

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q329

School Name:

EAST ELMHURST COMMUNITY SCHOOL

Principal:

RACHEL STAROBA-HALLENB

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: _____ School Number (DBN): _____
Grades Served: K-2
School Address: 26-25 97th Street East Elmhurst, NY 11385
Phone Number: 718-505-6050 Fax: _____
School Contact Person: Rachel Staroba Email Address: _____
Principal: Rachel Staroba
UFT Chapter Leader: Jessica Baity
Parents' Association President: Dulce Gomez-Mosso
SLT Chairperson: Jessica Roldan, Jessica Baity
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Dulce Gomez-Mosso
Student Representative(s): _____

District Information

District: 30 Superintendent: Dr. Philip Composto
28-11 Queens Plaza North
Superintendent's Office Address: Queens, NY 11101
Superintendent's Email Address: pcompos@schools.nyc.gov
Phone Number: 7183918323 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
28-11 Queens Plaza North
Director's Office Address: Long Island City, NY 11101
Director's Email Address: lpender@schools.nyc.gov
718-931-8222
Phone Number: _____ Fax: 718-391-8320

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Rachel Staroba	*Principal or Designee	
Jessica Baity	*UFT Chapter Leader or Designee	
Dulce Gomez-Mosso	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Dulce Gomez-Mosso	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carolina Salas	Member/ Teacher	
Gloria Bastone	Member/ Teacher	
Paulina Osorio	Member/ Parent	
Maria Lopez	Member/ Parent	
Jessica Roldan	Member/ Parent	
Magdali Vergara	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angelica Bravo	Member/ Parent	
Jacqueline Nunez	Member/ Teacher	
Brooke Robinson	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

East Elmhurst Community School is located in Northern Queens, a few blocks from La Guardia Airport. We are a diverse community, with 83% of our students' families identifying as "Hispanic." Many of these families have arrived very recently from Mexico and Ecuador. Nine percent of our students' families identify as "Black." Our school also has a small growing Bengali community.

A growing school entering our 3rd year, we have 10 classes in grades K-2. In kindergarten through second grade, there are three classes: one monolingual class with a mix of both ESL and non-ESL students, one dual language class with both native Spanish speakers and native English speakers, and one monolingual ICT class, with a mix of ELL's and students with IEP's. We also just opened a 12:1:1 self-contained special education class which includes our students in kindergarten through second grade, a mixture of ELL's and non-ELL's with IEP's, whom we have found benefit from a smaller and more nurturing setting, with more targeted instruction, for literacy and mathematics. All students from the 12:1:1 class are mainstreamed for music, art, Town Hall, social studies, physical education and science.

MISSION STATEMENT:

Students, staff and families of East Elmhurst Community School, as defined by our core values, are curious and courageous critical thinkers who are active, interdependent, and culturally aware community members.

CURIOSITY – How do you challenge your knowledge and beliefs?

Educators create spaces for students and themselves to engage in the productive dialogue and understanding of opposing views so we can peacefully resolve conflict and create solutions by building on each others' ideas. Through struggle and engaging with opposing viewpoints, we become the fullest expression of ourselves.

COURAGE – How do you exercise your power and how do you respond to your mistakes?

We endeavor to have the courage to speak our minds, stand up for our beliefs, and do what is right, even when no one else will. Doing this does not mean that we are unafraid – it means doing so in spite of being afraid. Courage also means seeing failure as an opportunity to grow and learn – as a natural step on the continuum of success. We stand in our agency and, through our studies, build the skills and knowledge so that we may advocate thoughtfully and strategically.

COMMUNITY – How do you support your community?

We build school community by developing into the fullest expression of ourselves AND supporting and advocating for others to be able to do the same. We develop into our fullest expression by being creative, engaging in the journey of understanding and the pursuit of knowledge, and through our contributions to society. As we are all interdependent and interconnected in our community, we push, create space, and advocate for all members to also fully self-express. We do this because when even one member of community is denied an opportunity to succeed, this limits community's overall capacity and, therefore, all members of our community.

STRATEGIC COLLABORATIONS AND PARTNERSHIPS

In order to accomplish our mission and educational goals, PS 329Q collaborates with various institutions and professional development partners. These relationships will build capacity amongst all members of the school community in order to improve the educational process and student achievement. Their work will support our day to day instruction in each classroom ensuring staff can maximize the instructional program.

