL and Bilingual programs include Hampton Brown's ESL/Literacy program, Avenues (an integrated and literature based program that spans the content areas), which focuses on content and language development in English. The program also targets and supports the writing process that augments the following writing traits: focus and coherence, organization, development of ideas, voice and written conventions.

Avenues, also tracks Students' mastery of key language, literature, and content-area skills that are assessed after the completion of each unit. Progress reports are also used to plan next steps and differentiate lessons.

- **Imagine Learning (Appropriate for all ELL Sub-groups at Beginning and Intermediate Proficiency Levels)**

Interactive program currently used to support the literacy development of targeted Second through Fifth Grade ELL students. Imagine Learning English is a powerful teaching tool that integrates technology and a carefully prepared curriculum to differentiate literacy instruction. The software program has been implemented in the Bilingual and Free-standing ESL programs to closely track and monitor ELL student literacy progress. Imagine Learning also serves as excellent preparation for the NYSESLAT, since it also provides activities to build vocabulary development, listening and speaking, and phonemic awareness to support reading abilities. It adapts to each students' unique learning style and ability, allowing progress at an individually appropriate rate. The use of native language is included in the learning process on an as needed basis.

Imagine Learning English also tracks vocabulary, letter knowledge, oral production, and phonemic awareness skills that are assessed and tracked for individual students. Progress reports are used to create more responsive literacy and language instruction for each student.

- **English At Your Command (Appropriate for all ELL Sub-groups)**

Daily lessons are supplemented with English at Your Command, a language handbook that supports students in communicating, organizing and presenting ideas. It includes lessons and activities to develop students' independent practice for vocabulary, graphic organizers, handwriting, spelling, grammar, mechanics and research skills. It also supports writing frames and genres, plus revising and proofreading practice to augment communication and research. Extension projects promote the use of information technology and writing to explore topics which are relevant to content-area objectives in the classroom.

- **ReadyGen; a curriculum built to address the ELA Common Core Standards and New York City's Literacy requirements.**

- **Continental's New York ELLs (Appropriate for all ELL Sub-groups)**

On a weekly basis, students are also engaged in test prep activities and strategies designed to build English language proficiency. Continental's New York ELLs provides activities to help students develop and strengthen skills across the four modalities: listening, speaking, reading and writing, as well as prepare them for the NYSESLAT (for grades K-12) and the ELA (for grades 3-8).

- **Go Math Teacher Guide includes differentiated activities for every lesson with response to intervention Tier I, Tier II, Tier III, ELLs and for enrichment.**

-Go Math component-Strategic Intervention Response to Intervention Tier II and Tier III(online and print); helps build a solid foundation of math ideas and concepts. It's targeted for small group instruction to review prerequisite concepts and skills needed for the chapter. As is Master the Standard Mathematics for grades 3-5 available online

-Big Ideas in Math for grades 2-5.

-Ready NYCCLS (available online) for one to one instruction

- **Wilson (Appropriate for all Special Education ELL Sub-groups Intermediate and Advanced Proficiency Levels)**

A research-based comprehensive multi-sensory program designed for students who struggle with decoding and spelling to improve their automaticity in their reading abilities. Thus, this program has been identified to address the decoding and spelling deficiencies of Beginner and Low Intermediate Special Education ELL students, as well as a way to improve their overall reading automaticity

and fluency.

- **Culturally Relevant Materials (Appropriate for all ELL Sub-groups)**

Books are available in students' native languages, and the ESL and Bilingual staff have a variety of reading materials focused on the students' native cultures. Classroom libraries have a variety of literacy and content-based materials. Our resource room and school library also have a wide selection of books, magazines, and periodicals to support students' literacy development in both English and Spanish. Audio books help support newcomers and struggling readers as they build fundamental literacy skills. The audio books are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program's effectiveness begins with our practice of following the grade content curriculum as well as the reading and writing genres. We keep continuous, open communication with classroom teachers, in addition to attending and participating in our school's routinely scheduled grade meetings.

Our current program is also meeting the needs of our ELLs in both content and language development. Common Core State Standards as well as ESL Standards are imbedded in our planning and instruction. We use all four modalities (listening, speaking, reading and writing), TESOL strategies (Teaching English to Students of other Languages) to increase comprehensible input, and Bloom's Taxonomy for rigorous questioning. We also teach students sheltered instruction learning strategies in conjunction with reading comprehension skills and strategies to enable higher reading comprehension and purposeful reading. The incorporating of Close Reading and Shared Inquiry Discussions facilitate academic language usage and better comprehension.

