



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**  
**TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS**

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

**09X294**

**School Name:**

**PS 294: THE WALTON AVENUE SCHOOL**

**Principal:**

**MR. DANIEL RUSSO**

**Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: Academic Intervention Services (AIS)**

**Section 5: Expanded Learning Time (ELT)**

**Section 6: Title I Program Information**

**Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: PS 294: THE WALTON AVE SCHOOL School Number (DBN): 09X294  
School Level: ELEMENTARY SCHOOL Grades Served: K-3  
School Address: 1425 WALTON AVE. BRONX NY 10452  
Phone Number: 718-293-5970 Fax: 718-293-5976  
School Contact Person: MS. ROSE FIRRIOLO Email Address: RFIRRIO@SCHOOLS.NYC.GOV  
Principal: MR. DANIEL RUSSO  
UFT Chapter Leader: MS. GENEVIEVE MORALEZ  
Parents' Association President: MS. ANGEL MARTINEZ  
SLT Chairperson: MS. GENEVIEVE MORALEZ  
Student Representative(s): N/A

**District Information**

District: 09 Superintendent: MRS. LETICIA ROSARIO  
Superintendent's Office Address: 450 ST PAUL'S PLACE BRONX NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: 718-410-7017

**Cluster and Network Information**

Cluster Number: 06 Cluster Leader: JOSE RUIZ  
Network Number: 606 Network Leader: MS. PETRINA PALAZZO

## Section 2: School Leadership Team (SLT) Signature Page

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

**Directions:**

- I. 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\*.
- II. 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.\*\*
- III. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
MR. DANIEL RUSSO	*Principal or Designee	
MS. GENEVIEVE MORALES	*UFT Chapter Leader or Designee	
MS. ANGEL MARTINEZ	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
MS. VELLANIRE BARRAN	UFT	
MS. SHANNON NILAN	UFT	
MR. ISIDRO SANCHEZ	UFT	
MS. MARINA MARTINEZ	PTA	
MS. ARLENE POWELL	PTA	
MS. BALBINA GONZALEZ	PTA	
MS. TRICIA O’DONNELL	UFT	
MS. ELY GRACIANO	PTA	
na	Member/	
na	Member/	
na	Member/	

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

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

### Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework**

- |    |   |
|----|---|
| 1. | <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. |
| 2. | <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |
| 3. | <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.                  |
| 4. | <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.                                 |
| 5. | <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.                            |
| 6. | <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 administrators value each other.         |

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	F/P Benchmark Assessments  ELA Simulation Exam  NYSELSAT Scores  Native Language Arts Performance Assessment	1. Reading Strategy Group Instruction 2. Leveled Literacy Intervention 3. Leveled Guided Reading 4. ELA Academy 5. ELL Academy	1. Small Group 2. Small Group 3. Small Group 4. Small Group 5. Small Group	1. During class time 2. During class time 3. During class time 4. After School Wed and Thursday 5. After school Tuesday and Friday
<b>Mathematics</b>	NYC Performance Assessment – Math  Math Simulation Exam	1. Tier I Remediation embedded into Math Curriculum 2. Tier II Math Academy	1. Small Group 2. Small Group	1. During class time 2. After school Wed and Thurs)
<b>Science</b>	Science Performance Assessments  ELA Non-Fiction Performance Assessments	1. Repeated Readings of NF Texts 2. Interactive Writing 3. Leveled NF (Science) Guided Reading	1. Small group 2. Whole class and Small group 3. Small Group	1. During class time 2. During class time 3. During class time
<b>Social Studies</b>	Social Studies Performance Assessments  ELA Non-Fiction Performance Assessments	1. Repeated Readings of NF Texts 2. Interactive Writing 3. Leveled NF (Social Studies) Guided Reading	1. Small group 2. Whole class and Small group 3. Small Group	1. During class time 2. During class time 3. During class time
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Referrals Parent Referrals OORS Incident Reports	1. Counseling 2. Leveled Literacy Reading Intervention for Hold over students 3. Push-in support for At-Risk students prior to referral for Spec Ed Services	1. One-to-one and Small Group 2. Small Group 3. One-to-One	1. During school day 2. During school day 3. During school day



## Section 5: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

1. Section A. School Overview
2. Section F. Partnerships
3. Section H. Educational Plan, under Section III. Use of Time
4. Section K. Project Plan and timeline in the section which discusses “leading indicators”
5. Approved Budget Narrative

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015 our ELT program will achieve proficient reading levels for all students attending.