PS 329Q believes strongly in an arts infused balanced literacy instructional program as a pathway to supporting language development, literacy, and citizenship as well as supporting our core value of curiosity. To support this work, we partner with the NY Historical Society and the Long Island City Academy of Music. Teachers were also trained to incorporate Visual Thinking Strategies (VTS), daily lyric studies, and classical music study are components of our balanced literacy program with curricular connection to our social studies, visual arts, and music instructional programs. PS 329Q believes strongly in the power of teacher collaboration through professional learning communities. We believe the strongest indicator of our success is the degree to which our educators collaborate and support one another.

Teacher teams maximize professional learning time to work with professional development partners.

Teachers work with a literacy/leadership consultant to develop units of study around balanced literacy. Our consultant also builds capacity and accountability in delivering a comprehensive literacy and social studies program across all grades and classroom. The consultant will also provide demonstration lessons and develop a system where teachers can co-plan and review student work to assess student ability and foster next steps for classroom instruction.

Metamorphosis is a math based professional development organization that supports our teacher teams through lab sites and curricular development to create common core aligned units of study.

As a means to extend our work to our families and community, we have implemented a strong family component which will support a unified objective with respect to our school mission. Working with the Learning Leaders organization, our Parent Coordinator, and our professional development partners, we provide numerous spaces for families to become informed about our instructional program, support the work of our teachers, support their children's learning, and support one another. Our goal is to lessen the cultural gap between home and school and to support families in becoming advocates for their children.

SPECIAL INITIATIVES

Our school community is made up of many divergent needs and requires critical analysis in order to equitably engage all families. As our students have varied levels of preparedness for school, our parents also present parallel challenges. As such, we need to provide differentiated supports to families so that all can advocate for their children to maximize their academic potential. In our efforts to involve families, we have realized that there are still many more families that require additional supports and information in order to effectively impact their child's academic performance. Included in these initiatives are: Family Art, Talk with Teacher Tuesdays, Coffee with the Principal, Coffee with the PC, and regular family conferences with those families that needs extra support.

As a new school, we have the unique opportunity to roll out a new grade each year and, as such, we are able to hire only teachers who are closely aligned with our school mission and educational program. As well, our many of our families have expressed strong interest not only the academic growth of their children, but also in their own understanding of a complex school system and in deepening their knowledge of new curricular standards. Because of our size, we are able to target the specific needs of individual students as well as the needs of their families by strategically developing programs that support the whole family.

During our first year of operations, and continuing into the 2014 – 15 academic school year, as a new school we have many accomplishments to celebrate. We have developed a comprehensive PD plan, a functioning PTA and Executive Board, a School Leadership Team that allows for meaningful dialogue among parents and educators, tightly knit grade level teacher teams that collaboratively plan, strong family communication via monthly newsletter and school website, and active parent volunteerism. We have also developed an extension to our school day through a targeted Saturday program that includes small group literacy support and dance and music classes. The art teacher and dual language teachers have developed after school programs to provide enrichment and extra support for students. For the first time, the principal has also transitioned ownership of the school newsletter to the students through our Young Journalists after school club. Students work with teacher advisors to design, research and write about the issues and events that are important in our community. Students have named this monthly periodical "The Writing Express." This work not only builds community, but also supports our budding and struggling writers and demonstrates the "power of the pen." After school also hosts 4 of our soccer teams, each coached by one of our teachers. Students will be competing in the "East Elmhurst World Cup" in March of 2016. Here, we believe in hard work, collaboration, and learning to both win and lose with dignity.

PS 329Q has also developed some unique programs for incoming students. In order to meet the challenges for the common core standards, we have developed a LISTO! program where 2 – 4 year old younger siblings of our currently enrolled students come twice weekly with their parent to engage in center based play activities, literacy games, math activities, and read alouds. The LISTO! program supports children to meet the challenges they will encounter once enrolled in kindergarten. Parents have reported significant gains in their children's letter and number recognition skills as well as their ability to play creatively, which is a pre-cursor to literacy and writing skills.

In response to the demands for increased preparedness and achievement level for kindergarten students, we have also developed a screening process for incoming kindergarteners. This process assesses their academic proficiency and readiness for kindergarten class. As a result of the process, we have also developed a summer school class, Kindergarten Readiness. Taught and planned by current kindergarten teachers, students will develop their school readiness skills, name writing, letter/number recognition, and social skills to better prepare them to complete kindergarten reading at level D, as per TC Running Records assessment. Students will be in attendance for 20 days over the summer during July and August of 2015.

In order to also maintain a high interest level for students who are exceeding their grade level expectations and to retain these students, for the second summer, we are offering a thematic based enrichment program twice weekly for five weeks. Students will read a chapter book, engage in projects and culminate the summer with a trip to the Museum of Natural History.