All of our pedagogues are indeed aware they are teachers of ELLs. Our general education teachers learn about the ways in which language diversity affects subject area learning via turn-keying of ELL workshops. One of our school goals for 2013-2014 is to increase academic vocabulary acquisition while implementing common core listening and speaking, newly added strands. Also, the application of scaffolding language through visuals, front-loading vocabulary, using language frames, realia and wait time

11. What new programs or improvements will be considered for the upcoming school year?

11. **NEW IMPROVEMENTS/PROGRAMMING TO BE CONSIDERED FOR THE UPCOMING SCHOOL YEAR TO SUPPORT ELLS:**

- **Common Planning (Involves all Bilingual, ESL and Mainstream Classroom teachers when appropriate)**

Common planning periods are included for collaboration between the ESL and monolingual teachers during our weekly schedule. Teachers and support staff ensure that literacy and content area instruction is consistent and addresses the needs of our ELLs.

**Literacy:** ESL and Bilingual staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.

The goal of the balanced literacy approach is to provide a rigorous and challenging curriculum for our ELLs and ensure appropriate grouping based on individual needs.

Push-in collaborative team teaching sessions are arranged to provide optimal literacy development via scaffolding reading and writing instruction for our ELLs during the Readers & Writers Workshop. Additionally, Bilingual/ESL teachers will collaborate with the mainstream teachers regularly in order to align ELL instruction with the Monthly Instructional Focus Calendar, as a way to ensure that students are accessing the core curriculum: All Bilingual/ESL materials will support and/or augment the core reading and writing curriculum.

- **Content Area: All staff collaborate to ensure that content area objectives are comprehensible to ELLs**

Push-in collaborative Team Teaching sessions are planned to provide more explicit support in the native language as a way to ensure students' content area lessons are not only rigorous, but accessible and comprehensible.

ESL and Bilingual staff work with classroom teachers and coaches to ensure that lessons and units are culturally sensitive and relevant to the student population.

- **Native Language Arts Push-In Support Program will enrich ELL learning across the content areas: The certified bilingual F-status teacher pushes-in to support and increase ELL comprehensibility and learning.**

12. What programs/services for ELLs will be discontinued and why?

12. It is important to note that programs previously used will not be discontinued; however, all resources that are currently being used have been reevaluated as a result of summative and formative data to ensure the ELL materials are all being implemented

under revised approaches to maximize student academic performance (i.e., ESL teachers will continue to use Avenues, however, will align their lessons and resources to the writing component of the Monthly Instructional Focus).

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. After-School and Supplemental Services for ELLs

To support ELLs access to the grade-level curricula, the interactive technology program, Imagine Learning English, will be implemented to track student progress and provide customized language instruction. Fifty licenses of Imagine Learning English will be purchased to provide our ELL's in grades K-5 with differentiated literacy instruction. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the Imagine Learning English program will be sent home to bridge the gap between parents and teachers. The reports facilitate individualized homework and extension activities, while providing critical information for parents in the native language. During our extended day period, we will provide students access to the Imagine Learning technology program. This supplemental program is above and beyond the mandated units of service. Students in grades 2 are also invited to participate in the Homework Club, enabling further clarification and successful completion of homework assignments.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLs

Some of the instructional materials used to support and/or augment ELL student learning in ELA, Mathematics and other content areas in both English and Spanish are as follows:

- Multimedia Children's Literature - Recorded Books Grades (K-5)
- Multicultural Tales on Tape (Grades K-5)
- Bilingual Read Alouds Fiction and Non-Fiction (Grades K-5)
- Everyday Math (Grades K-2) English and Spanish
- Hampton Brown Content Area Classroom Libraries (Grades K-5)
- Houghton Mifflin's Hartcourt Estudio Sociales(Grades 3-5)
- Houghton Mifflin's Hartcourt Ciencias (Grades 3-5)
- Matematicas Paso por Paso (Grades 3-5)

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. Transitional Bilingual Program and Freestanding ESL Program Native Language Support

Native language support is provided to all our students through use of bilingual dictionaries, native language classroom libraries and technology enrichment such as Imagine Learning in the native language and the buddy system. Additionally, students in self-contained ESL program receive native language support in the core content areas with a certified F-Status native language teacher.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

16. Required Support Services and Resources

ELLs receive the required support services and resources that correspond to their ages and grade levels as per CR Part 154. This includes but is not limited to books, software, classroom libraries and materials in native language of our student population.