By June 2015 the goal of Psx294’s ELL After School Program is to increase English acquisition and language learning by engaging students in social-interactive activities designed to strengthen students’ speaking and listening abilities. In addition, students will learn targeted site words and content-based vocabulary embedded in the core curriculum that will help them accelerate reading fluency and comprehension.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

PSx294’s third grade students will have an extended school day on Wednesday and Thursday for 90 minutes per day in which they will cycle through small group instruction while also using the Pearson Success Maker computer AIS program.

An ELL After School Program that supports newcomer English Language Learners and ELLs who scored at the Beginning Level on the NYSESLAT/NYSITELL in first through third grade will also take place during the 2014/2015 school year.

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

1. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
2. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
3. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
4. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
5. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Students in our ELT program will work in classrooms of no more than 14 students, a teacher and an instructional para for guided reading, small group instruction, and an introduction to test sophistication. Our academy will begin in November and run until the administration of the NYSESLAT exam.

PS 294X will also offer an After School Program for Beginner and Intermediate kindergartener ELLs. The main objective of this program will be to serve as a jumpstar into reading by focussing on multisensory instruction in phonemic awareness, phonics and

vocabulary development. Ample opportunities will be provided for social-interactive activities that incorporate the use of manipulatives. English will be the language of instruction for this program. The program has been designed for English Language Learners at the kindergarten level. In addition, a Leveled Literacy Intervention Program by Fountas & Pinnell is going to be used for students exposure to site words and repetitive language.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	X	Voluntary	NA	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

PSx294's third grade students will be invited to attend our extended school day program.

PSx294's ELL After School Program will invite newcomer English Language Learners and ELLs who scored at the Beginning Level on the NYSESLAT/NYSITELL in first through third grade.

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The key school based personnel that will implement our ELT program will be our supervisors, and select teachers.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Select PSx294 teachers will provide instruction during our ELT.  
 Supervisors  
 In-house unit of study  
 Pearson Success Maker computer AIS program  
 Fountas and Pinnell Leveled Literacy Intervention System

**Part 3c.** Timeline for implementation and completion, including start and end dates.

N/A

**Part 4 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

NA	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>	X	<b>Title I SWP</b>	NA	<b>Title I TA</b>	NA	<b>P/F Set-aside</b>	NA	<b>C4E</b>
NA	<b>Title I 1003(a)</b>	X	<b>Title III</b>	NA	<b>PTA Funded</b>	X	<b>Grants</b>	NA	<b>School Success Grant</b>	NA	<b>In Kind</b>

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

N/A

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

N/A

**Part 5b.** Complete in **February 2015.**

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

N/A

## Section 6: 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
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
  - Section E. Instructional Staff under Sections II. & IV.
  - Section G. Organizational Plan under Section I. Training Support and Professional Development
  - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

### 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>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

All provided Professional Development will be aligned to city-wide expectations and targeted areas such as : Guided Reading, Leveled Literacy Intervention, Small Group Strategy Instruction, After-School ELA Academy, Teacher Teams modify DOE Core Curriculum, Reading intervention for lowest third on first grade, Additional reading support for sub-group in Kindergarten, Teacher coaching on ELA best practices, Academic. The School leader will continue to work closely with the Network personnel Director to find highly qualified candidates for vacant positions.