Additionally, we are offering a summer support program to 45 students who are struggling readers or just on the cusp of performing at/above grade level. With this targeted support over the five weeks of the program, students will arrive in September one to two levels beyond their current reading level and better prepared to meet the demands of the subsequent grade.

SPECIAL STUDENT POPULATIONS

As a community school, we have a diverse population of students who are designated as special education, many of whom received early intervention services prior to entering kindergarten. Currently we have an ICT class in all our grades. The ICT classes are heterogeneously grouped in order to provide strong models of student excellence to those students most at risk. The special education students are also provided with stimulating work that allows them to excel within their strongest modality. Teachers were all trained in visual thinking strategies, which allows all students to make comments about works of art. This approach provides the opportunity to students with a variety of literacy levels to engage deeply with high level content with the barrier of negotiating print. We also utilize lyrics and music of the American Song Book as a vehicle for literacy development. The nature of melody and repetition of the refrain helps to facilitate comprehension, access to tiers 2 and 3 vocabulary, and fluency in a more supportive manner than the unaccompanied and traditionally applied shared reading.

Based on our demographics, we have a large population of ELL students, where English is not the primary language spoken at home. Supportive and stimulating instruction, we have developed dual language classes. Dual language supports academic mastery of content and literacy in both languages equally. Additionally, for our native Spanish speakers, this instructional approach provides L1 support, so that supports are building content knowledge in the L1, more strongly supporting their ability to acquire English and to transfer knowledge from the L1 to the L2.

FRAMEWORK SUCCESSES AND AREAS OF NEED

As a school community, we made the most gains in the area of Rigorous Instruction, as evidenced by most students making significant gains in literacy and the development of common core aligned units of study. Our most proficient students perform at up to one grade level above common core expectations. We are also on the road to developing a strong interdisciplinary curriculum where children are able to think conceptually about the world.

The work that continues to challenge us will be effectively providing a rich and rigorous curriculum within time constraints. Teachers have a comprehensive literacy program with many components that improve overall student proficiency and success in the classroom. However, these components have a framework of time which often, where teachers often feel, that more time would be needed to meet the teaching point.

We also need to develop better data analysis with our math program, which is steeped in a constructivist approach to learning.

30Q329 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	OK,01	Total Enrollment	156	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		171.6%	% Attendance Rate		92.0%
% Free Lunch		87.8%	% Reduced Lunch		9.5%
% Limited English Proficient		55.4%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		1.4%
% Hispanic or Latino		90.5%	% Asian or Native Hawaiian/Pacific Islander		2.7%
% White		5.4%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		20.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		3
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on observations and feedback from our Quality Review, there needs to be a more consistent method of collecting and reviewing student work across teacher teams. In **literacy**, there will need to be allocated time to review student writing (by grade) and running records miscues/observations. There also is a need to develop formative common core aligned **math** assessments, which can provide data to shape instructional decisions, math partnerships and track student progress.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

LITERACY: By June 2016, 10% of students in grades 1 and 2 will move from level 2 to level 3 as indicated by benchmarks from Teachers College Reading and Writing Project Running Records entered into Assessment Pro.

MATH: By June 2016, 100% of classroom teachers will institute mathematics assessments for each CCLS aligned unit of study in grades 1 and 2.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>INSTRUCTION: LITERACY: Combine 20 minute block for word work with 20 minute small group block creating a unified 40 minute block with 4 groups designated based on ability and needs; Two groups most at risk will have teacher directed instruction 3x/week for 20 minutes based on rotating schedule; More proficient students will have more independent work time for reading, partner reading, book clubs, and reading response writing.</p> <p>PD: MATH: Ongoing training by Metamorphosis and literacy/leadership consultant. Teacher Leaders will work with grade teams to develop consistent methods of data collection and protocol for analyzing student work products. LITERACY: Ongoing support with coaching with Teacher Leader for Literacy and creation of Reading Toolkits for each level created during Monday's professional learning.</p> <p>SYSTEMS/STRUCTURES: Professional periods, common prep periods, Google Drive to store/share data and agendas/minutes</p>	<p>Grades 1-2 Teachers Admin</p>	<p>July 1 – June 2016</p>	<p>Classroom teachers and administration Teacher Leaders and Administration Administration and Teachers</p>
<p>STRATEGY: additional and data driven small group instruction through an extended reading block and math block, where students work in tiered groups/partnerships on targeted learning objectives based on miscue analyses and deficits indicated on math assessments.</p>	<p>Students of all levels</p>	<p>September 2015 – June 2016</p>	<p>Math Point Persons (Teacher)</p>
<p>FAMILY ENGAGEMENT: Parent Coordinator will work with teacher teams to maintain website. PC will also create Learning Leaders groups and Class Moms, where parents are incentivized to deepen their engagement with the curriculum. Continued use of school newsletter to share instructional approaches and ways to support work at home.</p>	<p>Families</p>	<p>July 1- June 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