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.

17. Orientation For New Students( Including ELLs)

At the beginning of the school year, students take part in neighborhood walks and in- house tours, in order to familiarize them with their surroundings and create a comfort zone for the incoming students. They will be presented with the opportunity to meet and greet teachers and school personnel.

18. What language electives are offered to ELLs?

18. Language Electives

Currently, we do not offer a language elective in our school. In previous years, we offered Italian and sign language as part of our Enrichment Program.

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)?

**Not applicable.**

## 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.

The principal, assistant principal, consultants, literacy coach and ESL Team provide professional development activities during common planning and Chancellor's Professional Development days. The Professional development plan for 2013-2014 is designed to focus on the teaching and learning process of all students.

|  |             |      |
|--|-------------|------|
| • NYSESLAT and ELA analysis of data to drive instruction | September   | 2013 |
| • Imagine Learning English program overview              | October     | 2013 |
| • Marzano Building Academic Vocabulary                   | November    | 2013 |
| • Analysis ELL Periodic Assessment data                  | December    | 2013 |
| • Differentiated Instruction for ELLs                    | January     | 2014 |
| • Jose P. Training                                       | Feb-ongoing | 2014 |
| • Preparing ELLs for the ELA and NYSESLAT                | March       | 2014 |
| • Using ESL Strategies in the Content Areas              | April       | 2014 |
| • Analyzing Data from Imagine Learning                   | May         | 2014 |
| • RTI Team   | Ongoing     |      |

### 1. Common Planning: ESL Sessions

During common planning periods, ESL direct instructors provide turnkey workshops on essential ESL strategies and interventions. Classroom teachers, AIS providers, coaches, and Assistant Principals are trained in using the latest literacy interventions for ELLs, including Imagine Learning English. In addition, ESL teachers may provide specialized workshops on requested topics.

### 2. Collaborative Planning: ESL, Bilingual, and Monolingual

All teachers, guidance counselors, and speech personnel meet to discuss the content-area and literacy calendars. ESL direct instructors support Bilingual and monolingual classroom teachers in differentiating their instruction for ELLs. The curriculum calendars are more closely aligned to the ESL/ELA standards and are customized for individual student needs.

### 3. Jose P Training

All new teachers participate in meetings devoted to ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. In addition, teachers are given some needed insight into the ELL identification and programming processes. Discussion of ELL strategies and interventions empowers teachers with effective instructional strategies to use in their own classrooms. The Jose P training is only the first step in a detailed, collaborative process of inquiry, observation, and revision.

### 4. UFT and OELL Training for ESL and Bilingual Teachers/Coordinators

A variety of workshops and seminars are offered which train service providers and coordinators in essential skills like data analysis, differentiated instruction, and program planning. Trainees are encouraged to turn-key understandings for their colleagues and administration. All interventions and strategies presented are research-based and have demonstrated a real potential to promote student achievement.

Our guidance counselor, Jessica Sheehy works closely with students and families in order to make this process of moving on to middle school a smooth transition. She sends home flyers about Open Houses, special entrance exams, etc.. She also sends this information via the school's messenger system. The guidance counselor supports in assisting students with the middle school application process and schedules group and individualized meetings to guide students with their selections and information regarding middle school admissions and open houses. She plans group visits to zoned school, so that the students can become familiar with the new setting.

## D. Parental Involvement

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

1. At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents can become knowledgeable and active participants in their children's education.

Parents are invited to visit their child's classroom on the first day of school, attend orientation meetings, and meet with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, the annual plant sale, the annual book fair, open school week, classroom trips, and parent field trips and workshops. Ongoing parent orientations provide parents with essential information about their child's instructional program.

Each month, parents are invited to attend the Parent Association meetings, during which they receive updates on various school issues. Parents are also invited to participate in our numerous Young Audience Residency Programs and our Enrichment Program, in the classroom, with their children during the school day. An Adult Parenting Class is also offered to parents. Through their participation in these activities, parents are able to develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly principal's newsletter ensure that parents are always informed about school activities and programs.