#### 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).

PSx294's professional development sessions will include the modifying of the DOE Core Curriculum during teacher team meetings that are led by an outside writing consultant. Teachers will design six week units that are monitored through two performance tasks, one fiction and one non-fiction. Tasks are assessed using rubrics that reflect the performance indicators of the CCLS. Math curriculum reflects the DOE core curriculum option, but is enhanced by work done during study groups, in which we raise the rigor of the problems of the day, incorporate more centers, and design writing prompts so students are reflecting on their learning daily and writing across content areas. Science and Social studies curriculum is designed by using a combination of the NYS Scope and Sequence, as well as the newly adopted Social Studies CCLS

Intervention for ELLs, Teacher coaching and modeling of Bilingual Lesson, Additional reading support for holdover students, Daily Phonics Instruction, Inquiry teams analyzing student assessments (ELA and Math Performance Tasks), Common planning twice a week for each grade and twice a month for bilingual team, The implementation of a balanced literacy model within each classroom, the hiring of instructional paras to be split between every two classrooms, the opening of a writing lab for students as a cluster subject twice a week.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

Title I SWP monies will be used to provide basic instructional supplies, uniform, F/P Benchmark Assessments, supplies, I Ready materials and technology for ELA/Math

Title I SWP monies will be used for the purchase of per diem services for professional development, supporting of small group instruction and push-in support for at-Risk students

Title I SWP monies will be used for the purchase of per session services for PSx294 supervisors and teachers to support the after school ELT Programs  
 Title I 10% Title I SWP monies will be used to support HQ  
 Title I 10% Title I SWP monies will be used to purchase Professional Curriculum Development Staff Development services  
 Title I 10% Title I SWP monies will be used to purchase educational consultant services  
 Title I 10% Title I SWP monies will be used to purchase professional development consultant services  
 Title I 10% Title I SWP monies will be used to fund to provide AIS intervention services  
 Title I 10% Title I SWP monies will be used to fund Counseling and/or speech services

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

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

N/A

**Part 4: SWP Schools Only**

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

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

PS 294 does not have Pre-K Classes in our school, but the Parent Coordinator works with nearby pre-k providers to distribute information about our school’s Kindergarten program. Incoming Kindergarteners (those that attended Pre-K and those that did not) attend an orientation for parents and students, and phase-in to the school day with two half-days. One teacher on staff was formerly a district administrator of a Pre-K program, and she advises the principal on matters of early childhood education and the transition from Pre-K to full-day Kindergarten at our school.

**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.

PS 294 holds MOSL (Measures of Student Learning) meetings three times annually to discuss which assessments will be used throughout the year to track student progress and eventually be the data metrics to calculate teacher effectiveness. The MOSL Committee is a shared decision-making committee that includes representatives from every grade, cluster representatives, and an ESL representative. The MOSL Committee makes a recommendation to the principal, who takes teachers’ recommendation into account when making a final decision for the school.

**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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.
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		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$315,360.00	X	Pg 8, 12
Title I School Improvement 1003(a)	Federal	N/A	X	NA
Title I Priority and Focus School Improvement Funds	Federal	N/A	NA	NA
Title II, Part A	Federal	N/A	NA	NA
Title III, Part A	Federal	\$11,548.00	X	Pg 8, 12
Title III, Immigrant	Federal	N/a	NA	NA
Tax Levy (FSF)	Local	\$2,128,412.00	X	Pg 8, 12

**<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:

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

## Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Learning Leaders as trained volunteers and welcomed members of our school community. Parents are welcome during Open School Week and Meet the Teacher. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school

community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents and the Parent-Teacher Association in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home, using math in everyday life, healthy eating and nutrition, the Common Core Learning Standards, Special Education and IEPs, Reading at Home with children, using NYC ARIS, as well as assistance in filling out school forms.
- provide opportunities for parents to help them understand the 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 a Saturday Parent Fair where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing each teacher with a parent communication log for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### School-Parent Compact (SPC) Template

[Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve mastery towards the Common Core Learning Standards.

#### **IV. 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 trimester during which the individual child's achievement will be discussed;
- 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 parent workshops facilitated by school staff (times will be scheduled so that the majority of parents can attend);
- 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;

#### **V. 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;
- 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 promptly 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's 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;

#### **VI. Student Responsibilities:**

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



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

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

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

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

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

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

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

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

<b>Part A: School Information</b>	
Name of School: <u>PS 294</u>	DBN: <u>9X294</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>42</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6 7 8 9 10 11 12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 0

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:

Rationale:

The Walton Avenue School is a K-3 school located in the Mount Eden neighborhood of the Bronx working to create a generation of young people who are critical thinkers, clear communicators, and collaborative teammates.