INSTRUCTIONAL RESOURCES: Google Drive with Math documents created last year, shared from other Metamorphosis schools, curriculum maps, Terc Investigations materials, Kathy Fosnot's Early Mathematics, Metamorphosis consultant (11 sessions), outside Metamorphosis PD sessions (with emphasis on coaching for Model Teacher and new teachers).

SCHEDULE ADJUSTMENTS/PER SESSION /PER DIEM: Common professionals on Fridays, Model Teachers have 2 additional professionals, Substitutes to cover teachers on Metamorphosis days (per diem funds), after school work to organize literacy materials and math planning (per session funds), Saturday's I HEART Reading Club (per session for teachers and supervisor)

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

LITERACY - Teacher teams meet monthly to review student work and formulate appropriate mini-lessons and small group strategy lessons. Progress towards benchmarks will be measured using TCWRP running records and on-demand writing pieces and will be conducted triannually (September, December, March, June). In the case of specific concerns (i.e., a child who is significantly above/below grade level or who has made significant growth in a short period of time), progress monitoring will be done with more frequency and/or as needed.

MATH - Teacher teams also meet monthly to review student skills/knowledge as per CCLS teacher-created math inventories. Teachers will also review results of unit based assessments and, through inquiry process, determine next steps for students. As part of our work with Metamorphosis, teacher teams will develop CCLS benchmarks to clearly delineate progress and break down grade level standards for counting and numeration. By February, classroom teachers will have instituted 4 unit based assessments.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As a growing school, we are constantly seeking ways to create rituals and traditions that create a larger schoolwide unity and consistency. Adding a grade each year presents the challenge of acculturating new staff and students each year. As such, as a staff we have brainstormed several activities, initiatives, and events to build a cohesive culture and continue to construct our collective narrative around "who we are" as a school community.

Part of our ongoing goal is for students and families to know all teachers and staff - not only those who work directly with their child. We feel this creates, especially in a small growing school, an ambiance of familiarity, support, and a sense of belonging for each child.

Additionally, this system of positive supports and extracurricular activities prevents behavioral concerns. We prefer to build up the positivity of the child, and support him/her to be the best self s/he can be, than try to address outbursts through consequences.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students will increase their community connections as evidenced by at least 33% of students participating regularly in afterschool and/or Saturday enrichment/club activities.

By June 2016, teachers will increase their community connections as evidenced by at least 75% of teachers serving as advisor and/or instructor of afterschool and/or Saturday enrichment/club activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PROFESSIONAL DEVELOPMENT: Weekly meetings on Mondays to share progress and impact of afterschool/Saturday activities; Monthly presentations by the PPT on crisis intervention, schoolwide behavioral initiatives, and referral process.</p>	<p>Grade leaders, principal</p>	<p>September 2015 – June 2016</p>	<p>Principal</p>
<p>STRATEGIES FOR SWD’S and ELL’s: teachers will be trained to provide appropriate instruction that is challenging to students who are below grade level standards by using the arts and intense phonics programs that help fluency; By having cross grade meetings, teachers share strategies they would use in classrooms to address the needs of students both working above and below grade level.</p>	<p>Classroom Teachers</p>	<p>September 2015 – 2016</p>	<p>Principal</p>
<p>TEACHER-PARENT COLLABORATION: Learning Leaders volunteers will support activities, help organize events, and use the space to connect and build rapport with staff with whom their child does not work regularly during the school day.</p>	<p>Families</p>	<p>July 1- June 2016</p>	<p>Parent Coordinator, Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tuesday 35 minute meeting period Fair Student Funding for per session Title I for parent engagement and materials</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

Progress will be measured in February to ascertain how close we are to hitting our target. If we reach our target in February, we will work with the SLT to determine next steps to include more students and staff to extend our sense of community and build deeper connections.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As a small school, teacher teams have established strong collegiality and meet regularly in an informal manner. However, as the school continues to grow by adding a grade each year, it has been determined that teachers need to develop a stronger understanding of the curriculum across all grades as how each year’s standards build upon the next and are an extension of the prior year’s. As such, teacher teams have also noted a need to formalize a structure to ensure vertical alignment and support teacher understanding of the skills for both the prerequisite and subsequent grade.