2. Our Bilingual Parent Coordinator provides parents with guidance on educational, social, recreational, health, and immigration issues. Our school works closely with many community agencies to provide these services for our parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, St. Barnabas Hospital, Kingsbridge Heights Community Center, Bronx Parent Resource Center, Catholic Charities, Jewish Board of Family Institute, Montefiore Hospital, North Central Hospital, Good Shepherd Counseling Services, Puerto Rican Family Institute, Cardinal McCloskey's Family Outreach Center, Belmont Daycare, Beacon Programs, Boys and Girls Clubs, Welcome Center at P.S. 9 (Immigration Center), Affinity Health Care, Prospect Family Support Services, and SCAN NY.

3. Through parent surveys and evaluations, the school is more closely attuned to the needs, talents and concerns of our parents. Parents are able to share their comments and suggestions after each workshop, parent orientation, and parent/teachers conference. In addition, parents have the opportunity to provide their input when completing the P.S. 205 Parent Questionnaire and the DOE Annual Parent's Survey.

4. Activities which actively engage our parents and staff ensure that the school can foster a collaborative community of learners. When parents are involved in their children's academic lives, students achieve at higher levels. Through their participation in so many activities, parents are empowered personally and can develop productive relationships with teachers and staff members. Our workshops and activities not only give our parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

| Name (PRINT) | Title               | Signature | Date (mm/dd/yy) |
|--------------|---------------------|-----------|-----------------|
|              | Principal           |           | 1/1/01          |
|              | Assistant Principal |           | 1/1/01          |
|              | Parent Coordinator  |           | 1/1/01          |
|              | ESL Teacher         |           | 1/1/01          |

|  |                      |  |        |
|--|----------------------|--|--------|
|  | Parent               |  | 1/1/01 |
|  | Teacher/Subject Area |  | 1/1/01 |
|  | Teacher/Subject Area |  | 1/1/01 |
|  | Coach                |  | 1/1/01 |
|  | Coach                |  | 1/1/01 |
|  | Guidance Counselor   |  | 1/1/01 |
|  | Network Leader       |  | 1/1/01 |
|  | Other _____          |  | 1/1/01 |

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

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

DBN: 10X205 School Name: Fiorello H. LaGuardia

Cluster: 5 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**

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

P.S. 205's largest population is Hispanic. This has been confirmed by closely monitoring the Home Language Survey that is completed upon admission by the parent/guardian. This information is entered into ATS immediately. All communication that is sent out to parents is translated into Spanish to assure that the parents understand all correspondence. Additionally, the Parent Coordinator is bilingual and is always available to assist parents. She translates at all workshops, PA meetings and Parent Teacher conferences, as needed. Our monthly Parent Newsletter is also translated into Spanish by the Assistant Principal. Parents are always aware of school events and issues given the availability of translators on staff, and translated home-school correspondence

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.

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. The school community was notified of this through PA meetings, school meetings, and the monthly newsletter.

## Part B: Strategies and Activities

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

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. Additionally, translators are provided at all school functions

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.

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent-teacher meetings. Additionally, translators are provided at all school functions

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, in accordance with Regulation A663, has designated Ana Laureano, our full-time Parent Coordinator, as our Language Access Coordinator. She is committed to addressing parents' language needs, has strong communication skills, has familiarity with the language needs of the school's parent population, and has familiarity with the school's budget and procurement processes.

Via DOE training she will be prepared to support schools in monitoring parent language needs, identifying school staff that are qualified and available to provide interpretation assistance, allocating funding to provide language assistance, and informing parents of the availability of language assistance services.



**Department of English Language Learners and Student Support**

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

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs 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: 205x   | DBN: 10x205 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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):<br><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School   |
| Total # of ELLs to be served: 40<br>Grades to be served by this program (check all that apply):<br><input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><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: 3<br># of certified ESL/Bilingual teachers: 3<br># of content area teachers: _____  |

## 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:

Fiorello Laguardia School (P.S.205) currently services 1,054 students. Twenty two percent of our school's population (232 students) has been identified as English Language Learners. Based on the NYSESLAT results and AMAO data analysis, our selected students will greatly benefit from supplemental English language development in the areas of listening, reading and writing.