Each student at The Walton Avenue School receives a tailored educational experience that values their unique contributions to the learning community and supports them to become life-long learners.

Teachers and parents are committed to every student's individual achievement and work tirelessly to provide the support necessary for all children to excel.

The Walton Avenue School creates student teams that problem solve, ask questions of those around them, and work together to seek detailed explanations of the world in which we live.

The Walton Avenue School (PS 294) has 97.5% of the students receiving free lunch. This K through 3 school serves an ethnically diverse population of 72 % Hispanic, 22% African American, 3% Caucasian, 2% Asian and 1% American Indian. Of the total school population (336 students), 35.4% are English Language Learners (119 ELLs). At P.S. 294 we treasure the diversity of our school population and are committed to providing every ELL student with the opportunity to excel academically, socially, and to become fluent in English and in Spanish.

Currently P.S 294 has a Freestanding/Self-Contained English as a Second Language Program that services 40 students ranging from grades K through 3 and a Bilingual Transitional Education Program that consists of 79 students. The Transitional Bilingual program consists of one kindergarten class, a first grade class, a second grade class and a third grade class. The total number of ELL students per grade is as follow: There are 31 students in kindergarten, 23 in first grade, 40 in second grade and in 25 third. As the Home Language Survey indicates, the home language of most of our English Language Learners is Spanish with the exception of eight students who speak Arabic; two who speak Bangali, one who speaks French and one whose language is Chinese. The Fall 2014 NYSITELL and the Spring 2014 NYSESLAT scores indicate that in regards to language proficiency, the breakdown of the total ELL population (119) is as follows: 33 students are beginners, 43 intermediate and 43 are advanced.

Subgroups and Grade Levels of Students to be Served

Advanced Second and Third Grade ELLs Program

An ELL After School Program for Advanced ELLs in 2<sup>nd</sup> and 3<sup>er</sup> grade that focuses on strengthening the background knowledge and literacy skills tested on the NYSESLAT/NYS ELA. The main objective of this program will be to equip these students with the necessary academic language and literacy

## Part B: Direct Instruction Supplemental Program Information

sophistication necessary to move them to a proficient level on the Spring 2015 NYSESLAT and to perform at least on grade level on the NYS ELA. This objective will be accomplished by engaging students in activities and tasks that explore in depth the literacy skills tested until mastering them. In addition, an emphasis will be put into close-reading nonfiction texts that incorporate the academic vocabulary found in the NYSESLAT. Language of instruction will be English. Twenty two students are being targeted for this program. Materials to be used for this program will include: On grade level audio visual CD books, leveled guided reading to be used for closed reading and Reading A-Z Vocabulary Development Section. Our ELL Program already possesses these materials/resources, thus the materials are being provided at no cost under Title III.

This program will take place on Wednesdays and Thursdays for a hour and a half from 2:30 - 4:00 pm and will run from December 10, 2014 through May 14, 2015. Instruction will be provided by our TBE third grade fully certified teacher, Vellanire Barran.

### Newcomer and Beginner ELLs Program

An ELL After School Program that supports newcomer English Language Learners and ELLs who scored at the Beginning Level on the NYSESLAT/NYSITELL in first through third grade. The goal of this program is to increase English acquisition and language learning by engaging students in social-interactive activities designed to strengthen students' speaking and listening abilities. In addition, students will learn targeted site words and content-based vocabulary embedded in the core curriculum that will help them accelerate reading fluency and comprehension. Language of instruction will be English. Twenty students are being targeted for this program. This program will take place on Wednesdays and Thursdays for a hour and a half and will run from December 10, 2014 through May 14, 2015 from 2:30-4:00pm. The service provider for this program will be our school fully certified ESL teacher, Miguelina Suriel. The materials to be used for this program are: Spotlight on English, published by Santillana and Leveled Literacy Intervention by Fountas and Pinell. Materials cost for this Newcomer and Beginner ELLs Program will be paid using Title III money.