To date, our collegiality and the principal's distributive style of leadership has resulted in a strong sense of ownership by all staff and high levels of collaboration. Each team has a designated leader who is the point person for planning, resources, and turn keying instructional initiatives. We also have two teacher leaders that serve as the point person for Math and Literacy. They provide coaching, support in creating unit and lesson plans, and demonstrations.

It is our belief that our collegiality will be the X factor in our becoming the best school we know we can provide for our students and their families. This model also serves to educate our students; they see their teachers collaborating and supporting one another and have firsthand observation of how to work with others who may be different, have different ideas, and can push your thinking.

We strive to continue this structure, and strengthen this structure, as we grow our school from K-2 to K-5 over the next 3 years. This also provides tremendous support for our incoming teachers and creates a sustainable organization that is driven by mission and vision - not solely the directive of the school leader.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will actively participate in the collaborative process and implement feedback of colleagues as evidenced by 100% of classroom and cluster teachers scoring "effective" or "highly effective" on component 4e (Growing and Developing Professionally) of their Danielson MOTP rating.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>SYSTEMS/STRUCTURES:</p> <p>1. Model Teachers - serve as coaches in the disciplines of math (Mrs. Albuquerque) and literacy (Ms. Bastone) with 2 additional professional periods each to model lessons, provide access to materials, provide feedback on lessons, help refine lesson plans,</p>	<p>Whole school community</p>	<p>July 1 – June 2016</p>	<p>Principal</p>
<p>STRATEGIES: establishment of bi-weekly Pupil Personnel Team (PPT) meetings, as well as protocols for teachers to provide Rtl and/or referrals for evaluation.</p>	<p>At risk students</p>	<p>September 2015 – June 2016</p>	<p>Principal</p>
<p>PARENT LEADERSHIP: collaboration with PTA and SLT to alert families of upcoming assessments and how they impact their child’s learning and academic placement</p>	<p>Teachers, Parents,</p>	<p>July 1 – June 2016</p>	<p>Principal, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tuesday 35 minute meeting time PTA and SLT meeting Monday's PLC Fair Student Funding for programming to cover teachers in student "Town Hall" program so each grade can have an additional PLC period each Friday for common planning and inquiry.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

Progress will be monitored in February of 2016 as to our progress in creating and implementing a schoolwide calendar, agendas/minutes from meetings, principal e-mails and memos, teacher adherence to program schedule, and adequate allocation of funds for per diem teachers.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The strength of the current school leader is in the area of distributive leadership and relationship building. Prior to working as principal, she worked as a community organizer and negotiates multiple perspectives and interest groups very well.

A growth area is in the scope of supervision. Relying heavily on leveraging the mission/vision, which has served well in creating a new school, the principal would benefit from ongoing growth in providing timely and succinct feedback via Danielson, instead of relying more heavily on instructional memos.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the principal will fully align the selected Danielson elements with all schoolwide instructional expectations as evidenced by:

- *the creation and dissemination of a collaboratively created alignment grid
- *an observation schedule for all teachers
- *completion of 50% of Danielson observations by February 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>For Principal: monthly calibration training at monthly Principals' meetings.</p> <p>For Teachers: weekly calibration training at PLC's and via observations with regular feedback</p>	<p>Principal, teachers</p>	<p>August - June 2016</p>	<p>Principal</p>
<p>N/A</p>			
<p>Discussion around teacher observations and calibration to Danielson will be held at monthly SLT meetings</p>	<p>SLT Parents</p>	<p>September - June 2016</p>	<p>Principal, SLT Chair</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Monday PLC times Monthly Cabinet meetings with Model Teachers Bi-Monthly work with mentor, a retired principal, Anthony Lombardi</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, Principal will share her progress on observation schedule at SLT and determine next steps with the team.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