The After School Title III program will provide for a student-centered learning environment with guided instruction to approximately 40 ELLs in grades 3-5. Our focus is reading comprehension and building reading stamina, as well as strengthening English writing skills. We opted for two technology driven, language and literacy based programs: myOn and Imagine Learning, in order to monitor student progress and target identified weaknesses to drive instruction. P.S.205 has embraced both programs to foster the love for reading and sharpen literacy skills.

The myOn program is currently being used as a supplemental home-based program. Unfortunately, the majority of the ELLs in our community do not own a computer or have access to the internet at home. During school hours, we are met with the challenges of time constraints, demands for rigor and the new CCLS overrunning our daily schedules, therefore the Imagine Learning program is being utilized only by our newcomers and ELLs in self-contained 2nd and 3rd grade ESL classes. We are strong advocates of this program because we have witnessed the results in language and literacy. We are also proud recipients of the 2013-2014 Imagine Nation Super School Award. Our school was nominated by our Imagine Learning area partnership manager for above and beyond enthusiasm and innovative use of the program. We would like to extend access to this program to ELLs in the ESL push-in, pull-out program as well as the Title III program we are proposing.

Utilizing myOn and Imagine Learning for Title III ensures that our ELLs gain equal opportunity to multiple literary experiences, while engaging in just right texts and working on English literacy skills. These programs will allow for optimum opportunity to make progress and gains on the NYSESLAT, which in turn will maintain our continued progress in our AMAO 1 and AMAO 2 status.

MyOn is an integrated, research-based, computerized reading product that provides individualized, targeted reading practice to improve reading skills. Its embedded assessments track student's growth, facilitating monitoring. It also provides scaffolds through professionally recorded audio, 1:1 text level highlighting and embedded dictionary to aid in reading stamina, volume of reading and oral reading fluency. Student reading is based on their interest, which is supported by a recommended reading tab, providing students access to every book.

### Part B: Direct Instruction Supplemental Program Information

This program will commence January 2015 through March 2015. The program will run for 11 weeks. Students will receive instruction twice a week, on Wednesdays and Thursdays for an hour and a half, from 2:45-4:15p.m. Two fully certified ESL teachers will co-plan and provide instruction. Group sizes will be maintained at 20 students per teacher. There will be two classes with a total of 40 students.

Imagine Learning English is a powerful teaching tool that integrates technology and a carefully prepared curriculum to differentiate literacy instruction. The software program has been implemented in the Bilingual and Free-standing ESL programs to closely track and monitor ELL student literacy progress. Imagine Learning also serves as excellent preparation for the NYSESLAT, since it also provides activities to build vocabulary development, listening and speaking, and phonemic awareness to support reading abilities. It adapts to each students' unique learning style and ability, allowing progress at an individually appropriate rate. The use of native language is included in the learning process on an as needed basis.

Imagine Learning English also tracks vocabulary, letter knowledge, oral production, and phonemic awareness skills that are assessed and tracked for individual students. Progress reports are used to create more responsive literacy and language instruction for each student.

### Part C: Professional Development

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

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

Begin description here: \_

P.S. 205's Title III Professional Development Program will focus on:

-AMAO clinic

-Imagine Learning training

-myOn training

Certified Bilingual/ESL teachers will attend workshops. Our focus being multi-modal approaches to differentiated instruction with the use of technology in the content areas. We will use multiple modalities for language development, while providing high quality instruction to ELLs. Our goal is to empower our ELLs by exposing them to various types of genres in the literary world of interest to them.

\_\_\_\_\_

**Part C: Professional Development**

**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:

At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents become knowledgeable and active participants in their children’s education.

Title III will provide parents with an opportunity to attend ESL Adult classes, which will run simultaneously with the ELLs' classes and will be provided by an ESL Certified teacher. Parents will be able to develop social language skills as well as attain a better understanding of their child’s academic life. Parents will be empowered by acquiring the vocabulary needed for everyday life.

**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<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> | _____           | _____   |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>                                    | _____           | _____   |

**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. |
|---|-----------------|---|
| contracts.  |                 |   |
| Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul> | _____           | _____   |
| Educational Software (Object Code 199)  | _____           | _____   |
| Travel  | _____           | _____   |
| Other   | _____           | _____   |
| <b>TOTAL</b>  | _____           | _____   |