### Beginner and Low Intermediate Kindergarten ELLs

PS 294X will also offers an After School Program for Beginner and Intermediate kindergartener ELLs. The main objective of this program will be to serve as a jumpstar into reading by focussing on multisensory instruction in phonemic awareness, phonics and vocabulary development. Ample opportunities will be provided for social-interactive activities that incorporate the use of manipulatives. English will be the language of instruction for this program. This program will invite twenty students who fall into the mentioned category. The program will take place on Wednesdays and Thursdays from 2:30pm to 4:00pm and will be ran from Dicember 10, 2014 to April 2<sup>nd</sup>, 2015 from 2:30 - 4:00pm. Service provider for this program will be Mercedes Casado, one of our school Bilingual/Special Education and ESL Certified Push-in teacher. Materials to used in this program are: On Our Way to English, a supplemental ESL phonetically-based and language development program published by Santillana. The program has been designed for English Langague Learners at the kindergarten level. In addition, a Leveled Literacy Intervention Program by Fountas & Pinnell is going to be used for students exposure to site words and repeatitive language. The cost of these materials will not be coming from the Title III budget.

## Part C: Professional Development

## Part C: Professional Development

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

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

Begin description here:

The overall schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL Coordinator and the ESL teachers conduct professional developments during Common Planning time for teachers and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners enrolled in our ELL Program. In addition, the school schedule has a built-in time for ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals or the School Professional Development Team. An assigned ELL team representative attends grade meetings to share ELL best practices with mainstream teachers. An ELL team representative also meets with other school personnel such as Psychologists, Speech Therapist, Guidance Counselors and the School Leadership Team, as needed, to make sure ELL related issues and practices are being met. In addition, the school ELL Coordinator offers ELL trainings to grade Leader Teachers during their weekly meeting.

The professional development our teachers receive support them in delivering Common Core-aligned instruction. For instance, our teachers receive professional development on topics as: Developing higher order thinking and questions (teachers and students); Implementing meaningful/colloborative discussions in the classroom; How to develop performance tasks aligned to Common Core State Standards; How to analyze NYSESLAT/NYSITELL, Math, F&P or NLA Running Record Assessments for Instructional Implication. Specific PD was provided on how to implement the DOE-endorsed CCLS aligned math curriculum: Go Math. The instructional coaches (Isidro Sanchez, Shanon Nilan, Tricia O'donnel and Nicole Perkins, Assistance Principal) model lessons, co-plan, and co-teach with teachers struggling to implement the curriculum. Some of these professional development sessions are also offered during Election Day PD, faculty conferences, lunch and learn sessions. Agendas, attendance logs, minutes, and copies of literature and materials used are kept on file.

The DOE provides training off-site throughout the year that teachers are sent to attend. In addition, teachers participate in student inquiry teams where they look at student work in relation to CCLS and adjust instruction to reflect gaps in students' achievement.

Our ELL Coordinator and selected school ESL teachers, Bilingual Teachers and paraprofessionals are also sent to receive professional developments sponsored by the Office of English Language Learners at Central. Likewise, our school registers selected ESL teachers and coaches to receive professional developments through our LSO professional team. Some of the topics our school targets for professional development are: State/City ELL mandates, identification and placement, instructional strategies and interventions for classroom implementation, as scaffolding, vocabulary building and academic language development.

Professional Development Calendar

October

Date 1: October 7, 2014

Time: 3:00 - 3:35pm

Topic: Analyze NYSESLAT/NYSITELL Breakdown Modalities for Instruction Implementation

## **Part C: Professional Development**

Provider: Isidro Sanchez, ELL Coordinator

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual

October

Date 2: October 21, 2014

Time: 3:00 - 3:35pm

Topic: Strategies to teach Longterm Beginner ELLs Vs. New Comer Beginners

Provider: Isidro Sanchez, ELL Coordinator

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

November

Date 3: November 4th, 2014

Time: 3:00 - 3:35pm

Topic: ELAND Procedure and Critirias

Providers: Tricia O'donnel, Special Education Coordinator and Miguelina Suriel, ESL Teacher

Teachers to receive training: Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, and Ricky Yagual.