PS 329Q has a very interested and engaged group of parents who are highly concerned about the academic progress of their children. However, families would benefit from additional training with respect to understanding the expectations for their children’s progress and the impact of the arts/music on their children’s academic progress. Through greater, consistent, and more meaningful interactions with families, student performance is likely to improve and parents are in a superior position to advocate for the academic success of their children.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase active and meaningful parent engagement through various Parent Coordinator led initiatives as evidenced by a 50% increase in the number of Learning Leaders that participate and volunteer on a weekly basis.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Learning Leaders will provide training, background checks, and a system of screening for volunteers; Each classroom will have the support and leadership by electing a Classroom Mom; The Parent Coordinator will create a schedule and structure for</p>	<p>Parents and Grandparents</p>	<p>August - June 2016</p>	<p>Parent Coordinator</p>

parent volunteers, follow up with phone calls and keep attendance; Ongoing training for parent volunteers in their specifically designated area.			
Ongoing training and workshops for families of children with IEP's;	Parents of IEP students, Learning Leaders	August - June 2016	Special education teachers, Parent Coordinator
Newsletter, School App, website, "Remind" App, Coffee with the Principal, Quarterly Family letters, PTA meetings, SLT meetings, PTA Executive Board meetings	All Families	August - June 2016	Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Our Class Moms, a new group with representation from each classroom will meet monthly to discuss progress and share success/concerns. By February 2016, the group will evaluate progress towards their goal. If met, they will seek to either extend the percentage or to deepen the work of currently participating parents.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	TC Running Records Benchmarks	Leveled Literacy Intervention, Saturday Academy, Additional guided reading groups	Small group	During the day and on Saturdays
Mathematics	Math inventories	Small group "mini-lessons), targeted games	Small group	School Day
Science	End of unit assessments	Scaffolded support during independent/partner work time	Small group	School Day
Social Studies	SS notebooks, on demand writing	Scaffolded support during independent/partner work time	Small group	School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Crisis, trauma, behavior support	Small group or one to one	School Day and After School

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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
Schoolwide Program (SWP)	X	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Colleagues provide referrals for highly qualified teachers; must be multiply certified to work in our school community

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Highly supportive teacher teams, Monday's PLC, monthly PD calendars, consultant from Metamorphosis, PD from the Guggenheim and NY Historical Society, literacy/leadership consultant

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Funds will support learning outside of the structured school day, supplement the arts to help all children have an entry point, and support parent learning and training so they can actively advocate for their child.

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).
Instructional supplements will occur after school through clubs, during the summer through a month long program, and on Saturdays throughout the year to support both our high flyers and our students who struggle.

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) for PS 329Q

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 329Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 329Q 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 329</u>	DBN: <u>30Q329</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>95</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

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: 60% of our students are English Language Learners whose families came recently to the U.S. Within our instructional program, students are actively engaged in an arts infused balanced literacy program. This includes visual thinking strategies, or VTS, where students observe and dialogue around a different painting each week, using 3 questions: What's going on in the picture? What do you see that makes you say that? What more can we find? This serves three purposes: 1. developing oral language and building vocabulary 2. exposing children and engaging them in prominent works of art 3. building the skill of formulating an opinion and backing up with facts.

- In mathematics, we work with students not just to acquire the ability to mathematize, but also to employ math strategies to solve relevant problems. We have partnered with the organization Metamorphosis to support teacher and family learning in engaging students in dialogue in math. A coach works one to one with teachers to model and provide feedback. She also supports their work in creating problems. We are working to structure our math instructional program similar to that of literacy; for example, students using blank paper to solve problems in partnerships. Teachers look at student work and sort it based on the strategies employed and potential next steps through small group work and conferring. Students also play "math games" (leveled math learning centers) based on teachers' observations to rehearse and build fluency. Students always work in partnership to build language and are explicitly taught how to engage in dialogue rooted in mathematics. This has been particularly powerful for our ELL's.

- While we do use both ESL methodology and the 50-50 dual language model, many of our students benefit from additional time to work with foundations of language. Additionally, we create extensive space for families to learn about and participate in our instructional program, through curriculum workshops and Learning Leaders. As such, we have created a Saturday Academy and Arts Program.

- Using the TCWRP assessments (tracked in Assessment Pro), we focus on our bottom third of students in both grades K and 1. We believe early childhood is the most important time to focus on gaps in student performance - as the gap is the smallest and this is the time when children acquire a foundation for all future learning.