November

Date 4: November 10, 2014

Time: 2:25 - 3:35pm

Topic: Using the DOK to guide your lesson questions

Provider: Nicole Perkins, Assistance Principal

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Isidro Sanchez and Ricky Yagual.

November

Date 5: November 18, 2014

Time: 3:00 - 3:35pm

Topic: Creating Short Term Objectives and Long Term Goals for Differentiated Groups

Provider: Vellanire Barran, Third Grade TBE Teacher and Isidro Sanchez, ELL Coordinator

Teachers to receive training: Miguelina Suriel, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

December

Date 6: December 2, 2014

Time: 3:00 - 3:35pm

Topic: How am I going to prepare my students for the NYSESLAT: What do they need to know?

Provider: Isidro Sanchez, ELL Coordinator Leads Discussion: ELL Team Share Reflections

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

December

Date 7: December 16, 2014

Time: 3:00 - 3:35pm

## **Part C: Professional Development**

Topic: Using Available Technology to supplement Classroom Instruction

Providers: ELL Team Members: Ms. Barran, Ms. Nunez, Ms. Rodriguez, Ms. Suriel and Mr. Yagual ,  
Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Mr. I. Sanchez and Ricky Yagual.

January 2015

Date 8: January 13, 2015

Time: 3:00 - 3:35pm

Topic: Exploring Our ELL Resources for Differentiation

Provider: Vellanire Barran, Third Grade TBE Teacher

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

February 2015

Date 9: February 10, 2015

Time: 3:00 - 3:35pm

Topic: How and What to teach in L1 to reenforce L2?

Provider: Ms. Wendy Nunez, 2<sup>ND</sup> Grade TBE Teacher and Mr. Isidro Sanchez, ELL Coordinator

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Taisha Rodriguez , Lydia Caballero and Ricky Yagual.

March 2015

Date 10: March 10, 2015

Time: 3:00 - 3:35pm

Topic: Close Reading for ELLs

Provider: Shannon Nilan, Literacy Coach

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Isidro Sanchez and Ricky Yagual.

April 2015

Date 11: April 20, 2015

Time: 3:00 - 3:35pm

Topic: Reading Intervention for ELLs

Provider: Shannon Nilan, Literacy Coach

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Isidro Sanchez and Ricky Yagual.

May 2015

Date 12: May 5, 2015

Time: 3:00 - 3:35pm

Topic: Strategies to teach Math to ELLs with Disabilities

Provider: Tricia O'donnel, Math Coach/Special Education Coordinator

Teachers to receive training: Miguelina Suriel, Vellanire Barran, Mercedes Casado, Wendy Nunez, Taisha Rodriguez , Lydia Caballero, Isidro Sanchez and Ricky Yagual.

## 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:

Parent ESL/Technology Program: Rational

\* A high percentage of our school parent population speaks Spanish as their primary language.

• Many parents are calling the school's administrative offices requesting oral interpretation and translation assistance.

• Many Mainstream Teachers and Special Education Teachers often rely on bilingual colleagues or friends for written translations and oral interpretation.

• The demographic session of the CEP revealed that the number of ELL students being enrolled in our school has been increasing steadily.

\* At the Parent/Teacher Open House Conferences many parents expressed the need for receiving written communications translated in the Spanish Language

\* The school needs to broaden its parent outreach program and parent involvement

• The number of Spanish speaking parents attending the school meetings has increased.

\* Spanish Speaking parents and speakers of languages other than English, need assistance on analyzing and interpreting school related data pertaining to the academic growth of their children.

Program Description: Topics to be Covered

The ESL Program will be intended to serve parents who wish to learn basic conversational skills in English, as well as being introduced to a beginning level of reading and writing.

Some of the themes to be covered include: Money, Doctor's Office, Emergencies, Getting Around, Places in Town, Jobs People Do, At the Mall/Grocery Store, All About Meals, Clothes Shopping, Weather and Seasons, among others. Furthermore, this program will provide information outlining ways parents can apply the skills they learned to help their children succeed in school by supporting them at home with their homework and other school-related projects.

The other component of the program will be devoted to technology instruction. After the ESL session is over, the parents move to the Technology Room to use the computers and/or ipads to learn how to navigate the internet; how to do job search; how to pay bills online; how to make online purchases; how to retrieve parent-child related information from the DOE page; how to obtain their children data using ARIS and how to access educational websites for adults and children as Starfall.com, NYSED. org, Raz Kids, Studyzone.org and others. This program will take place every Wednesday from 2:30-4:00pm and will run from December 10, 2014 to April 22, 2015. The instructor for this adult program will be Wendy Nunez, our 2<sup>nd</sup> grade TBE certified teacher. As instructional materials titled, Rosetta Stone, is going to be used with these ELL parents (our school already purchased this language program, thus it will come at cost under Title III). Similarly, the parents will use an ESL Kit for Adults, entitled: Newcomer

**Part D: Parental Engagement Activities**

Access by Great Source, which incorporates the above listed topics of interest to parents.

Parents are going to be notified of this program via a school letter describing the program, time and day that the program is going to be offered. The program will also be advertised in our monthly school calander and at Parent Meetings/Workshops and Conferences; where parents will have an opportunity to register for the classes.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

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

DBN: 09X294 School Name: THE WALTON AVENUE SCHOOL - PS 294X

Cluster: 6 Network: 606

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

### **Part A: Needs Assessment Findings**

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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.

#### **Assessment**

- The school Parent Coordinator (Delis DeLeon) reviewed Parents Meetings and Conferences Records and Agendas
- Mr. Sanchez, ELL Coordinator, analyzed Previous Years Students' Cumulative Files
- The School Leadership Team referred to the Demography Section of the School CEP and The NYC Department of Education School Report Card
- The School ESL teacher, Miguelin Suriel and Mr. Sanchez reviewed Home Language Survey Forms
- Members of the ELL Team consulted previous years' Bilingual Teachers, ESL teachers, Mainstream Teachers, Special Education Teachers, Parents and the longevity personnel to report findings at their ELL common meeting time.
- Mr. Russo, Ms. DeLeon and Mr. Sanchez participated in Parent Meetings/Workshops and assessed Languages Spoken by Attendees.
- Mr. Russo and Mr. Sanchez conducted informal language surveys during 'Parent/Teacher Conferences', School Open House Days and during ELL Parent Orientation Meetings.
- Ms. DeLeon kept a log of parent incoming phone calls to the various school administrative offices needing translation assistance.

\*For students absorbed from the PS 64 phase-out, parent native language was determined through a series of steps including parent intake interviews with each family, reviewing of Home Language Surveys, interviews with Parent Coordinator, review of ATS language code. The bilingual coordinator maintains a file of all ELL students and, with the help of the Parent Coordinator, indicates whether the parents are English speaking. In the event that a parent meeting is required, this file is reviewed and appropriate translation is provided. This system is further supported by the review of blue emergency cards, which indicate the language of preference for parent contact. The school employs staff members fluent in the following languages: Spanish, Arabic, Hindi, French, and Patwa. Prior to arranging translation through the Interpretation Unit in Queens, the school explores the option of programming a staff member to provide translation services in-house. Most parent workshops require an RSVP, and the parent coordinator will cluster parents by native language, and provide a staff member fluent in their language to

provide simultaneous translation for parents. The translator moves with the cohort of parents throughout the workshop. This section provides an assessment of the number of parents, languages they speak, and whether or not they require written translation and oral interpretation; describe how these findings were shared with your school community, (and if findings have not been shared, how do you intend to do this).

At the December School Leadership Team meeting, the principal will share the results indicated above. The Parent Association President and the parent coordinator will review these results and use them for planning purposes of parent outreach events. The bilingual coordinator will create a spreadsheet file of all ELL students and their parents' language of preference and load this document into Dropbox, which is a shared online platform that is used in our school community to disseminate information. The staff is aware that it is their responsibility to review new documents to Dropbox on a regular basis.