- LITERACY INSTRUCTION (ESL AND DUAL LANGUAGE): All classes include ELL's and non-ELL's. All teachers in our school are licensed in both ESL/bilingual and general education. To support all learners in acquiring English (and Spanish, in the dual classes), teachers provide supports through numerous ESL methodologies, including tapping into prior knowledge, acting our known stories, and pictures cues. The incorporation of the arts into daily literacy instruction also provides additional visual cues for learners and has yielded tremendous results in building academic language that translates into their reading and writing work. Students receive 14 periods/week of arts infused literacy instruction that includes lyric study, painting study, classical music study, reading workshop, writing workshop, word work (Foundations and/or Estrellita), shared reading and guided reading/strategy groups. Materials needed include: leveled books, Internet access, SMART Board technology, shared reading pieces, word walls, art response journals, Wilson Foundations, and writing materials

- MATH INSTRUCTION: Students receive 50 minutes of math instruction 6 times per week. Students work in the large group to dialogue around a quick image. The teacher then, using modeling and picture cues,

Part B: Direct Instruction Supplemental Program Information

teaches the lesson. Students then rehearse in partnerships. They then work in leveled partnerships of 2 to plan games that are specifically targeted around their needs in math. The teachers pair students based upon language needs and math data. Materials needed include: bins for each partnership, math data compiled and analyzed, math manipulatives, SMART Board technology. Reading and writing are addressed through charting student answers and in partnership work. Speaking and listening are highly addressed through partnership work and whole class dialogue around the quick images.

- SATURDAY ACADEMY: Classes are every Saturday from 9:15 - 11:30. Students take classes in piano, harp and guitar. Those in the bottom third also have 90 minutes of literacy instruction, with an emphasis on word work and guided reading. Teachers also pre-teach the lyric study and painting of the week (VTS) to provide students with a stronger entry point when their classroom teacher introduces it on Monday. There will be 25 sessions with 2 teachers. One teacher is certified in general education. One teacher is dually certified in bilingual and general education. Students will address the modality of reading through Wilson Foundations double dose, guided reading, and shared reading in targeted groups. Writing will be supported through both interactive writing activities in small groups and additional practice in the writing workshop. Listening is supported through students' lyric study and dialogue around painting study. Materials include: Wilson Foundations kits, SMART Board, writing center supplies (paper choices, writing implements), laptops, leveled texts, and shared reading pieces.

- FAMILY ART: Our art teacher works with students and their families on VTS and extends the lesson from the week. This is also an opportunity for families to gain English language skills and become more familiar with the literacy and art blueprint. For our ELL's, art is also another important vehicle of learning and a high interest topic. This class is once weekly after school for 60 minutes. There are 30 sessions on Thursdays from 2:30 - 3:30 with just one teacher. The art teacher is certified in visual arts, ESL and special education. Reading and writing are addressed through student/parent reflections on artwork produced. Speaking and listening are addressed through whole group visual thinking strategies around the painting of the week and teacher conferring with parents/students. Materials include: SMART Board, paints, papers, pastels, crayons, pencils, etc.

- FAMILY CHORUS: Our chorus teacher works with families (mothers, sisters, and grandmothers) to teach English language songs and the technique of singing. This has strengthened English language skills, built stronger community, and greatly improved the presentation skills of both children and families. This group meets once weekly after school for 60 minutes. The group meets on Tuesdays from 2:30 - 3:30 with the director of the Long Island City Academy of Music and principal. The principal is certified in bilingual education and special education. They will meet for a total of 30 sessions throughout the year, with 3 performances. Reading and writing are addressed through learning of the lyrics in English. Listening and speaking are addressed through the singing of each group's parts. Participants bring home copies of the lyrics to work on with their children between sessions. Materials include: piano and copies for lyrics

- FAMILY WORKSHOPS and LEARNING LEADERS: Parents have the opportunity to become trained volunteers through the Learning Leaders program. They serve as library workers, recess volunteers, classroom volunteers, and hall monitors. All these activities increase transparency of school activities, build familiarity of the instructional program, increase rapport with teachers, and create a strong connection between home and school. For students whose family works during the day, they too have the opportunity to build connections with the mothers and grandmothers of their peers, thus increasing the breadth of the proverbial "village." We also provide monthly workshops on all aspects of the curriculum. For example, our last workshop focused on running records and how reading levels are calculated. Workshops are conducted by a variety of teachers, each with a certification in ESL or bilingual education and general education. Each Monday after school, families are invited to participate in Family Computer Lab, where our Parent Coordinator introduces websites and software that build literacy skills. Children work with their families. There are approximately 100 sessions offered

Part B: Direct Instruction Supplemental Program Information

throughout the year. Computer Lab and Library are open Mondays and Fridays from 2:30 - 3:30 and are run by the PTA and Parent Coordinator. Materials needed include: photocopies and laptops.

- All Saturday and after school activities are conducted in English.

- One of our Saturday Academy teachers is bilingually certified.

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. 329 professional development plans for Title III program teachers and support staff will take place throughout the 2014-2015 school year. All ESL, Dual Language, Special education, and General education teachers will be provided these opportunities to support delivery of instruction for all ELL students.