We have about 150 parents who speak a language other than English. The languages spoken are Spanish, Arabic, Hindi, French, Patwa. All fliers and notices are distributed in both Spanish and English since more than half of our ESL parents speak Spanish. To accommodate parents who speak the other languages listed, there is at least one staff member on our team who can speak in Arabic, Hindi and French.

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.

#### Findings.

- A high percentage of our school parent population speaks Spanish as their primary language.
- Many parents were calling the school's administrative offices requesting oral interpretation and translation assistance.
- Many Mainstream Teachers, ESL Teachers and Special Education Teachers often relied on bilingual colleagues or friends for written translations and oral interpretation.
- The demographic session of the CEP revealed that the number of ELL students being enrolled in our school has been increasing steadily.
- \* At the Parent/Teacher Open House Conferences many parents expressed the need for receiving written communications translated in the Spanish Language
- \* The school needs to broaden its parent outreach policy
- The number of Spanish speaking parents attending the school meetings has increased.
- Spanish Speaking parents and speakers of languages other than English, need assistance on analyzing and interpreting school related data pertaining to the academic growth of their children.
- Previous years' CEPs from the fading out school reveal that Spanish is the most commonly used language in the community other than English.
- The need for oral interpretation is evident during Parent/Teacher Conferences and School Open House days.
- Parents expressed their needs for receiving translation in Spanish at meetings held by PTA and Related Services Personnel
- A high percentage of our school population speaks Spanish as the primary Language

## 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.

- Mr. Sanchez and other members of the ELL Team translate all written communications that are sent to parents by PTA, general office, SBST Office, AIS Committee, ELL Department...
- Mr. Sanchez and Ms. Suriel provide translation for all NCLB and CR Part 154 mandated communication not available in Spanish online.
- Mr. Sanchez and other members of the ELL Team translate school information related to Extended Day Programs being offered, as well as other academic programs taking place within the school.
- Main office staff and member of the ELL team facilitate written translation to inform parents about school activities designed specially for them.
- \* Mr. Sanchez and Ms. Suriel printed and distributed all available written communication provided by the DOE pertaining to ELL Parent Orientation Sessions in the languages they understood, including low incidence languages.
- Bilingual personnel provide translated information about students' academic performance and approaches for improvement.
- PS 294 ELL Team avail translated materials explaining ways parents can access online students' and school data.
- \* The school hired an Arabic speaking Paraprofessional to serve as the link between the up-growing Arabic community and our school through facilitating written translation

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.

- The school ELL Coordinator, Mr. Sanchez and Bilingual Personnel will support PTA and the community of parents to provide oral translation at every meeting/workshop held at our school.
- Oral translation/interpretation Services will be available, as needed, during Parent/Teacher Conferences and Open House Days.
- Oral translation/interpretation will be provided at every Parent-Staff Member or Administration meeting, either having a translator physically present at the meeting or by providing parents with contact to the New York City Department of Education Translation and Interpretation Unit.
- Over the phone translation/interpretation will be available to parents, as needed.
- Available translation at registration and during parent conferencing regarding student conduct safely and discipline.
- A Spanish/English speaking translator will always be available at the school general administrative office to provide language

assistance services.

- \* All members of PS 294 ELL Team participated in the ELL Parents Orientation Sessions to avail the video and oral translation in the languages needed, including low incidence languages as Arabic, Bangali, French and Chinese.
- \* The school hired an Arabic speaking Paraprofessional to serve as the link between the up-growing Arabic community and our school through facilitating oral translation

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

The written translation and oral interpretation services and procedures put into place at P.S 294x comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 294x posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

#### Reporting Written and Oral Assessment Findings to School Community

Findings were reported to school staff at our monthly staff meetings. Parents were informed of the findings at our ELL Parents' Orientation Meetings, ELL curriculum Open House, PTA Workshops/Meetings, ELL Coordinator Meetings. At these meetings, parents were provided with a translated version of the Parent Rights and Responsibilities document, which includes their rights regarding translation and interpretation services.