- Each Monday and Friday morning, teachers are provided the opportunity to work in their grade level PLC support the cycle of: what do children need to learn? How do we know if they have learned it? What do we do if they don't learn? What do we do if already know it? Teachers use their cycle to design rubrics and assessments, look at student work, and modify instructional practices based on student learning. These sessions total 80 throughout the school year.

- Working with professional development partner, LitLife, students work specifically on strategies for raising student outcomes in reading (as per the Teachers College Reading and Writing Project Assessment) and writing (as per Teachers College Writing Continuum). Because each classroom has over 50% English Language Learners (and also most students speak another language in addition to English at home), all literacy based professional learning and planning must accommodate for our ELL's. Topics include: Close Reading, Utilizing Running Record Data to Structure and Plan Small Groups, Checklists for Student Writing, Components of a Mini-Lesson, Using the Interactive Read Aloud to Make Connections to Social Studies, etc. Each session is 80 minutes (Monday) and 50 minutes (Friday).

- A coach from Metamorphosis assists in planning units of study and effective instruction for all students. In literacy, LitLife consultants will work with the grade teams to develop effective units of study and assessment practices that reinforce instruction of ELL students two times per month for a total of 20 sessions. The crux of our math instructional program is the math partnership and whole class dialogue around math talks. Working with classes made up largely of ELL's, teachers work with our professional development partner to provide language supports for student and to explicitly teach the language of mathematics. Each session is 3 periods (150 minutes). All new teachers are provided an additional professional period to receive mentoring support from a colleague to improve professional practice each week. Teachers receive additional support on curriculum days where the team plans out units of study and assessment procedures to impact ELL students. Teachers also complete visitations with other schools to compare best practices each semester during the school year.

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 Engagement Opportunities targeted towards parents of ELL's take place throughout the 2014-2015 school year to support parents and increase academic proficiency of all ELL students. By connecting with parents in the school community it will positively impact our ELL students. Each month, parents are invited to a family literacy and mathematics workshops to discuss curriculum, try out academic activities with their child, and ask questions to support their child. Each month there is a family calendar distributed to parents that offers different parent workshops to support students in English Language Arts, Mathematics, and the Arts. Example topics that will be covered are improving literacy skills in school and at home, reading behaviors according to levels, word work, utilizing technology as a resource, and supporting students in writing reading responses at home. In Mathematics, parents will learn different ways to assist their children and align home and school instruction, Common Core standards, and homework help. Additional topics will be developed according to parent and student needs after receiving parent feedback. Parents are also invited to participate in the Arts with their child during a weekly chorus and Family Arts program provided by Art and Music teachers. There is also a pre-intervention mommy and me program to target families early and develop relationships with parents. Technology and nutrition classes are provided to parents on a weekly basis to support their learning. Parents will be notified of these activities through weekly bulletins, monthly family calendar, and contact of the parent coordinator. A monthly newsletter is given to families to share school-wide activities and celebrations. Translation and interpretation arrangements are made in writing through our bilingual Parent Coordinator. With presentations and meetings, most staff in the school community are bilingual and are available to provide language support to families as needed. No one is left with a questioned unanswered or concern unheard because of a language barrier.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9 040.01	<u>Saturday Academy: The cost to Title III LEP grant will be: 25 sessions x 2.25 hours x 2 teachers x \$51.51 = \$5,794.88; program will operate for 25 session rom 9:45 - 11:00 am with two service providers (ESL/CB).</u> <u>Family Art After School Program: The cost to Title III LEP will be: 1 teacher x 30 sessions x 1 hour x \$51.51 = \$1545; will be conducted with a certified art teacher who also holds certification in ESL and special education.</u> <u>Family Chorus: The cost to Title III</u>

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>LEP will be 1 teacher/33 sessions/1 hour/\$51.51 = \$1700 (only the teacher will be paid from Title III funds); will be conducted with a certified chorus teacher alongside the principal who holds a bilingual extension.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2160</u>	<u>Saturday Program: leveled readers, copy paper, folders, writing supplies</u> <u>Family Art: paints, paper, print making materials including ink and rollers, construction paper, tissue paper, glue, brushes, art texts to support painting study</u> <u>Family Chorus: sheet music, piano tuning, photocopy paper for lyrics</u>
Educational Software (Object Code 199)	<u>0</u>	_____
Travel	<u>0</u>	_____
Other	<u>0</u>	_____
TOTAL	<u>\$11, 200.01</u>	_____